



# **Accreditation Report**

Lake Joy Primary

Houston County Schools

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Houston County is located approximately 30 miles south of Macon. Lake Joy Primary is located in central Warner Robins. Warner Robins has an estimated population of 68,500, which was a 2.9% increase between 2010 and 2011. Warner Robins continues to be above the state in growth, which only increased 1.3% during that time. The median income in Warner Robins from 2007-2011 was \$45,183 with 16.6% of the population being below the poverty line. Warner Robins is demographically diversified with 53.2% white, 37.1% black, 7.6% Hispanic, 2.6% Asian.

Lake Joy Primary serves 637 students in grades Pre-Kindergarten through 2nd grade, with 51.2% being male, and 48.8% being female. The student body is represented by 55.9% white, 17.7% black, 14% Hispanic, and 7.4% Asian, 0.5% American Indian, 0.2% Pacific Islander, and 4.4% multiracial. Currently 32.4% of our student population is served through the free and reduced lunch program. Our school serves 86 students through early intervention, 49 gifted students, 45 special needs students to include 43 of them receiving speech and 25 of them receiving additional special needs services, 4 students with a 504 plan, and 77 ESOL students.

Lake Joy Primary School has a highly qualified staff of 32 full-time regular education teachers. We also have 2 early intervention specialists, 2 ESOL teachers, and one of each of the following types of teachers: focus, alternative school, special education resource, special education pre-school, special education kindergarten, music, art, pe, audiologist, and speech. Lake Joy Primary also has 16 regular education paraprofessionals and 4 special education paraprofessionals. The school is also served by one of each of the following: counselor, media specialist, assistant principal for instruction, principal, and one half-time assistant principal for discipline. Our staff also consists of one secretary/bookkeeper, administrative technology specialist, medical technician, cafeteria manager with 5 workers, 3 custodians, and 2 lunchroom monitors. The ethnicity of our faculty is 77.6% white, 16.5 % black, 4.7% Hispanic, and 1.2% Pacific Islander.

Lake Joy Primary currently thrives from our outstanding parent involvement. We have daily parent participation and volunteers in our building. We offer monthly parent involvement activities that occur during both the day and night to reach a large percentage of our parents. With Robins Air Force Base near by, we also benefit from base volunteers and parents who are able to volunteer and share a wealth of knowledge with our students. Volunteers are able to share their individual gifts as well as help children whose parents are deployed. Our current challenge is reaching our growing ESOL population. Many of these students live in a home where English is not spoken, which causes communication breakdowns between home and school. Another challenge to our school is our new alternative school program, which houses students from all K-2 schools across the district that have extreme behaviors or violate board policies.

Our primary students are given the unique opportunities of participating in clubs and leadership roles not usually available to students their age, due to the nature of our school design. Our school offers Lion Dancers Dance Team, Lil' Leapin Lions Jump Rope Team, Lions as Readers Book Club, chorus, band, Junior Master Gardener's Club, Kids In The Kitchen Cooking Club, and Yellow Fellows (safety patrol).

## 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 Lake Joy Primary School is that we will be a place where everyone will learn every day. This statement guides our instructional purpose and focus. It was revised from our past statement during the summer of 2012 by our Better Seeking Team. It was then reviewed for change by our School Council and entire staff. The mission is shared through our Facebook page, school memos, and PTO documents.

Vision:

Lake Joy Primary School will promote successful lifelong learners.

Values:

- i. We expect that all children can learn, no excuses.
- ii. We will determine what each child needs to fulfill their potential and will use best practices to meet those needs.
- iii. We will create and maintain a safe, inviting, child-centered environment.
- iv. We will continue to learn professionally.
- v. We will embrace change that is research based and meets the needs of students and staff.

Lake Joy Primary embodies our mission and vision through professional learning communities focused on our yearly goals, to include mastering "Common Core, RTI, Technology, and building community that is child-centered" for the 2012-2013 school year. Our school wide discipline plan focused on our character education initiative, known as the "High 5" five essentials, is used to focus on the positive and allow all students a chance to correct behavior and work for praise, to create an environment "where everyone will learn every day". Students are given the opportunity to redeem themselves and learn strategies to make positive decisions with their behavior in the future. By allowing students to become self-monitoring, this builds them up as leaders to manage their own behavior to promote future learning endeavors. Lake Joy Primary focuses its instruction programs throughout the day on the Common Core Georgia Performance Standards. By clearly defining the standard and essential question for each lesson, teachers are able to provide differentiated learning opportunities for students to master the curriculum. While the majority of students at Lake Joy Primary are served through the Tier 1 level of RTI, those who are having difficulties mastering the curriculum are monitored individually in Tier 2 and Tier 3 with intensive interventions to meet their needs. Those students whose needs are not met in Tier 3 are then evaluated for eligibility for special education through the Tier 4 process. At Lake Joy Primary our teachers collaborate in grade level teams and as an entire grade level. They are given opportunities to meet, plan, and learn together to share their best practices and expertise with each other to benefit our students. Our school also provides parent and child time (PACT) during the day and evening to make home and school connections. Daily communication is also sent home through agendas with instructional and pertinent operational information.

## 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.**

Lake Joy Primary has continued to make AYP every year throughout the changing requirements for primary schools. Our staff continues to provide outstanding instruction that has allowed our students to shine. Our students have demonstrated on both the CRCT and Instructional Assessment scores ranging from 94-99% in Reading, from 89-96% in English Language Arts, and from 92-98% in Math over the past three years. Our students with disabilities have also scored high with ranges from 60-84% in Reading, from 60-74% in English Language Arts, and from 50-78% in Math over the past three years. Our students with English as a Second Language have scored with ranges from 75-88% in Reading, 71-92% in English Language Arts, and from 50-78% in Math. Our Kindergarten students have also scored high on the Georgia Kindergarten Inventory of Developing Skills (GKIDS) with scores ranging from 79-92% of students meeting 90% or more of the English Language Arts and Math combined standards.

Our students love attending Lake Joy Primary! We have had over 98% of our students with fewer than 15 days absent over the past three years. Due to our high rate of student attendance, our students are able to have access to daily learning and instructional practices.

Over the past three years, Lake Joy Primary has continued professional learning on the implementation of the Common Core Georgia Performance Standards (CCGPS), Response to Intervention (RTI) implementation, SMART technology, standards-based classrooms, and implementing our district non-negotiables, which include following the instructional framework, teaching to clearly aligned standards with posted essential questions, using the language of the standard, focusing on higher order thinking, using formative and summative assessments, and maximizing instructional time. Through an intense focus on these instructional practices we are proud to have our students transition to our feeder school, Lake Joy Elementary. As they enter LJE, our students are equipped with the necessary skills to perform as first time test takers in the Meets and Exceeds range of the CRCT.

At Lake Joy Primary, we are also proud of the numerous clubs and extracurricular activities that our students are able to participate in under the primary school model. Due to our school only going to the 2nd grade, we are able to offer numerous leadership development activities to our 2nd graders and many of our K-1st grade students as well. Our school offers Lion Dancers Dance Team, Lil' Leapin Lions Jump Rope Team, Lions As Readers Book Club, chorus, band, Junior Master Gardener's club, Kids In The Kitchen Cooking Club, and Yellow Fellows (safety patrol). Our Junior Master Gardener Club has also reached to all of our students and staff through our school wide recycling program. This allows our school to help our community and planet. Our students have also learned how to help others through charitable activities such as Jump Rope for Heart, collecting Box Tops, collecting Pop-Tabs for the Ronald McDonald House, and numerous other charities throughout each year. We have also had individual students from LJPS to win the district Fair Bear Writing Contest, and have had others published through the Mercer University summer writing programs. Many others at LJPS also pursue their individual talents and interests in the community through music, performance, 4-H, Boy Scouts and Girl Scouts, and have won awards that they have shared with their classmates.

We also recognize all students throughout our school through a "Charm" program. Each student receives a necklace at the beginning of the school year. Students are recognized individually for the number of books they read, character education words they represent, school pride, fitness skills, and as instructional incentives for high achievement. Lake Joy Primary also focuses on positive behavior through our character education initiative, known as the "High 5". Five essentials are used to focus on the positive and allow all students a chance to correct behavior and work for praise, creating an environment "Where everyone will learn every day". Students are given the opportunity to redeem themselves and learn strategies to make positive decisions with their behavior in the future. By allowing students to become self-monitoring, they become leaders who manage their own behavior to promote future learning endeavors. These accomplishments are rewarded and recognized at the end of each month. Students are invited over the intercom to join our administration and support staff for a "Popsicle Party" to celebrate their accomplishment of adhering to the five essentials.





## **Additional Information**

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

Lake Joy Primary continues to promote team building and cohesiveness among our staff and school community. Over the past three years, it has been brought to our Thoughtfulness Committee to organize efforts for us to rally around staff members when individual and family crises have occurred. We have assisted them by collecting money to provide financial assistance, meals, and transportation. Staff members who have been recipients have included custodians, paraprofessionals, and teachers.

Lake Joy Primary also helps others outside of our school. Our staff and students also collect can goods for the Feed The City project, The Salvation Army food bank, and for our local school social workers to share with families in need. We also provide Christmas gifts for students and their families as identified by our staff as having hardship during the holiday season.

Lake Joy Primary also has a positive school climate felt by staff, students, and community. Lake Joy Primary is a school for EVERYONE! There is shared leadership among the administration, certified and classified staff. Leadership opportunities are available for everyone through our Better Seeking Team, school clubs sponsorships, peer coaching, and facilitating staff professional learning. Community members and school stakeholders continuously share with us how welcoming we are, how inviting our school is, and how much their children enjoy attending Lake Joy Primary.

# 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: 4.0

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly 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 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to 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 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range 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 all improvement goals. School personnel hold one another 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 is implemented with fidelity and 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 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.**

Our staff shares high expectations, values and beliefs, and desire for all students to achieve. Our school culture reflects our constant review of student data and assessments. We involve all stakeholders in our data review and reflection through many opportunities including PTO, school council, PACT, and website accessibility. Our school personnel meets during pre and post planning to review mission and vision statements to ensure they are aligned with the school improvement plan. To maintain our current level of performance, stakeholders need to continue to use student data to drive instruction at all times. Our school involves stakeholders during many informative sessions such as, PTO, PACT, and school council. However, we can increase teaching opportunities with our parents. It is important for our parents to be able to implement the same strategies that are introduced at school. Parent workshops that focus on CCGPS and math and reading strategies would be examples of ways to build capacity for learning. Minutes from many meetings are on file in a central location. However, we do need a more formal way of keeping and distributing minutes from our BST meetings. Individuals keep minutes and pass information on to their specific grade level, but not everyone gets the same information. One individual should be responsible for taking the minutes and distributing to all employees.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<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> <li>• School handbooks</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>• List of assigned staff for compliance</li> <li>• Proof of legal counsel</li> <li>• Assurances, certifications</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

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</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 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <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 3

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> <li>•Communication plan</li> </ul>	Level 3



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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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</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.**

Lake Joy Primary uses Houston County School Board Policy Handbooks, our school handbook, and our School Improvement Plan as its governing documents to promote professional growth of all staff and effective instruction and assessment for all students. Our Board of Education website offers communication regarding policy updates to all stakeholders. Board policies oversee requirements regarding fiscal management.

Our governing body ensures that its decisions and actions are in accordance to its roles and responsibilities as defined by the Code of Ethics. Systematic, formal professional development plans are in place and all members are in compliance with laws, regulations, policies, and procedures. Documents regarding certification and qualification verify Highly Qualified status of employees.

The governing body maintains a clear distinction between its role and that of the school leaders. The school leaders are allowed to effectively manage day-to-day operations of the school. Our school leadership is ultimately responsible for goal achievement. The School Improvement Plan provides evidence that our school operates autonomously. Stakeholders are involved through School Council, Parent-Teacher Organization, providing feedback on parent surveys and by offering input on our SIP.

The leaders and staff in our school make decisions and take appropriate action to ensure continuous school improvement. Through frequent professional collaboration, all leaders and staff are held accountable to ensure student learning.

Effective communications with stakeholders results in active participation and their engagement in school activities. Stakeholders are given opportunities to provide feedback that shape school decisions.

Our school leaders support the primary focus of improving professional practice and ensuring student success through frequent evaluation processes. As evidenced by lesson plan checks, staff evaluations and e-walks, procedures are in place promoting effective instruction. Monthly book studies and weekly professional learning meetings ensure professional growth of all staff.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.42

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>•Course schedules</li> <li>•Descriptions of instructional techniques</li> <li>•WORKSHOP MODEL DESCRIPTIONS, HCLI NOTEBOOKS, COMPONENT NOTEBOOKS, UNITS OF STUDY ON SHAREPOINT</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

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</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>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

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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>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</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 4

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

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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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant 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>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 4

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.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and 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 4

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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 4

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

The daily mission at LJPS is keeping student learning our main focus. LJPS has a cohesive staff that strives to meet student learning needs through the use of professional learning communities, grade level collaborations, BST, E-Walks, GTOIs, universal screeners, common assessments and technology resources. We successfully use the LJPS school mission, with intention, as our platform is to ensure that we prepare our students to demonstrate good character, as well as a love for learning. We follow five essentials aiming to teach students how to be good abiding citizens, as well as liable learners. A focus on learning is gained when students are responsible, respectful, honest and safe. At LJPS, we advise a school improvement plan that revolves around teaching and assessing practices that incorporate authentic student learning experiences. In completing an analysis of Standards 3.1 through 3.5, while we incorporate many of the performance standards, we found room for growth in the areas of teacher effectiveness, student learning and differentiated instruction. Through the use of the CCGPS, differentiation, grade level units of study, professional learning, specialized programs and student assessments, we aim to consistently provide higher level learning expectations for all students within each classroom. We are setting the goal to have all members of the staff to consciously think of each child holistically. Our focus is to steadily provide personalized instructional strategies and interventions for all students. Our end result will reflect exemplar curriculum, teaching strategies, learning experiences and multiple assessments that provide challenging and equitable opportunities for each student to flourish academically and socially. In completing an analysis of Standards 3.6 through 3.7, we established that the staff provides clear and explicit learning expectations and standards for all students. This is accomplished through the use of teacher modeling, exemplar work samples, anchor charts and state standards-based learning experiences. LJPS successfully provides programs, coaches, and induction practices such as new teacher orientation classes, new teachers to the county support program sessions, ESOL teacher training, and RTI meetings that incorporate coaching strategies. The implementation of programs, coaches and induction practices align with our values and beliefs about teaching and learning. In addition, we provide teacher assistance by having support teaching specialists for new teachers to the county, designating lead teachers for math and English Language Arts (ELA) cadre redelivery and upholding monthly ELA and math collaboration trainings for all teachers on each grade level. Through analysis of Standards 3.8 through 3.9, we noted that LJPS successfully informs family members about each student's academic successes, social interactions and educational experiences. We ensure that student advocacy remains top priority. The students are fostered by LJPS employees, in order to receive positive and engaging support during educational learning experiences. LJPS is a welcoming environment where staff members maintain open communication venues with students and families. Our staff provides a variety of activities and communication modes with families to build strong relationships such as Meet and Greet, Open House, PACT time, reading and writing celebrations, grandparents' day and math and literacy nights. In addition, artifacts such as newsletters, agendas, school website and Facebook page, and parent teacher conferences are used to provide clear and concise communication between staff members, students and families. We have in place English Language Learners (ELL), Early Intervention Program (EIP), Speech, Special Education, Gifted, and military support programs that focus on student and adult advocacy structures. We also offer individualized interactions and interventions for

students through the resource of the administrative staff, homeroom teacher, custodian and school counselor. In completing an analysis of Standard 3.10, all staff members are aware of and consistently implement and regularly regulate proficient grading and reporting policies, processes and procedures. Student learning expectations are clearly defined through the use of standards based classrooms and Record of Progress. We provide a student handbook which includes county-wide, as well as LJPS policies and procedures on grading and reporting. Individualized student agendas, GRASP, HCLI, GKIDS and end of unit assessments are provided as a communication and documentation pieces that define student content, knowledge, skills and mastery. In completing an analysis of Standard 3.11, all staff members at LJPS participate in a rigorous, continuous program of professional learning that revolves around keeping the main thing of student learning. Our staff participates in weekly and monthly Professional Learning Communities such as common planning (Super Specials), book studies, staff group presentations, grade level webinars, ELA and math training and redelivery sessions. In addition, we have access to professional learning materials that are used for individualized professional learning. Through professional learning, we make provisions to our school improvement plan that focuses on student achievement. In completing an analysis of Standard 3.12, the LJPS staff uses student data to identify unique learning needs of all students. We provide effective learning support services to meet the learning needs of our diverse student population. We administer and collect evidence of student learning through the use of universal screeners, end of unit assessments, TIEnet and GRASP data to target specific student learning needs. We utilize services such as RTI, SST, EIP math and reading, speech and small group counseling sessions. We ensure students who are eligible for specialized services receive them i.e. SpEd, Focus, Hospital Homebound services, ESOL. However, we gained insight to place an emphasis, within our professional learning communities, on research based strategies and interventions that meet the unique characteristics of student learning.



**Standard 4: Resources and Support Systems**

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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>•School budgets for the last three years</li> <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>•Assessments of staffing needs</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

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <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>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•SAFETY COMMITTEE RESPONSIBILITIES, NO SCHEDULES OR MINUTES</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <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> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of 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>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 3

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

Our administration at Lake Joy Primary School (LJPS) continues to utilize county mandated procedures ensuring our school has sufficient support staff to fulfill requirements necessary to achieve the purpose and direction of our school. County policy dictates a minimum number of personnel needed to fill the roles and responsibilities necessary to support the school's purpose and educational programs. Our administration ensures the adherence to county policy. The school resources will continue to be distributed in a way that ensures that support services and classroom positions are filled.

Our LJPS administration will continue to implement mandatory professional learning days that are directed towards continuous improvement of instruction and operations, including achievement of our school's purpose and direction to meet the needs of teachers and students. Protection of instructional time and monitoring of all schedules is on-going. Material and fiscal resources will be allocated appropriately to meet the needs of all students and provide equitable opportunities for student learning. All of our stakeholders take pride in our school appearance and facilities, and faculty and staff are actively involved in ensuring the safety of students. Our school custodial staff has schedules and documentation that helps to maintain facility services and equipment to provide a safe, clean, and healthy environment for all students.

Our cafeteria staff ensures that students are offered well-balanced healthy meals in accordance with the Houston County Wellness Policy. Monthly nutrition messages are incorporated into nutrition classes. We ensure that each student receives each component of the Choose My

Plate Food Guide. LJPS Kids in Kitchen--Cooking Club is a group of 20 second grade students who meet twice a month with our cafeteria manager. The purpose of the club is to learn about nutrition, how to prepare kid friendly snacks that do not require cooking, and to learn lifelong habits promoting positive health and combatting childhood obesity. Students also receive lessons in kitchen safety, preparing foods that require little or no assistance as well as proper sanitary practices.

Students participate in physical education activities two to three times a week facilitated by a certified physical education specialist and a paraprofessional. Health lessons are taught according to grade level standards. To promote safety, our physical education specialist has trained a group of second grade students as safety patrol personnel. They have a specific post in the hallway to direct students and traffic flow as students report to their classes each morning.

We at LJPS have implemented Carpool.com, a web-based system, which supports our efforts to ensure that all students are dismissed in the appropriate manner and released only to authorized adults who present the student's number. In the event of a student becoming injured or an emergency arises on the playground, teachers have two-way radios to communicate with the front office that help is needed. Teachers also have access to lightning detectors to determine if lightning is in the area while outside. To further improve student safety we will consistently monitor or evaluate indoor, as well as outdoor facilities.

County SPLOST funds have provided SMART Boards for every classroom at LJPS. We receive on-going training that allows us to effectively utilize this technology. Teacher workstations were upgraded to integrate with the new SMART technology. The newly installed technological infrastructure is available to support learning and operational needs, but was not fully functional at the beginning of the year.

We at LJPS provide support services to meet the physical, social and emotional needs of students. Our school counselor provides guidance services to all students and assists children in their academic, personal, and social development. The guidance program consists of individual counseling, small group counseling, classroom guidance and consultation with parents, teachers and administrators. Referrals to the counselor may be submitted by the student, parent and/or teacher. Character lessons, personal body safety lessons, and career cluster lessons are taught in grades K-2 throughout the year. One student per class is recognized each week for exhibiting the weekly character trait. Our students have opportunities to interact socially through their participation in extracurricular activities such as dance team, band/chorus, gardeners club, book club and jump rope team. Our LJPS Lions PTO sponsors a wide variety of events for parents and children. Parent and Child Time activities provide opportunities for families to become involved in the students education during the school day and in the evening. We also provide social networks such as Facebook, callouts, and e-mails to stakeholders.

Identification of physical, social, and emotional needs of students is a primary goal of school personnel. We have a referral process in place to identify educational assessments, counseling, and career planning needs of all students. Grade specific career lessons aligned to Georgia's 17 Career Clusters were taught in first and second grade. The Georgia Pyramid of Intervention guides our Response to Intervention procedures. Progress monitoring and implementation data is kept in the Technology for Improving Education Network. This is a county web-based program used by administration and teachers.

As we continue to have technology growth, we need to continue to provide ample technology support personnel who are readily available to assist students and school personnel in learning about the tools and locations for finding or retrieving information. Student workstations, teacher workstations, and other relevant educational technology need to continue to be replaced and upgraded as funds become available. We at LJPS see a need for a school level technology plan to continuously improve technology services and infrastructure aligned with the district plan and goals for our school.

## 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: 3.6

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

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<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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>•Policies specific to data training</li> <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> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 4

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods 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>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</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.**

Our school personnel is provided with rigorous professional development training and materials. This training guides our instruction and evaluation of student data. We will continue to provide training materials, professional learning communities and/or book studies, super specials and common planning times.

Response to intervention is used to show evidence of student growth and success for the next level. Georgia RESA Assessment of Student Progress is used to establish trend data. We will continue to utilize Universal Screeners, RTI, HCLI, and grade level assessments to ensure evidence of student readiness and success. We will continue to monitor and share progress of student learning.

Our school leadership effectively communicates information regarding student learning, conditions that support learning, and achievement of school improvement goals to stake holders. This information is shared through monthly school council meetings, PTO newsletters, progress reports and electronic call-outs.

To ensure that all school personnel collectively use student data to design, implement, and evaluate continuous student improvement we will continuously analyze student data using test scores and GRASP. We will continue to train school personnel to ensure data are accurate and reliable.

In reflecting on our comprehensive student assessment system, school wide processes that implement and evaluate the improvement of student learning is a work in progress due to the new CCGPS that have been implemented. We want to ensure our commitment and consistencies to the new common core by having time to plan with our grade level in making new assessments and evaluation tools that are effective, reliable and consistent throughout each grade level.

## 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: 3.64

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>•School budgets for the last three years</li> <li>•Staff License/certification/qualifications</li> <li>•Staff compensations/benefits</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>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Stakeholder results</li> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Staff compensations/benefits</li> <li>•Personnel evaluation forms</li> </ul>	Level 4



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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, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Stakeholder results</li> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Staff compensations/benefits</li> <li>•Personnel evaluation forms</li> </ul>	Level 4

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

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Lake Joy Primary

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

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.	<p>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.</p>	<ul style="list-style-type: none"> <li>•Equipment purchasing and maintenance</li> <li>•Resource materials for training</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Budget for authorized expenses and activities</li> <li>•Itemed/audited budget</li> </ul>	Level 4

# Accreditation Report

Lake Joy Primary

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Valid 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. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Records of depreciation of equipment</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building inspections record</li> <li>•CPR/1st Aid Certification/health safety trainings</li> <li>•Updated health records</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 4

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> <li>•Records of depreciation of equipment</li> <li>•Stakeholder results</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 3

# Accreditation Report

Lake Joy Primary

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 exceeds the expectation. For example, classroom space exceeds the minimum state/governmental measurements per child. Classroom space enables multiple small group and individual learning activities to simultaneously occur without interruption. Arrangements are in place to ensure the safety and security of children at all times.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Records of depreciation of equipment</li> <li>•Stakeholder results</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Stakeholder results</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•System for maintenance requests</li> </ul>	Level 4

# Accreditation Report

Lake Joy Primary

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Records of depreciation of equipment</li> <li>•Stakeholder results</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 3

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

# Accreditation Report

Lake Joy Primary

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Technology plan</li> <li>•Survey results</li> <li>•Technology and interactive media inventory</li> <li>•Data on media and information resources available to staff and children</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Evidence of central depository and data back-up mechanism</li> <li>•Cyber-safety plan; policies and procedures</li> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Hardware and software inventory</li> <li>•Policies relative to technology use</li> <li>•Security of information policies</li> </ul>	Level 2

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

# Accreditation Report

Lake Joy Primary

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 clearly defined process to determine the physical, social, and emotional needs of each child. School personnel provide or coordinate programs to meet the needs of all children in the school. 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 young children.	<ul style="list-style-type: none"> <li>•Special classes/activities for children with disabilities</li> <li>•Examples of child assessments</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Intervention services referral</li> <li>•Example of home and community interventions</li> <li>•Assessment system for identifying children's needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Lists of support services available to students</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Stakeholder results</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Facility/classroom design for storage space of personal items</li> <li>•Stakeholder communication forms</li> <li>•Health inspection records</li> </ul>	Level 2

# Accreditation Report

Lake Joy Primary

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

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a clearly defined and systematic process to determine the counseling, assessment, and educational referral needs of all children and their families as appropriate to the child's age and developmental level. 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 young children.	<ul style="list-style-type: none"> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Professional development calendar</li> <li>•Demographics</li> <li>•Parent opportunity information sheets</li> <li>•Description of referral process</li> </ul>	Level 4

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



# Accreditation Report

Lake Joy Primary

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.	<ul style="list-style-type: none"><li>•Facility and equipment specifications</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Accident records and reports</li><li>•Safety handbooks, guidelines, procedures, expectations</li><li>•Observations of student and adult behaviors concerning safety practices</li><li>•Stakeholder feedback results</li><li>•Health inspection records</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.**

We currently feel we are meeting 20 of the standards with a high level of 3 or 4. Our strength lies with our personnel. In Standards 4.1, 4.2, 4.3, 4.4, and 4.5 we meet or exceed the expectations for personnel and allocation of human resources.

We are sustaining this excellence by continuing to engage in high quality professional learning, and hiring only those individuals who meet or exceed the state's requirement to be listed as "highly qualified". Our district has a strict hiring policy and procedure established for the interviewing and selecting of staff members, based on set ratios for student care. We continue to follow all policies and procedures and look for individuals who hold above the minimum requirement for employment.

We are currently in need of improving on sections 4.15 in technology and 4.18 in overall personal care items appropriate for the PK-4 student.

Under 4.15 we would like to be able to have a yearly technology assessment specific to our school. We are currently assessed under a district plan due to funding and allocation of technology resources. With an individual school assessment, we would be able to give more site-based feedback to our district to help guide the allocation of technology specific to our school. We are currently projected for on-going technology improvements to include more student computers and updated computer labs. Along with the state and district funds, our school continues to raise additional funds for technology purchases.

Under 4.18 we are also restricted in our building allocations due to the school having been built to accommodate PK-5 students in all rooms and common areas. All personal care areas, nutrition areas, and storage areas have been installed for the average size and use of a student between the PK-5 ages and sizes. Due to the limitations of these two areas, we continue to accommodate our youngest students by providing step stools at sinks and drinking fountains. Low level storage is used by students and higher level storage is accessed by the teachers.

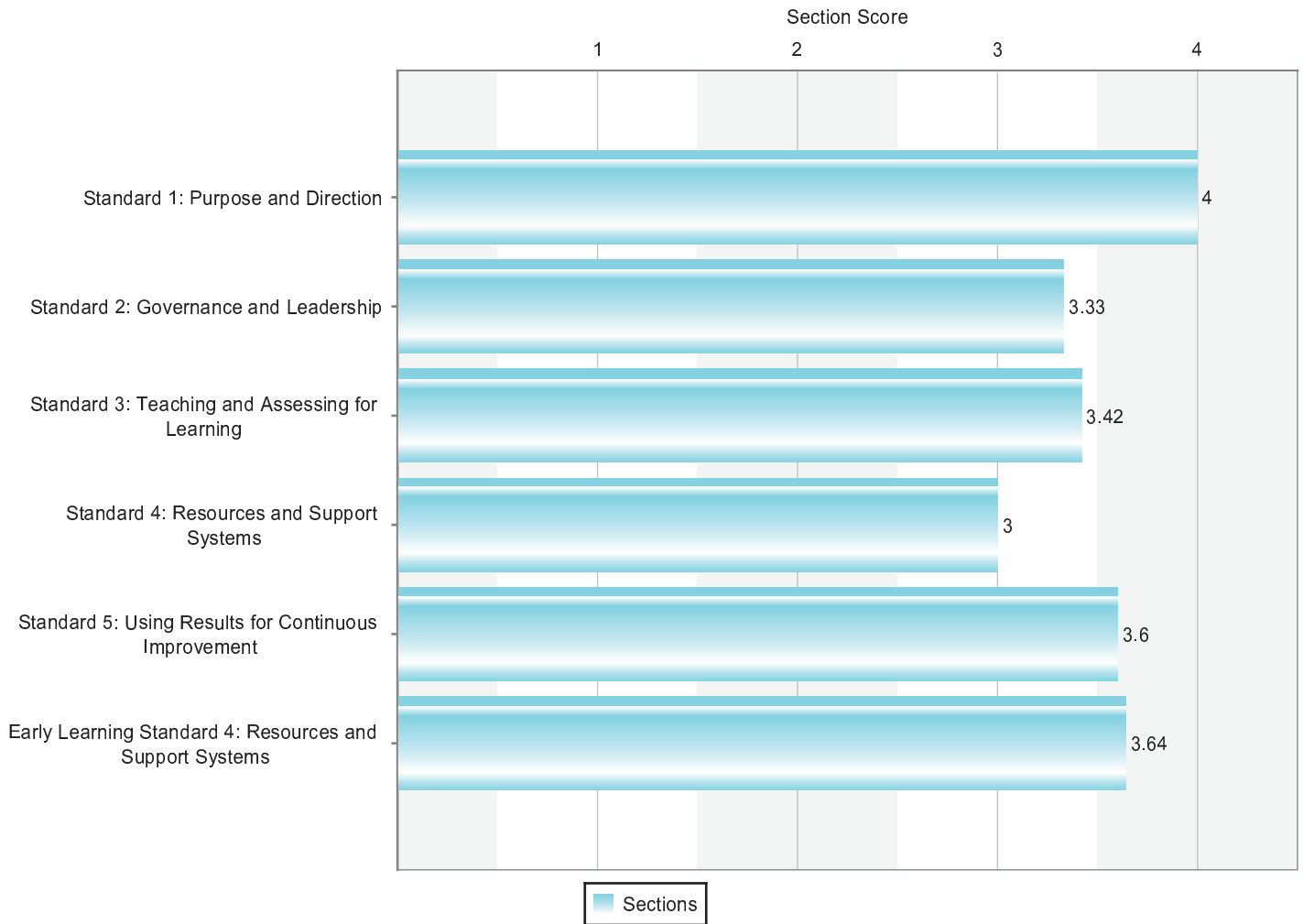
## Self-Assessment Process---

Our school divided into committees to focus on each of the standards required by SACS. Our entire Early Learning committee met to review the standards and indicators. We engaged in discussion to find consensus and arrive at our best ranking. We then broke into a smaller subcommittee to review and elaborate on our findings. Our meetings have evolved over the 2012-2013 school year.



## 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

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	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?

Through analysis of the 2013 SACS surveys, there is a high level of satisfaction among all stakeholders in most areas of the school. Parents, staff, and students feel there is a strong focus on student success (staff 100%), high expectations (parents 93.2%), and continual learning (students 99.4%). All stakeholders reported that Lake Joy Primary provides a safe learning environment (staff 97.23%, parents 96.46%, and students 95.8%).

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

Survey results indicate a high level of satisfaction in all areas. LJPS has not collected consistent survey data over the last 5 years to show a statistical trend increase. LJPS has an open door policy where parents are able to discuss concerns and issues at any time.

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

During the internal review process, teams reported in Standard 1 a level 4 score in all areas focusing on maintaining a commitment to high expectations for learning, and listed involving stakeholders through many opportunities including PTO, school council, and PACT activities as a focus.



## Areas in Need of Improvement

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

Analysis of the 2013 SACS surveys show Parents rated , Our school's purpose statement is formally reviewed and revised with involvement from parents as a 3.88/5, as calculated by 37.19% strongly agree, 28.93% agree, 23.14% neutral, 7.44 disagree, and 1.65% strongly disagree. Our staff also rated this the lowest with a 4.0/5 under, Our school's leaders engage effectively with all stakeholders about the school's purpose and direction, as calculated by 43.87% strongly agree, 36.99% agree, 5.48% neutral, 9.59% disagree, and 2.74% strongly disagree.

Students reported a 2.63/3 on I use a computer to learn at school. This shows a continued area of improvement that LJPS and the board of education are working towards through a SPLOST initiative.

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

Survey results indicate a high level of satisfaction in all areas. LJPS has not collected consistent survey data over the last 5 years to show a statistical trend decrease. LJPS has an open door policy where parents are able to discuss concerns and issues at any time.

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

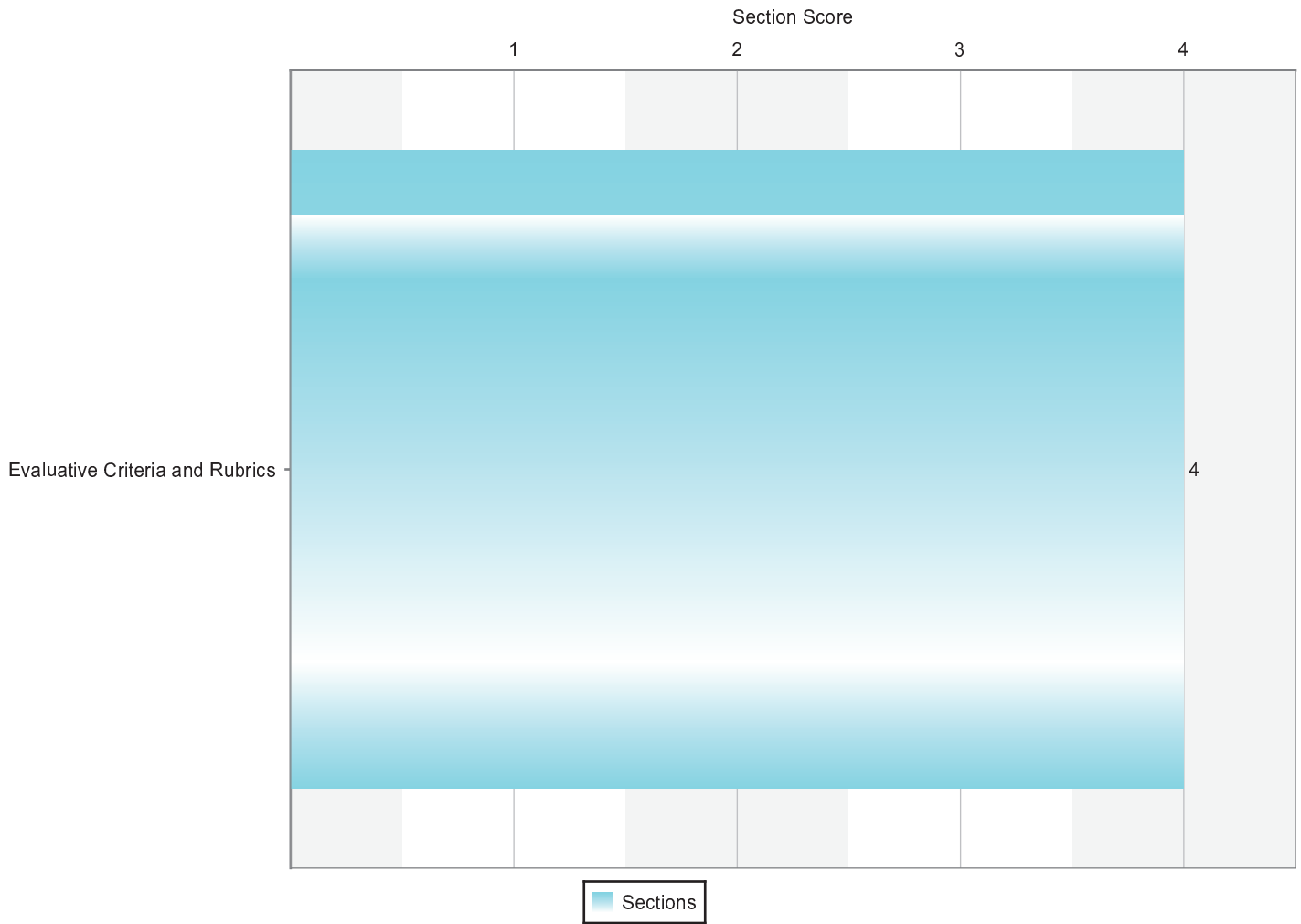
While we noted in the executive summary how we revised, reviewed, and involved stakeholders in the process of involving others in creating and reviewing the purpose statement, it may be unclear to all stakeholders as to what they are being involved in and being asked for their input towards. This is reflective in the percent of parents who marked neutral (23.14%) and the small number of parents who completed the survey in relation to our total parental stakeholder population.

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

During the internal review process, teams reported in Standard 2 a level 3 for 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. The internal process also identified our school as a level 1 under Standard 4, 4.5 The technology infrastructure supports the school's teaching, learning and operational needs.

## 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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes		LJPS Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

Using the GKIDS standardized results for LJPS from 2013, we are exceeding performance levels in the ELA areas of Reading 83.1 percent and Language 82.1 percent. We are also exceeding performance levels in Math in the areas of Counting and Cardinality 88.4 percent and Geometry 89.1 percent.

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

Under the GKIDS standardized assessment for 2013, LJPS has shown a positive trend in performance in the areas of Approaches to Learning, 2011 70.5 percent, 2012 85.7 percent, and 2013 88 percent. We have also shown a positive trend in performance Personal Social Development, 2011 86.6 percent, 2012 86.6 percent, 2013 94.9 percent.

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

As shown in the GKIDS standardized test scores from 2013, LJPS shows the highest performance in Personal Social Development with a 94.9 percent. The subcategories of Personal 94.6 percent and Social 95.1 percent were our highest performing areas on the overall assessment.

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

Due to being a primary school with grades PK-2nd, LJPS has very limited standardized test data with subgroup populations reported. From the 2013 GKIDS data, trends show Asian students scored the highest in four of the five subcategories in Math. Female students also scored the highest in four of the five subcategories in Math. In ELA, the female students scored the highest percentages in all four subcategories of the test. Multiracial students scored the highest in two of the four ELA subcategories, with white students scoring the highest in the other two of the four ELA subcategories. As we continue to receive subcategory data, LJPS will continue to analyze trends across multiple years.

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

As a primary school, LJPS has only received GKIDS standardized test results by subgroup for the 2013 school year. Therefore, we are not able to compare subgroup achievement gap closure over time. However, data shows from 2013 that our Asian subgroup is closing the gap or exceeding our white subgroup participants in the area of Math. In the area of ELA, the multiracial and white subgroups both scored the top percentage in two of the four subcategories. However, the multiracial subgroup scored the highest in reading and writing which will enhance their readiness skills as a first grade student. As LJPS receives additional data disaggregated into subgroups, we will continue to look at trends over time.

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

Due to LJPS being a primary school with limited standardized testing and subgroups reported, we compared our GKIDS school level data to the district GKIDS data. In 2013, LJPS scored 81.5 percent in ELA, and the district scored 76.5 percent. In Math, LJPS scored 86 percent and the district scored 83.1 percent. In Approaches to Learning, LJPS scored 88 percent, while the district scored 76.7 percent. In Personal Social, LJPS scored 94.9 percent and the district scored 81.3 percent. Not only did LJPS score above the district in every area, we scored above the state in every area as well. As LJPS continues to receive additional standardized data we will look for trends across multiple sources.



## Areas in Need of Improvement

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

Due to limited standardized data in the primary school environment, we reviewed the GKIDS subgroup data for 2013. The area of lowest performance by all students is in the area of Math in the subcategory of Average of Numbers and Operation in Base 10. LJPS students scored a 67.24 percent overall, while the multiracial subgroup scored only a 20 percent in this area. As we continue to receive data over the next few years, we will continue to evaluate this area to see if there are trends.

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

Due to limited standardized data, LJPS has reviewed the 2013 GKIDS data for trends. The Math area of Average of Numbers and Operations in Base 10 is the lowest scoring area for all racial subgroups. This is validated by our school scores in Math going down from 2012 to 2013. We will continue to review Math for trend areas in the coming years.

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

Due to limited standardized data, LJPS has reviewed the GKIDS 2013 data. Our lowest overall area is in Math in the subcategory of Average of Numbers and Operations in Base 10. This is the lowest area for all racial subpopulations. We will continue to follow trends in Math by our entire population and subgroups. As we receive additional data we will analyze for trends.

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

Due to limited standardized test data, LJPS reviewed the 2013 GKIDS data. In our subgroup trends we found that special education students have consistently scored below a 60 percent in all areas of the test in ELA. They also scored below a 71 percent in all areas of the Math test. As we receive additional data, we will continue to follow subgroup trends.

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

Due to limited standardized data, LJPS has reviewed the 2013 GKIDS data. The data report that female students outperform males in all areas of the ELA assessment and four of the five Math assessments. We will continue to review future data for this trend.

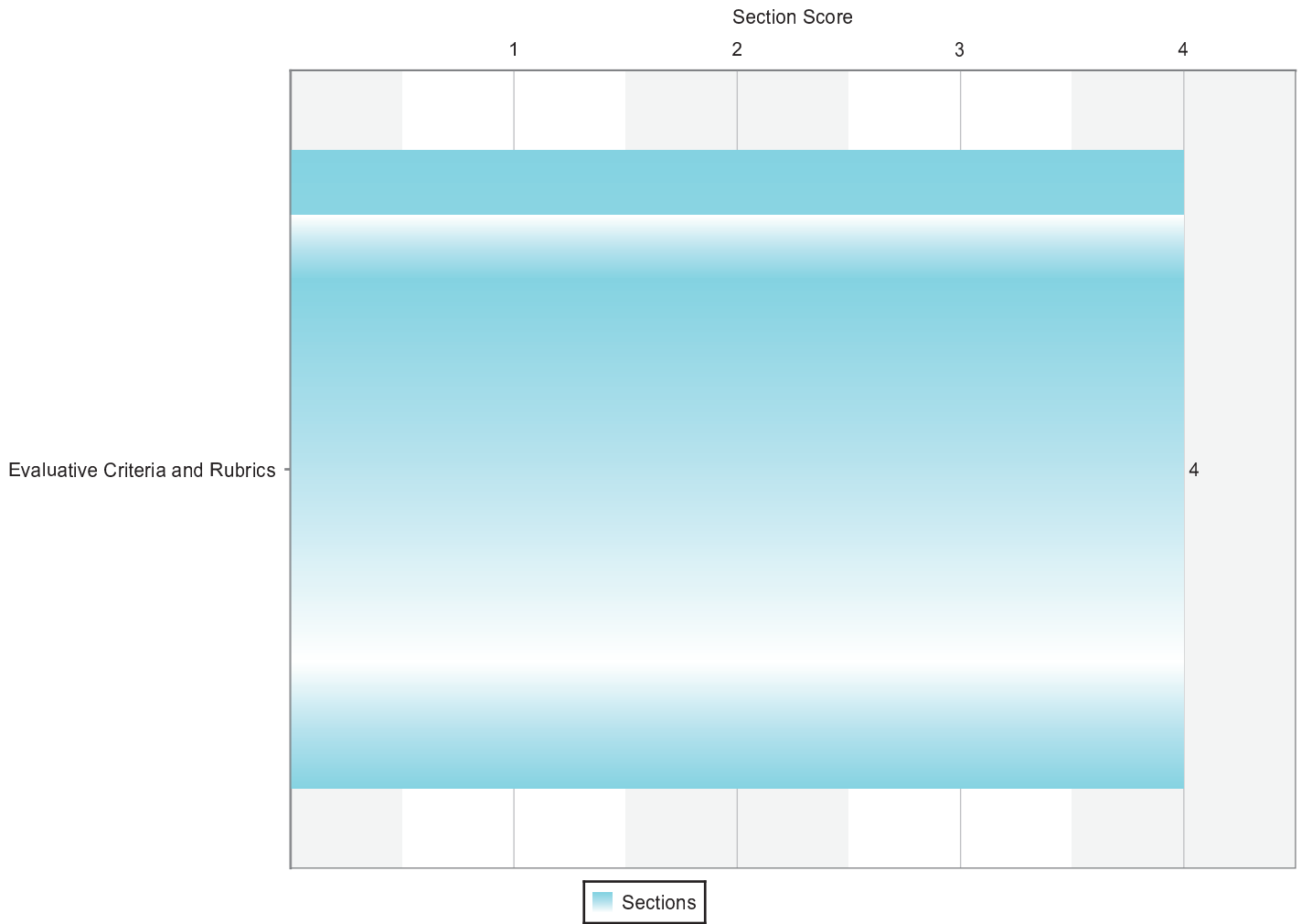
### Which of the above reported findings are consistent with findings from other data sources?

Due to limited standardized data for LJPS we have compared the 2013 GKIDS scores to the district and state. When comparing LJPS overall scores in the areas of ELA, Math, Approaches to Learning, and Personal Social Development our lowest scores are higher than both the district and state in all areas for 2013. As we receive additional data we will continue to follow this trend. We will as well continue to focus on

our lowest areas to move them to meeting and exceeding standards.

## 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-LJPS