# AdvancED

# Accreditation Report

# Richard B. Russell Elementary School

## Houston County Schools

Mrs. Jo Hall, Principal
101 Patriot Way
Warner Robins, GA 31088

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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, with a population of 143,925, is located south of Bibb County. The three most heavily populated communities in Houston County are Warner Robins, Perry, and Centerville. Russell Elementary School, RES, is centrally located in the city of Warner Robins, which has a population of 68,500. The average yearly household income for the city of Warner Robins is 45,183 dollars. The unemployment rate for the city has been stable over the past three years at approximately 7 percent. This may be due in part to the stabilizing influence of the Robins Air Force Base, our community's number one employer, located in the city of Warner Robins. The population of Warner Robins is comprised of 37 percent African Americans, 3 percent Asian, 50 percent Caucasians, 7 percent Hispanic, and 3 percent Multiracial.  Russell Elementary School, RES, has a very close working relationship with the base.  We use active duty Air Force personnel, as well as government civilians, to help proctor during our state wide testing, to serve as field day volunteers, and as integral members of our school mentoring program.  In the spring we honor our military families with Military Child Appreciation Day.

Russell Elementary School is proud to have served the families of Houston County for over four decades.  Our school has changed in many ways over the last five years but our commitment to excellence has never been stronger.  We currently have a population of 740 students. Our ethnic breakdown consists of 1.5 percent Asian, 37 percent Black, 14.5 percent Hispanic, 5 percent Multiracial and 42 percent White. Our free and reduced lunch percentage is at 71 which is an increase of 8 percent over the past five years.  Our school has the highest combined ratio of student population to free and reduced lunch percentage of any elementary school in the county. This year our school was chosen to participate in a program titled Commnity Eligibility Option which provides free breakfast and lunch to all of our students.

RES employs 58 certified staff members and 35 support staff.  We have two prekindergarten classes, seven kindergarten classes, seven first grades, six second grades, five third grades, five fourth grades and four fifth grades. We employ two part time teachers and one full time paraprofessional who work directly with our at- risk students supporting standards based instruction. We have two Physical Education teachers, one Art teacher, one Music teacher and one Media Specialist.  We have one full-time counselor on staff as well as a second year Assistant Principal for Instruction.  We have a new Assistant Principal for Discipline who works at RES half time and another school half time. Our principal is in her second year as principal of Russell but has been at RES in a different administrative position for twelve years.  Our staff further includes a secretary bookkeeper, ATS clerk, Parent Involvement Coordinator, full time medical technician, three custodians, two lunchroom monitors, and a cafeteria manager with eight workers. Our school has one Early Intervention Reading teacher, one Early Intervention Math teacher who serves fifty students in kindergarten through fifth grades.  We have two full time English for Speakers of Other Languages, ESOL, teachers and one paraprofessional who serve and advocate for our English Language Learners.  We are fortunate here at Russell to be a cluster site for the English for Speakers of Other Languages, ESOL, program.  Though most of our ESOL students live in our zone, we have several who are transported from another school zone in order to receive ESOL services.  We serve approximately sixty-five students whose native languages include Spanish, Chinese, Gujarati, Turkish, Karenni, French and Mandingo.  In addition we have a part-time migrant support person who works with our migrant students several times each week.

The past few years our school has added two self-contained Mildly Intellectually Disabled classes.  This, in addition to our existing Autism classroom, results in RES having a total of three self-contained classrooms.  In order to meet the academic and behavioral needs of these students, we have three special education teachers and five paraprofessionals who work with and advocate for these students. Students in our Interrelated Program are served by two teachers and one paraprofessional.   Our Speech and Language Program serves seventy one

students with one full time and one part time Speech and Language teacher.  Being a school of 740 students with a high percentage of low socioeconomic students presents many challenges.  Because of Robins Air Force Base, the instability within the economy and numerous rental properties within our zone, we are a transient school.  Students transfer within the county as well as within the state.  This year, at Russell, we have five students who are considered migrant and eight who are considered homeless.  Many students come to us without a firm foundation for learning because of the very nature of their family's socioeconomic status.  This is combated by our Response to Intervention system, RTI, our after school tutoring program in grades 3 - 5, our Family Involvement Nights, as well as with our part time teachers and Early Intervention Specialists.

# 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 Russell Elementary School is to promote high expectations and academic excellence for all students.  Russell Elementary School believes that student learning is the chief priority for the school. Students' learning needs are the primary focus of all decisions impacting the work of the school. All students can learn and each student is a valued individual with unique physical, social, emotional and intellectual needs. Students need to apply their learning in meaningful contexts. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

We maintain a constant awareness for safety.  Students and teachers must feel safe in order for there to be an atmosphere that is conducive to learning.  There are practice emergency drills each month with the students and staff which include tornado drills, fire drills, code red, yellow and blue drills.  We ensure that the staff is familiar with the procedures for these drills and with actions to take in case of a school wide emergency.  We have a plan in place that is reviewed continually in order to ensure all adults know  their roles in an emergency.

Russell Elementary has high expectations for our students both behaviorally and academically. To promote a sense of community, each day is begun with a group of students assisting with the morning announcements.  They lead us in the Pledge of Allegiance, National Anthem and share the Character Trait of the Week.  Each day, examples of these character traits are discussed by these students over the intercom for their fellow students and teachers to hear.  Students in the upper grades apply for and are chosen to have various responsibilities around the school such as snack cart helper, flag raisers, peer helpers, PE helpers, Spirit Store helpers, Praise Buck Store helpers and media center helpers, Safety Patrol and Bus Patrol.

A school wide discipline plan is in place that focuses on positive behaviors and celebrates those behaviors.  Students earn points to attend Good Behavior Celebrations each nine weeks.  This leads up to our end-of-year Mega Celebration for students who attended all previous nine weeks celebrations. Students are rewarded with Praise Bucks in their classrooms and throughout the school for making good choices. On Fridays they have the opportunity to redeem their Praise Bucks at the Praise Buck Store for small toys and trinkets. Students also receive Manner Scanners when they are seen by an adult performing a kind deed.  The deed is announced on the school intercom during the morning announcements. At the beginning of every year our school participates in a week of No Bullying or Harassment activities.  Students, as well as teachers, participate in songs, skits and other activities to reinforce the high expectations that we have regarding student behavior. The Anti-Bullying and Harassment lessons are revisited at midterm as well.

This year, we have implemented a mentoring program to foster positive relationships for our increasing number of at-risk students. Our school mentoring program reaches out to students who struggle either academically or behaviorally and who would benefit from a positive and influential role model in their lives.  The students meet their mentors for refreshments at the beginning of the year and then mentors meet with their mentees during the school day as their schedules allow.

School clubs are another important part of achieving our school mission.  Currently we have several clubs available for students.  Our Junior Master Gardener Club is for fourth grade students who have a love for gardening and ecology.  Our Science and Engineer Club is for fifth grade students who enjoy science and technology.  Our Math club is for fifth grade students who pair with Warner Robins High School students in solving math problems and preparing for the Criterion Referenced Competency Test. The Jump Rope Team is for fourth and fifth graders who enjoy performing and jumping rope. The Dance Team is for fourth and fifth graders who enjoy dancing and performing.  The Student Council is a service and leadership club for our fourth and fifth grade students.  A school Chorus is made up of fourth and fifth grade students.  And finally, our Lego Club is for second and third grade students who who enjoy building and competing with Legos.

High Achievement is the core of our county's, as well as our own, mission statement. We reward students who achieve academically through various programs throughout the school.  Accelerated Reader assemblies recognize and reward students who excel in Reading.  Additional programs are our honor roll recognition assemblies for students in third, fourth and fifth grades and awards programs at the end of the year for all grade levels which recognizes students for various achievements made throughout the year.  RES students participate in county wide spelling bee competitions, oratorical competitions, geography bees and quiz bowl competitions.

Academic programs, which assist with delivery of the Common Core Standards, such as Early Intervention, ESOL, and Special Education support the mission statement that ALL students can achieve and student learning is important to all groups of students. The co-teach model is used in the least restrictive environment to allow students exposure to the same curriculum and standards based instruction as their peers. Students who are in the regular classroom but are not making adequate progress are monitored through Response to Intervention. Interventions and assessments are implemented to support the student and assist the teacher in determining the next course of action. These students are monitored through monthly RTI meetings and through the TieNet program where the interventions and probes are documented.  Additionally students who qualify for the  Gifted and  Talented class are taught by a Gifted certified teacher every day to insure they are reaching their maximum potential.


Implementation of the Common Core Standards ensures that all students are to achieve at a level of high rigor and expectation.  Essential questions are posted daily to ensure that students are focused on the outcome of the lessons and learning.  Standards Based Classroom instruction with increased level of rigor as well as differentiated instruction is the expectation.  This is monitored through teacher evaluations as well as frequent walk through evaluations by administration.

Parental involvement is an important part of our school's mission.  RES is fortunate to have a full time parent involvement coordinator on staff.  She plans monthly academic family nights involving teachers, students and parents.  A variety of activities are planned which include Math Night, Writing Workshop Night, Family Fitness Night, Science Night, Bananas for Books, A Night Under the Stars, and Literacy Night. The programs are in addition to our monthly Parent Teacher Organization, PTO, meetings in which a grade level performs for parents and teachers.  Additionally, special events are built into the school day such as Grits for Grandparents, Donuts for Dads, Thanksgiving Lunch, and Christmas Lunch.  PreK students have monthly Parent and Child Time which allows parents to participate in hands on activities with their children in the classroom.

# 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.**

Our school has worked hard to improve in many areas.  Aesthetically, we have recently had the cafeteria renovated as well as the main hallways leading to the cafeteria.  Our school hallways were renovated, replacing carpet with tile and our halls were given a fresh coat of paint.  All of our air conditioning units in the main building were replaced with a newer model.  The exterior improvements and additions include a recently installed fence outside the fourth and fifth grade wing to ensure additional safety for students. Currently our Specials building which houses Art, Music and PE is being renovated.  These renovations include new flooring, new lights and a fresh coat of paint! Our Junior Master Gardener Club has made improvements throughout the school by planting flowers, herbs and vegetables near the campus greenhouse.  Most recently a butterfly garden was established in memory of RES students and teachers who have passed away. Our Nature Center has received dramatic improvements thanks to a former student who undertook this project to earn his Eagle Scout Badge.  New picnic tables were installed to create an outdoor classroom, as well as a bird blind, wishing well, bird feeders and ornamental patriotic decorations.  Several grants have been awarded to our school including the Greenhouse grant, two technology grants, a music grant and grants for our Junior Master Gardener club.

Our school has improved recently in the area of technology. Wi-Fi access is now available throughout the school.  An additonal computer lab was installed giving us a PreK - 2nd grade lab and a 3rd - 5th grade lab.  Teachers in all classes have access to Interactive Whiteboards to enhance their teaching, as well as new work stations for teachers. In January, our school will become a BYOD - Bring Your Own Device school in which students can bring their approved electronics from home to be used in lessons.  A teacher receives periodic Smartboard training and redelivers the training to peer teachers. The training equips every teacher with modern technology, making this an invaluable investment for our county.   Our county has upgraded to a more modernized database system called Infinite Campus.  The TieNet program is used to document interventions for our at risk students as well as to keep track of Individual Educational Plans and required documentation for our special needs students. Our School Council was instrumental in making the decision to reformat our bus and car pick up locations.  In 2012 our school purchased the Carpool system which allows for a safer and more organized dismissal time.

We, at Russell Elementary School, are always looking for ways to better serve our students and to meet their vast needs.  Regarding our special needs students, we look closely at the individual student and determine the best service model for him or her.  The least restrictive environment is always our goal.  This is achieved through the co-teach model and resource classes.  Even our self-contained classes participate in recess, PE, Art and Music with their same aged peers.  These students also participate in Community Based field trips to prepare them to learn and grow in society.

We have made improvements in the last three years with our resources for teachers.  We designate days each semester for teachers to plan collaboratively and analyze data using resources purchased by the county and school. The media center room that houses all leveled books has been remodeled and reorganized so teachers can easily access the books that best meet the needs of their students.  Mentor texts have been purchased, as well as electronic books to support the teaching of all subject areas.  We use more collaboration assessing our teaching methods, as well as student learning.  Programs such as Classworks Schoolwide Screener help us to utilize data more effectively by pinpointing areas of weakness in our students.  Benchmark data is being analyzed more effectively because of the purchase of the Apperson Benchmark Scanner.  This provides individualized student data that helps the teacher to focus instruction, both for individuals and groups. We recently contracted with The Write Score to have our fifth graders participate in three Mock Writing Tests.  Informative data and suggested lessons are provided concerning the students' writing that assist in focusing the instruction. Positive gains are expected on this year's state writing assessment using this implementation.  In addition, Houston County has implemented monthly grade level collaborative meetings in the areas of reading and math.  Teachers attend these meetings to gain information and support regarding upcoming units and curriculum.

This year we have taken Response To Intervention to a new level.  We have scheduled mandatory meetings twice a month in which teachers collaborate to discuss struggling students and determine interventions that may best allow them to progress and succeed.  Data is input to the TieNet program so that we can visually see student progress.  This helps determine a course of action for the teachers in regards to their students.  Our counselor, as well as the administrative team, takes an active role in these meetings. Progress has been noted with some of our most challenging students thanks to the implementation of research based interventions done frequently and with fidelity.

The mentoring program was recently implemented  and is growing.  We are encouraged that this program will become stronger in the years ahead.  It is important that our students partner with these successful adults so that they see hard work and perseverance pays off and success can be a goal for them too.

We have seen growth in some areas of our Family Involvement Nights.  Our parent involvement coordinator, along with the teachers, works diligently preparing for these nights.  Though our more academic nights have less attendance, it is a goal to see these nights gain in popularity.  We want stakeholders to understand state assessments and curriculum talks are areas where vital partnerships are needed and working together in these areas will allow students to achieve.

Parent communication is very important and is an area where great strides have been achieved in the past few years to ensure student success.  In addition to our agendas, weekly newsletters, marquee, webpage, and channel 17 broadcasts, we also have mass callouts to parents concerning vital information.  The parents appreciate these callouts informing them of upcoming dates and events.  We have recently added a Russell Facebook page for posting events and pictures.  We communicate with our Hispanic parents and other non-English speaking parents through ESOL family nights, translated documents, and three Spanish speaking staff members to assist with conferences and phone calls. It is important to us that these parents feel welcome and supported at RES.  Our principal, as well as the other administrators, have an open door policy and will meet with parents at any time the need arises.  We believe school to home communication is a key element to student success.

Our school stakeholders know that safety is the number one priority.  If students and teachers do not feel safe, learning ceases.  Our county has supported school safety by installing security cameras in all hallways and outside areas and by ensuring that all schools have secured vestibules.  This prevents visitors from walking directly into the building by directing them into the main office.  School policy mandates all visitors report to the office to sign in.  A secure vestibule will make this a reality. Because of a parental concern we were able to determine that a fence needed to be installed around our fourth and fifth grade wing.  This creates a safety barrier between the sidewalk and the parking lot.  We are always assessing and looking for ways to make our school safer.  Our school council and Better Seeking Team are looking for a viable solution to securing all outside doors, but with several separate buildings housing classrooms the solution has proven to be a difficult one.  We currently keep all ourside doors as well as classroom doors locked.  Students and teachers use keys and fobs when traveling between buildings. In addition, a covered walkway to our two special education interrelated trailers is needed for student and teacher safety.  At present students and teachers must brave the elements to attend classes.

Although parents attend our Family Nights, we do not have an active PTO.  Within the next couple of years our goal is to rejuvenate our PTO.  Many parents are eager to help with projects and fundraising but the organization of our current PTO does not achieve this goal.  Currently two PTO officers have tried to man this ship alone, unsuccessfully.  RES is currently seeking input from all stakeholders on ways to rebuild from nonexistent to excellent!

A decrease in the number of office referrals at RES is another goal.  From 2011 to 2012 the number of office referrals increased by 87 from 332 to 419.  Our discipline committee is committed to analyzing this data and establishing different strategies and interventions that can be implemented.  We are looking forward to seeing a decrease in the upcoming years.

Overall we anticipate seeing growth in our statewide assessments.  As previously mentioned, the extra emphasis on writing in fifth grade using The Write Score should show a gain this year.  Weaknesses in the areas of Science and Social Studies are noted on the CRCT.  Ways are being explored to integrate these subjects across the curriculum using more nonfiction text that lends itself to the specific content areas across the grade levels.  Gains in the areas of Reading, ELA, and Math are goals to be achieved.  Using part time teachers as support, as well as the EIP teachers will allow progression in these areas.  After school tutoring in third, fourth and fifth grades will support improving the areas of weakness.  Next year more Title One funds will be allotted to find resources that support the Common Core Standards and its implementation.

# Additional Information

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

Our school is a special place. It has been part of this community for over 40 years.  Many of our parents were once RES students, adding a unique characteristic to the family atmosphere that many visitors comment on when entering our school.  Our faculty is very close and looks after one another.  Many of our teachers have served their entire teaching career at RES.  It is the kind of working environment that is good for teachers which in turn is good for students.  We aspire to be the very best.  The journey starts with a vision, continues with a crystal clear course of action and is achieved with hard work and dedication.  We are proud to continue on the path of excellence that makes us The Best School in the Universe!

# Self Assessment with Early Learning

# Introduction

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

# Standard 1: Purpose and Direction

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

Overall Rating: 3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success. | •Minutes from meetings related to development of the school's purpose<br><br>•Survey results<br><br>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Communication plan to stakeholders regarding the school's purpose<br><br>•Documentation or description of the process for creating the school's purpose including the role of stakeholders<br><br>•Purpose statements - past and present<br><br>•School Improvement Plan, Mission Statement Revisions | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice. | •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose<br><br>•Survey results<br><br>•The school's statement of purpose<br><br>•Grasp information, Walk-through data, GTOIs, FOCUS program RTI Training | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. | •Survey results<br><br>•The school data profile<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•Communication plan and artifacts that show two-way communication to staff and stakeholders<br><br>•The school continuous improvement plan<br><br>•HCLI data, Book studies | 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 mission of Russell Elementary School is to promote high expectations and academic excellence for all students.  This mission serves as a framework for making decisions and permeates all activities at Richard B. Russell Elementary. Our Better Seeking Team helps us implement a process that helps improve student success.  We employ the different stakeholders though surveys and meetings with the School Council. The school engages in a systematic, inclusive, and comprehensive process by making sure there is staff involvement in the formation of the schools' purpose, direction, and goals through the Better Seeking Team and School Council meetings. During Better Seeking Team meetings, the committee works to connect the school services and planned activities to the stated purpose, direction and goals.  The school's purpose is clear and is communicated through its working documents. Those documents include our mission statements, minutes from Better Seeking Team and School Council meetings, documentation of the process for creating the school's purpose, examples of communications to stakeholders about the school's purpose, and survey results.

Our leaders are instrumental in employing the staff and community members in formation of the purpose, direction and goals, and are committed to a culture that is based on shared values and beliefs.  The purpose and direction for the school is widely distributed throughout the system during weekly announcements, school website, and student handbook.  Linkage is established in system services and activities to the stated purpose, direction and goals. Current data and trends relating to student achievement and engagement, student characteristics, and relevant system information are available to stakeholders. The staff and stakeholders are familiar with appropriate data regarding student achievement and engagement, student characteristics, and relevant system information.

The Response to Intervention teams, benchmark tests, evaluations and results, are instruments Russell Elementary leadership staff uses to implement a continuous improvement process that provides support of student learning. Annual and long-range goals that are set in the School Improvement Plan give clear directions for improving conditions that support student learning.   Russell Elementary staff and community members are involved in the process of guiding the school towards its direction and goals through the School Council and other activities including monthly Parent Teacher Organization meetings.  Our leadership attends all meetings to support and guide the process to ensure all the school's programs are committed to the school's purpose and direction.  Stakeholders enthusiastically embrace the purpose and direction of the school system by communicating them through engaging school activities for parents and students, and celebration of

successes.  Current data and trend relating to student achievement and engagement are posted in our Conference Room where meetings are held so that the staff is familiar with the data and these are constantly reviewed by and available to stakeholders.

# Standard 2: Governance and Leadership

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

Overall Rating:  3.5

| 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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management. | •Student handbooks<br><br>•Governing body policies, procedures, and practices<br><br>•Staff handbooks<br><br>•Communications to stakeholder about policy revisions<br><br>•School handbooks<br><br>•Rusell Agenda Inserts | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The governing body operates responsibly and functions effectively. | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.  The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | •Governing body minutes relating to training<br><br>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest<br><br>•List of assigned staff for compliance<br><br>•Proof of legal counsel<br><br>•Assurances, certifications<br><br>•Governing body training plan<br><br>•Findings of internal and external reviews of compliance with laws, regulations, and policies<br><br>•Communications about program regulations<br><br>•Historical compliance data<br><br>•Governing body policies on roles and responsibilities, conflict of interest<br><br>•Governing code of ethics | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | •Roles and responsibilities of school leadership<br><br>•School improvement plan developed by the school<br><br>•Stakeholder input and feedback<br><br>•Maintenance of consistent academic oversight, planning, and resource allocation<br><br>•Communications regarding board actions<br><br>•Survey results regarding functions of the governing body<br><br>•Agendas and minutes of meetings | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. | •Examples of collaboration and shared leadership<br><br>•Survey results<br><br>•Examples of decisions aligned with the school's statement of purpose<br><br>•Examples of decisions in support of the school's continuous improvement plan | 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 consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership. | •Minutes from meetings with stakeholders<br><br>•Copies of surveys or screen shots from online surveys<br><br>•Survey responses<br><br>•Involvement of stakeholders in a school improvement plan | Level 4 |

| 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. | •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation<br><br>•Governing body policy on supervision and evaluation<br><br>•Supervision and evaluation documents with criteria for improving professional practice and student success noted<br><br>•Job specific criteria<br><br>•Representative supervision and evaluation reports | 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.**

Houston County policies and practices clearly and directly support our school's purpose and direction.  This is shown by central office administrators regularly visiting county schools and inviting school leaders and students to participate in selected school board meetings. Leaders in schools are supported by the governing body through mentoring programs to help with the effective operation of the school. Policies, such as student, staff and school handbooks are written and distributed to all staff, students and stakeholders. Consistent and regular teacher evaluations and student standardized tests, are required and in place to monitor effective instruction and assessment. In addition, class master schedules are in place to protect the student's learning time. The policies and practices required for professional growth for all staff includes bi-annual course catalogs, monthly reading, writing and math collaboration that are required by selected cadres for each grade level and are available to all staff. Regular practice of daily deposits, monthly balance sheets and yearly audits provide clear requirements, direction and fiscal management.

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities. This is outlined in job description indicators, a code of ethics signed by the governing body as well as all county employees, and is free of conflict of interest. Governing body members are required to participate in systematic, formal professional development processes regarding the roles and responsibilities of the governing body and its individual members by attending conferences and administrative retreats. The professional development curriculum also includes conflict resolution, decision making, supervision, evaluation and fiscal responsibilities, and paring new administrators with mentors of the same job responsibilities. Members comply with all policies, procedures, laws and regulations.  They function as a cohesive unit for the benefit of student learning through monthly Board of Education meetings and securing attorneys in case of a need for advisement.

The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvements in student learning and instruction and to manage daily school operations by allowing schools to develop their own school improvement plan, deciding how Title 1 funds and school allotments are allocated, and supporting administrative decisions regarding personnel and student issues that are in the best interest of the school. A clear distinction between the governing body and school leadership roles and responsibilities is maintained by providing clear details in the job descriptions, monthly leadership meetings, and through communications regarding board actions and expectations for the schools.

Our school's culture is characterized by collaboration and a sense of community. In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the community, teachers, administrators, students and their families, share a common vision of what the school should be like.  At Russell Elementary, groups that contribute to

shared leadership include the Better Seeking Team which is a leadership team that meets monthly to discuss school issues, grade level teams which meet  weekly to collaborate and plan instruction to address student needs, and the discipline committee, which  meets monthly to help promote self-discipline and cooperation within the student body. On occasion our faculty has participated in book studies to allow collaboration and discussion of ideas that may be beneficial to our school. In addition, academic team meetings, including Response To Intervention meetings, are scheduled twice monthly to monitor our tiered students and make recommendations for improving student learning. Finally, language arts and math cadre meetings, thoughtfulness committee meetings and surveys are conducted to encourage innovation, collaboration, shared leadership and rigorous professional growth.

# 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:  3.17

| 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. | •Survey results<br><br>•Lesson plans<br><br>•Posted learning objectives<br><br>•Representative samples of student work across courses<br><br>•Course schedules<br><br>•Descriptions of instructional techniques<br><br>•Houston County Literacy Inventory, Records of Progress, Fitness Gram, AR and Star Reports, Counseling Schedule | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.  A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | •Curriculum guides<br><br>•Common assessments<br><br>•Standards-based report cards<br><br>•Surveys results<br><br>•Curriculum writing process<br><br>•Products – scope and sequence, curriculum maps<br><br>•Lesson plans aligned to the curriculum | Level 2 |

| 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. | •Teacher evaluation criteria<br><br>•Agenda items addressing these strategies<br><br>•Professional development focused on these strategies<br><br>•Authentic assessments<br><br>•Examples of teacher use of technology as an instructional resource<br><br>•Examples of student use of technology as a learning tool<br><br>•Student work demonstrating the application of knowledge<br><br>•Findings from supervisor walk-thrus and observations<br><br>•Surveys results<br><br>•Interdisciplinary projects | 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. | •Curriculum maps<br><br>•Documentation of collection of lesson plans and grade books<br><br>•Supervision and evaluation procedures<br><br>•Peer or mentoring opportunities and interactions<br><br>•Recognition of teachers with regard to these practices<br><br>•Surveys results<br><br>•Administrative classroom observation protocols and logs<br><br>•Planning Day Agendas | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | •Agendas and minutes of collaborative learning committees<br><br>•Calendar/schedule of learning community meetings<br><br>•Survey results<br><br>•Examples of improvements to content and instructional practice resulting from collaboration | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.6 | Teachers implement the school's instructional process in support of student learning. | All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning. | •Examples of learning expectations and standards of performance<br><br>•Survey results<br><br>•Examples of assessments that prompted modification in instruction<br><br>•Samples of exemplars used to guide and inform student learning | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | •Records of meetings and walk thrus/feedback sessions<br><br>•Survey results<br><br>•Professional learning calendar with activities for instructional support of new staff<br><br>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning<br><br>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress. | •Survey results<br><br>•Volunteer program with variety of options for participation<br><br>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days<br><br>•Calendar outlining when and how families are provided information on child's progress<br><br>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process<br><br>•School Parent Compact | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •List of students matched to adult advocate<br><br>•Survey results<br><br>•Curriculum and activities of formal adult advocate structure<br><br>•Master schedule with time for formal adult advocate structure<br><br>•Description of formal adult advocate structures | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | 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. | •Evaluation process for grading and reporting practices<br><br>•Survey results<br><br>•Sample report cards for each grade level and for all courses<br><br>•Sample communications to stakeholders about grading and reporting<br><br>•Policies, processes, and procedures on grading and reporting<br><br>•Benchmark Analysis | 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. | •Results of evaluation of professional learning program.<br><br>•Evaluation tools for professional learning<br><br>•Survey results<br><br>•Brief explanation of alignment between professional learning and identified needs<br><br>•Crosswalk between professional learning and school purpose and direction<br><br>•sign in sheets, minutes from training, schedules, agendas, | Level 4 |

| 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. | •Survey results<br><br>•List of learning support services and student population served by such services<br><br>•Training and professional learning related to research on unique characteristics of learning<br><br>•Data used to identify unique learning needs of students<br><br>•RTI reports, Grasp data, EIP checklists, Data Notebook | 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 curriculum and learning experiences of Russell Elementary provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills. All teachers are provided with Units of Study that allow for rigor to increase as the unit progresses. The curriculum is differentiated through small strategy groups, guided reading groups, and academic opportunities of remediation and enrichment to ensure student success. This differentiation of curriculum will empower students to become higher achievers with a sense of self-worth and discipline.  Most classes have equivalent learning expectations; however, due to differences in teacher personalities and teaching modalities, expectations are not always consistent from one class to the next. Though all Russell teachers expect student learning and success, the method of obtaining this varies. Consistent professional development and Teacher Support Specialists would ensure consistency of expectations across grade levels, as well as, from classroom to classroom.  Curriculum, instruction, and assessment are

monitored and adjusted systematically within each grade level. Horizontal alignment is achieved on a weekly basis through grade level meetings and professional learning days. Common assessments are given consistently to ensure that learning has taken place at each grade level. The following practices are just a few of the actions being implemented to sustain this area of strength: monitoring Educational Software to Guide Instruction  results, analyzing Houston County Literacy Inventory folders, and evaluating the effectiveness of current Response to Interventions.

Due to time constraints, vertical alignment is difficult to obtain. Therefore, there is not a seamless flow of instruction from one grade level to the next. Administration is working to find ways to provide time for vertical planning.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations through deliberate planning with interdisciplinary projects, interactive activities on Smart Boards, virtual tours, and other technology devices. Though there is deliberate planning for small strategy groups, guided reading groups, and such, there could be more purposeful planning of individualized instruction. Implementing more research based interventions would ensure a more individualized approach.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success by conducting formal and informal observations, monitoring data, and recognizing notable professionalism that goes above and beyond the call of duty with small tokens of acknowledgment. Although we find these instructional practices successful, there is always room for improvement such as more administrative participation at grade level meetings, more one-on-one interaction with targeted students, and being available more for informal conversations with staff.

Teachers participate in collaborative learning communities to improve instruction and student learning through frequent collaboration of grade levels, implementing a formal process that promotes productive discussions, and regularly using and discussing the results of inquiry practices. Although each grade level collaborates frequently to implement a formal discussion about student learning, there is little time available to collaborate with additional staff, such as English Language teachers, Early Intervention Program teachers, Special Education teachers, Reading and Math Support teachers, Special teachers, and Speech Pathologists. If time were given for all areas in the learning community to collaborate, student learning would flow seamlessly and achieve maximum results.

Teachers implement the school's instructional process in support of student learning by systematically implementing an instructional process that clearly informs students of learning expectations and standards of performance. The process uses multiple measures, with specific and immediate feedback. Exemplars are sometimes provided, but not often enough. This could be addressed through professional development.

School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support them. There are some qualified school personnel to mentor new teachers, county-wide curriculum units, professional learning calendars and activities for instructional support of new hires, and redelivery of Language Arts and Math information during grade level meetings.  However, this indicator received a score of two due to limited certified Teacher Support Specialists for new hires. We are in need of additional teachers becoming certified in the TSS program. Currently we are mentoring our new teachers on a more informal basis.

Our programs engage families in meaningful ways in their children's education and are continuously developed, implemented, and evaluated. The school's Parent Involvement Coordinator assists families, supports parent activities, and is available for questions or concerns from parents. She provides a volunteer program with a variety of options for participation. Newsletters are released and phone calls are made to highly encourage active participation among faculty, staff, and especially parents. Russell provides workshops such as Afterschool literacy, Math and Science night, and ESOL night. We have included a literature center in our school that is located in the front lobby and we have an active Parent Resource/ Information Center.  A yearly calendar of events and newsletters are provided to the parents outlining when and how families are provided information.  Title I parent satisfaction surveys are given to the parents twice per year. Most importantly school administrators and teachers welcome parental involvement and volunteerism.

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. Students are matched to adult advocates with thought and purpose. The curriculum and activities of adult advocates are structured through homeroom class assignments as well as specialty teachers and mentor programs. 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. All teachers timely input grades into Infinite Campus and/or complete Records of Progress.

Russell Elementary provides profile information on an annual basis and other measures of data analysis of the CRCT to evaluate the degree of success as requested by the school system. All information presented accurately and appropriately represents the total operation of the school system- this includes the following reports: weekly technology, benchmarks, Response to Intervention, Special Education, Houston County Literacy Inventory, and Georgia Alternate Assessment Scores. Although the school meets this criterion, we could possibly benefit from an additional release day that could be used for grade level planning and reporting.

The Language Arts and Math teacher leader cadre meeting ensures redelivery of the following: current Units of Study, Grade level Common Core standards, and all information on the SharePoint Portal. Professional development is based on an assessment of needs of the school. Our professional learning builds capacity among all professional and support staff. Our knowledge is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. Upon reflection, we could possibly include more evaluation tools for professional learning to better support our school purpose and direction.

Our school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. The list of learning support services includes  Special Education services, Early Intervention Program, English Language Learner, Georgia RESA Student Progress Assessment, Response to Intervention, and Gifted Education. We remain current on research related to unique characteristics of learning. Our professional learning includes Blooms Taxonomy and Gardner's Multiple Intelligences. We have received some training with regards to meeting the needs of these students.  Continued training and support will aid in meeting the needs of all students.

# Standard 4: Resources and Support Systems

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

Overall Rating:  2.86

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

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | •Examples of efforts of school leaders to secure necessary material and fiscal resources<br><br>•Survey results<br><br>•School schedule<br><br>•Alignment of budget with school purpose and direction<br><br>•School calendar<br><br>•county pacing guides, tutoring plans, Title One Budget | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored. | •Records of depreciation of equipment<br><br>•Survey results<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.<br><br>•System for maintenance requests<br><br>•Maintenance schedules<br><br>•Safety committee responsibilities, meeting schedules, and minutes<br><br>•school safety plan, flip books for fire drills and codes, Bullying pamphlet, Bullying powerpoint, Bullying forms | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | •Budget related to media and information resource acquisition<br><br>•Survey results<br><br>•Data on media and information resources available to students and staff<br><br>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information<br><br>•media schedule, computer lab schedule | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Survey results<br><br>•Policies relative to technology use<br><br>•Internet policies, technology work orders, CIPA lessons, CSI flier, Report Cards, Technology Professional Learning | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel implement a 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. | •Survey results<br><br>•Schedule of family services, e.g., parent classes, survival skills<br><br>•Social classes and services, e.g., bullying, character education<br><br>•List of support services available to students<br><br>•Pre and Post Bully Surveys, IEPs, RTI process, social services referrals and protocol, students discipline records | 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. | •Survey results<br><br>•Description of IEP process<br><br>•Description of referral process<br><br>•RTI process, discipline plan, progress reports, Tienet, referral process | Level 3 |

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

One of the many strengths of Russell Elementary School is our highly qualified professional and support staff certified by the state's Professional Standard Commission. Our school leaders include a principal, assistant principal for instruction, assistant principal for discipline, and a school counselor.  The assistant principal for discipline is currently a part- time position and this is a weakness for the school.  Russell

Elementary would benefit from a full time assistant principal for discipline position.

Administration at Russell uses a systematic process to determine personnel necessary to support our school.  This process begins once an allotment is determined from the local school board. Based on the needs of the students and school, committees are established to begin the interview process.  These committees are made up of the building principal, classroom and special area teachers, who interview, discuss, and score applicants.  Recommendations are presented, but final selections are made by the principal.  Personnel are selected for programs such as early intervention reading and math, as well as, a support staff of part-time teachers who are highly qualified to assist students who may be struggling in academic areas.  These programs and support staff help students improve their performance on the Reading and Math Criterion Reference Competency Test  as well as in other academic areas.

Russell sustains fiscal resources through our school's Title I budget. Title I funds are used to provide professional learning for the staff, instructional resources for teachers and students, and teacher collaborative planning days.  These funds have provided additional teachers in grade levels with large class sizes, and supports a parent coordinator for the school, who provides additional learning opportunities for students and parents.  One of the programs purchased and currently used in the school is the Thinking Maps program which statistically impacts student's cognitive ability in all academic areas.

Russell continually strives to improve the operations and instruction in order to achieve the school purpose. A Better Seeking Team  has been established with the main focus to improve instruction and provide resources for the teachers at Russell. Through consistent guidance, the BST introduced the Thinking Maps program to help teachers improve the critical thinking skills of students, and gave direction toward Common Core training in Math and Reading.   Additionally, English Language Learner training and Response to Intervention training have set schedules for teachers, and help maximize instruction time for all teachers and support staff. These schedules provide limited interruptions and academic opportunity  time for all teachers to enrich student achievement.

Russell strives to maintain a clean and safe environment for all students and staff.  Safety is our number one priority for all staff and students.  Monthly fire drills are practiced along with Code Red, Code Yellow, Code Blue, and severe weather drills.  Administration has set high expectations for students and staff concerning these drills.  A zero tolerance policy for bullying is in place and programs are presented and contracts signed to insure students understand what bullying is and what is unacceptable.  Students and staff wear anti-bullying shirts one day a month to reinforce the no bullying policy.  One area of concern is maintenance and cleanliness.  Some measures are in place to track maintenance and housekeeping requests.  Forms are located in the office for teachers and staff to notify the need for service in both areas.  Recent renovations including replacing the carpet in the hallways with tile, painting the hallways, and replacing the air conditioning units in all classrooms in the main building were completed. Remodeling the front entrance for security and renovating our Specials building are currently underway.  Our cafeteria was recently repainted and decorated with child friendly displays.

Students and school personnel use a range of media and information resources to support the school's educational programs.  A strength of the school is our highly qualified personnel, including the Media Specialist, who is available to assist and teach students and school personnel about the tools and resources for locating information.  Russell is a school that has grasped the technical resources and programs needed to support the educational plan used to improve student achievement. Students and personnel at Russell use programs such as United Streaming, Rosetta Stone, Galileo, Brain Pop, Accelerated Reader, Classworks, Online Assessment System, and many online approved learning programs.  Each classroom is also equipped with Promethean or Smart Interactive Boards as well as document cameras.  Our school recently installed a second computer lab so that we have two in operation for the entire school. But, in order for the technology infrastructure of the school to support student learning and needs, the student computer workstations and software in the classrooms need to be replaced or updated.  There is a need for more readily available on-site technology support.  Also a full time computer lab teacher is needed along with more opportunities for one-on-one instruction after initial training is given.

Russell has an infrastructure that uses of a vast array of technology to help enhance the teaching and learning of the Russell students and staff. Teachers receive signed permission from parents at the beginning of each year to allow student access to the internet.   Our students have access to a computer lab where teachers instruct students through different lessons using technology.

Russell provides support services to meet the physical, social and emotional needs of our student body.  Our Fine Arts Program, which includes Art and Music, is a part of every grade level at Russell. Students attend Art and Music every week. All students, including our self-contained classes, receive 50 minutes of physical education every other day.   Equipment has also been purchased to meet the special

needs of our self-contained students.  All students take part in a fitness program called Fitness Gram.  Results are sent to parents of students in grades 3-5.  Students also receive 30 minutes of recess each day.  Our Parent Involvement Coordinator has an active parent resource center and offers seven academic workshops for parents.  These, along with welcoming workshops, are evaluated for their success on an annual basis.

School personnel provide services to help meet the needs of all students.   We have a counselor available for individual counseling, teaching personal body safety classes, character education, and study skills.  This is one area that is identified as needing improvement with a   more systematic way to identify student's needs by the counselor, as well as continual training on needs assessment for staff members to better identify at- risk students.  We are in the process of improving systematic and consistent implementation of clearly defined processes and criteria for Response to Intervention at all grade levels.  Students with an Individualized Education Program  are using the Aspire program which allows the student to have more involvement in their IEP process.

# 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:  3.2

| 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. | •Documentation or description of evaluation tools/protocols<br><br>•Survey results<br><br>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance<br><br>•Evidence that assessments are reliable and bias free<br><br>•Test reports, Test data | 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. | Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans. | •Survey results<br><br>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning<br><br>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | •Professional learning schedule specific to the use of data<br><br>•Documentation of attendance and training related to data use<br><br>•Survey results<br><br>•Training materials specific to the evaluation, interpretation, and use of data | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures 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. | •Student surveys<br><br>•Agendas, minutes of meetings related to analysis of data<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student growth<br><br>•Evidence of student success at the next level | Level 4 |

| 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. | •Minutes of board meetings regarding achievement of student learning goals<br><br>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders<br><br>•Survey results<br><br>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals<br><br>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals | 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.**

Russell Elementary School maintains an established, consistent, and comprehensive assessment system. We have clearly defined procedures for using locally developed and standardized measures to review student learning and school performance.
In order to assess school performance overall, we develop and utilize a yearly School Improvement Plan. Several locally developed measures are regularly implemented to measure students' mastery of the standards. One example of this, given to all students in

kindergarten through fifth includes Classworks schoolwide screener, a newly developed measure which is given three times a year to identify students that are at risk of falling behind.  Another one, given to our kindergarten and first grade population, is Educational Software for Guiding Instruction, ESGI. This is a computerized assessment measure and organizational tool that shares information in easy to read tables.  Teacher developed common assessments, benchmark testing, and the Houston County Literacy Inventory (HCLI) are additional locally developed measures that are used regularly at Russell to drive instruction across grade levels.  Standardized measures include the GKIDS, given four times a year in kindergarten, the Iowa Test of Basic Skills given in Reading and Math to second and fourth grade students and the CRCT given to all students in third through fifth grade.  At Russell, we use multiple assessment measures consistently across grade levels.

Russell's professional and support staff collect, analyze and apply learning from a range of data sources.  There are systematic processes and procedures in place, such as time windows for administration of Classworks screener, CRCT and GKIDS that we adhere to every year.  The administration also ensures systematic monitoring of student performance through regular use of the HCLI, working daily Academic Opportunity time into the master schedule, and holding monthly student support team meetings to review progress on interventions monitored through Tienet.

Our staff members are trained in a rigorous professional development program related to the evaluation, interpretation and use of data.  All certified members of the staff attended county provided training at the beginning of this school year.  In addition to this, all homeroom and/or reading intervention teachers have been trained on administration of the HCLI and obtaining writing samples from students.  Our counselor and special education teachers continually assist with professional development and on-site training with the Tienet program used for response to intervention (RTI) student monitoring.  The administrative team works together to provide additional professional learning opportunities through allotment of school funds, assisting with scheduling and informing the staff of various opportunities for professional learning.

Russell continuously engages in a clearly defined and described process for analyzing data that determines verifiable improvements in student learning, including readiness for and success at the next level.  School-wide measures include utilizing Houston County's process for collection and reporting of grades.  Students in kindergarten through second grade receive four Record of Progress documents and at least one parent-teacher conference a year.  Older students, in third through fifth grades, receive report cards four times a year. Teachers also use the HCLI to systematically and consistently design and implement student specific strategies and evaluate teaching methods with regards to reading. This measure is given within county regulated time frames three times a year. Russell additionally informs students and parents of the gate procedure, in grades three and five, which states that if children do not meet standards on the reading, grade 3 and 5,and math grade 5 portions of the CRCT, they may be retained. At the individual student and grade level, Russell utilizes two full-time EIP, two part time specialists, and one paraprofession to assist with our at-risk students.  These teachers assist with daily interventions for specific, struggling students in order to close the gap between their performance and grade-level expectancies.

Russell's leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.  Our principal organizes and attends School Council nominations and meetings four times a year.  In these meetings, information regarding school improvement, initiatives, facility upgrades, academic programs and concerns are discussed and brainstormed with community, school and parent representatives.  Multiple delivery methods, communicated in and in appropriate degrees of sophistication for all stakeholder groups, are developed and utilized at these meetings, our bi-monthly staff meetings, PTO performances/meetings, and the monthly Better Seeking Team meetings.

# Early Learning Standard 4: Resources and Support Systems

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

Overall Rating:  2.91

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff.  School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | •Policies that require relevant and related trainings<br><br>•School budgets for the last three years<br><br>•Staff License/certification/qualifications<br><br>•Staff compensations/benefits<br><br>•Personnel evaluation forms<br><br>•Professional and support staff/child ratios | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.2 | The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program. | Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both.  A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable. | •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff<br><br>•Stakeholder results<br><br>•Staff License/certification/qualifications<br><br>•Personnel evaluation forms | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program. | All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work.  A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable. | •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff<br><br>•Stakeholder results<br><br>•Staff License/certification/qualifications<br><br>•Personnel evaluation forms | 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 country's equivalent and meet state/country requirements for staff credentials for the position or higher. | •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff<br><br>•Stakeholder results<br><br>•Staff License/certification/qualifications<br><br>•Personnel evaluation forms | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.5 | The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children. | For infants up to 12 months, the school maintains a maximum group size of 8 and a maximum teacher to student ratio of 1:4.<br><br>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.<br><br>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.<br><br>For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and a maximum teacher to student ratio of 1:8.<br><br>For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.<br><br>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.<br><br>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and a maximum teacher to student ratio of 1:15.<br><br>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios. | •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff<br><br>•Stakeholder results<br><br>•Staff compensations/benefits<br><br>•Personnel evaluation forms<br><br>•Staff to student ratio records | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.6 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | •Resource materials for training<br><br>•School schedule<br><br>•School calendar<br><br>•Budget for authorized expenses and activities<br><br>•Itemed/audited budget | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.7 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff. | School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | •Written health and safety policies<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Building inspections record<br><br>•CPR/1st Aid Certification/ health safety trainings<br><br>•Updated health records<br><br>•Documentation of emergency procedures such as fire drills and evacuation routes<br><br>•System for maintenance requests | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.8 | The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water. | The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. | •Written health and safety policies<br><br>•Stakeholder results<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Building and grounds inspections record<br><br>•Documentation of emergency procedures such as fire drills and evacuation routes<br><br>•System for maintenance requests | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.9 | Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships. | The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children. | •Written health and safety policies<br><br>•Stakeholder results<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Building and grounds inspections record<br><br>•Documentation of emergency procedures such as fire drills and evacuation routes<br><br>•System for maintenance requests | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.10 | Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program. | The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair. | •Stakeholder results<br><br>•Facility and equipment specifications<br><br>•Facilities and equipment maintenance records and schedules<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Lists of instructional concepts with supporting classroom materials<br><br>•System for maintenance requests | Level 3 |

| 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. | •Written health and safety policies<br><br>•Stakeholder results<br><br>•Facility and equipment specifications<br><br>•Facilities and equipment maintenance records and schedules<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Lists of instructional concepts with supporting classroom materials<br><br>•Building and grounds inspections record<br><br>•Documentation of emergency procedures such as fire drills and evacuation routes<br><br>•System for maintenance requests | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.12 | Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center. | The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center. | •Stakeholder results<br><br>•System for ordering/maintaining sufficient supplies<br><br>•Lists of instructional concepts with supporting classroom materials<br><br>•Curriculum standards, guides, expectations | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.13 | Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times. | The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times. | •Stakeholder results<br><br>•System for ordering/maintaining sufficient supplies<br><br>•Curriculum standards, guides, expectations | Level 3 |

| 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. | •Survey results<br><br>•Technology and interactive media inventory<br><br>•Data on media and information resources available to staff and children<br><br>•Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc. | 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. | •Family engagement networking plan<br><br>•Cyber-safety plan; policies and procedures<br><br>•Survey results<br><br>•Policies relative to technology use | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.16 | Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity. | The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly. | •Stakeholder results<br><br>•System for ordering/maintaining sufficient supplies<br><br>•Curriculum standards, guides, expectations<br><br>•Displays pictures/photos | Level 3 |

| 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 endeavor to determine the physical, social, and emotional needs of children in the school. School personnel provide or coordinate programs to meet the needs of children when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children. | •Special classes/activities for children with disabilities<br><br>•Examples of child assessments<br><br>•Example of full inclusion parent-child program<br><br>•Survey results<br><br>•Intervention services referral<br><br>•Social classes and services, e.g., bullying, character education<br><br>•Lists of support services available to students | Level 2 |

| 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 meets the expectation.  For example, strict sanitary conditions for diapering and toileting are maintained.  Resources are available for sanitizing all spaces directly touched by children and adults.  Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies.  Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children.  Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications. | •Handbooks, procedures<br><br>•Student records indicating personal needs<br><br>•Stakeholder results<br><br>•Parent/Staff communications procedures and expectations<br><br>•Facility/classroom design for storage space of personal items<br><br>•Stakeholder communication forms<br><br>•Health inspection records | Level 3 |

| 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. | •Handbooks, procedures<br><br>•Student records indicating personal needs<br><br>•Stakeholder results<br><br>•Parent/Staff communications procedures and expectations<br><br>•Stakeholder communication forms | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.20 | The school provides services that support the counseling, assessment, and educational referral needs of all students. | School personnel implement a process to determine the counseling, assessment, and educational referral needs of many young children and their families.  School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children. | •Lists of services available related to counseling, assessment, referral, educational, and career planning<br><br>•Professional development calendar<br><br>•Assessment plan<br><br>•Demographics<br><br>•Description of referral process | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.21 | All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride. | The school meets the expectation.  For example, most staff members create a climate of acceptance and respect of other staff and young children.  Staff members are attentive and responsive to individual children.  Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child. | •Handbooks, procedures<br><br>•Student records indicating personal needs<br><br>•Parent/Staff communications procedures and expectations<br><br>•Code of conduct<br><br>•Stakeholder feedback results<br><br>•Stakeholder communications forms | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.22 | All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur. | The school meets the expectation.  For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances.  Indoor and outdoor spaces are designed and arranged with safety in mind.  Adults take immediate action to remove/prevent hazards as they may occur.  All students are continuously supervised by adults at all times.  Instances of hazardous conditions are occasional. | •Accident records and reports<br><br>•Safety handbooks, guidelines, procedures, expectations<br><br>•Observations of student and adult behaviors concerning safety practices<br><br>•Stakeholder feedback results<br><br>•Health inspection records | 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.**

All professionals who work with our early learning students are highly qualified and are provided opportunities for continued education through Bright from the Start trainings that are offered throughout the academic school year. Classroom teachers are also observed by

administration and assessed based on their lessons, plans, assessment and classroom climate. These evaluations remain on file for the teacher as a formal evaluation. Policies and practices such as consistent and regular teacher evaluations and student standardized tests are required and in place to monitor effective instruction and assessment. In addition, class master schedules are in place to protect the student's learning time. Policies and practices are kept on file with the Houston County Board of Education and are used during the hiring process of teachers and support staff.

Our Board of Education ensures that all administrators are highly qualified and have a degree in school leadership as well as a minimum of five years of classroom experience. In addition to hiring highly qualified personnel, the board of education also has an evaluation system for the assistant principal of instruction, assistant principal of discipline and the principal. Each year, the principal evaluates the AP and API on their performance as an administrator. The principal is evaluated by surveys that are sent to the faculty and staff and are reviewed by the board of education. These surveys are used to support the evaluation of principal that is provided by the central office administration.

The administration of Russell Elementary ensures that all teachers are highly qualified and have a minimum of a bachelor's degree in Early Childhood Education. The administration evaluated teachers throughout the year both formally and informally. The teachers are also provided with an end of the year evaluation and meeting with the principal to discuss their performance throughout the school year and any recommendations for the following school year.

While the school does employ qualified assistant teachers to support the school's purpose, direction and the educational program, they are not required to have any previous work experience with children. However, the assistant teachers are required to pass the paraprofessional exam and attend multiple professional learning courses throughout the school year.

The school maintains the appropriate teacher to student ratio in our pre-kindergarten classrooms. We have two adults per 22 students. The class ratio is maintained based on the teacher and support staff allotments of the school each year.

The pre-kindergarten schedule for each class adheres to the Bright from the Start curriculum by providing ample social and academic time throughout the day. Pre-kindergarten classes are also given funds to go on field trips each year that provide learning opportunities for the students. One area of concern is that with budget cuts, the school calendar for pre-kindergarten has been decreased resulting in a shorter school year. Fortunately this has changed and they are back on a full calendar year for the 13-14 school year!

Guidelines are in place to ensure the health and safety of the pre-kindergarten students and are clearly stated in the Instructional Quality guidelines set forth by Bright from the Start. These requirements are assessed annually by a representative from Bright from the Start. The school med tech keeps all health records on file and provides any necessary training to staff, i.e. epi pen training for students with severe allergies.

The school has a system in place for maintenance requests. These requests are on file with the school secretary. The school also has documentation on file of the compliance with state and local inspections.

Bright from the Start provides an inventory and IQ guidelines that state the areas that should have ample space for the movement and safety of the students. The learning areas are to be free from any hazards or debris and the classroom should have plenty of room for the children to move around and access other areas of the room. Russell Elementary ensures that all of these guidelines are met.

Each classroom/learning space is fully equipped with supportive classroom materials and all equipment is in good condition. An inventory of the furniture and electronics in the classroom is performed and kept on file in the office each year. A checklist of all learning materials such as: sensory table, easels, manipulatives, etc. can be found in the Instructional Quality Guide in the pre-kindergarten binder.

All indoor and outdoor equipment is evaluated daily by the faculty and staff to ensure that materials are appropriate for the students' use. Once a year, Bright from the Start evaluates the equipment using the IQ inspection guidelines to ensure that the equipment meets all necessary safety requirements and is appropriate for learning.

The teachers ensure that lessons and learning centers are geared towards the students' interests and also meet the requirements of the curriculum and standards. The plans show any change of learning centers by implementing a change of environment form to show how often and why the learning centers were changed.

Learning centers provided are equipped with comfortable and cozy areas for learning and play. The classroom has safe spots that allow the children to take a time out if needed in a space that is non-threatening and relaxing. Mats and blankets are used during the children for their hour nap time each day.

Our school has a computer lab that is accessible to students and teachers. Each classroom has Smart Boards and computers that are used to assist with instruction each day.

As a form of assessment for pre-kindergarten, students are assessed using Work Sampling Online. This program allows teachers to enter data and provide progress reports for parents concerning their child. The online portfolio can also be sent to other schools and districts that use the same program in case the child moves during the school year.

The school utilizes online technology such as a school Facebook page and email to keep parents up-to-date with important information within the school. We have also implemented a Cyber Safety course that is scheduled to be taught for the first time in April 2013. The Houston County SPLOST and board of education dictate how technology funds will be spent for each school.

Learning materials and supplies are purchased as needed with funds provided from Bright from the Start. Each class has an allotment of funds that the teacher must use to supply the classroom with materials related to the students' learning needs. Many of these needs are dictated by the curriculum and guidelines that state different leaning materials that must be provided to the students in an academic setting. Teachers also ensure that fifty percent of the room has the students' original artwork and sight words at the students' eye level. This ensures that students are able to refer to their work, their peer's work and sight as needed and on a level that is appropriate for their viewing.

The school provides ample support services for children with individual needs such as; Child Find, school psychologists, behavior plans, counselors, English as a Second Language support and testing, Early Intervention Plan testing and special education programs. In the classrooms, the teachers implement the school's word of the week and character education traits into their instruction to assist in helping students learn appropriate behavior and expectations. Our school can improve their overall rating by applying the data collected during the Response to Intervention tiered process to the daily instruction and assessments.

The school provides quality grade cleaning and disinfecting products that are both sanitary and safe to be used around children. Each bathroom is equipped with child size toilets, sinks, and water fountains and each classroom is equipped with storage for each child's personal belongings. The school nutrition program ensures that each child is provided a well-balanced, nutritious diet that accommodates all cultural and dietary restrictions.

Arrival and departure routines focus on the care and well-being of each child by our open door policy, as well as, our computerized departure system. Upon arriving at school prior to 8:00, students meet in the lunchroom, and from 8:00-8:30 parents are welcome to escort their child to class. In the afternoon, paraprofessionals walk the children out to their parents and this allows parent-teacher communication on a daily basis.
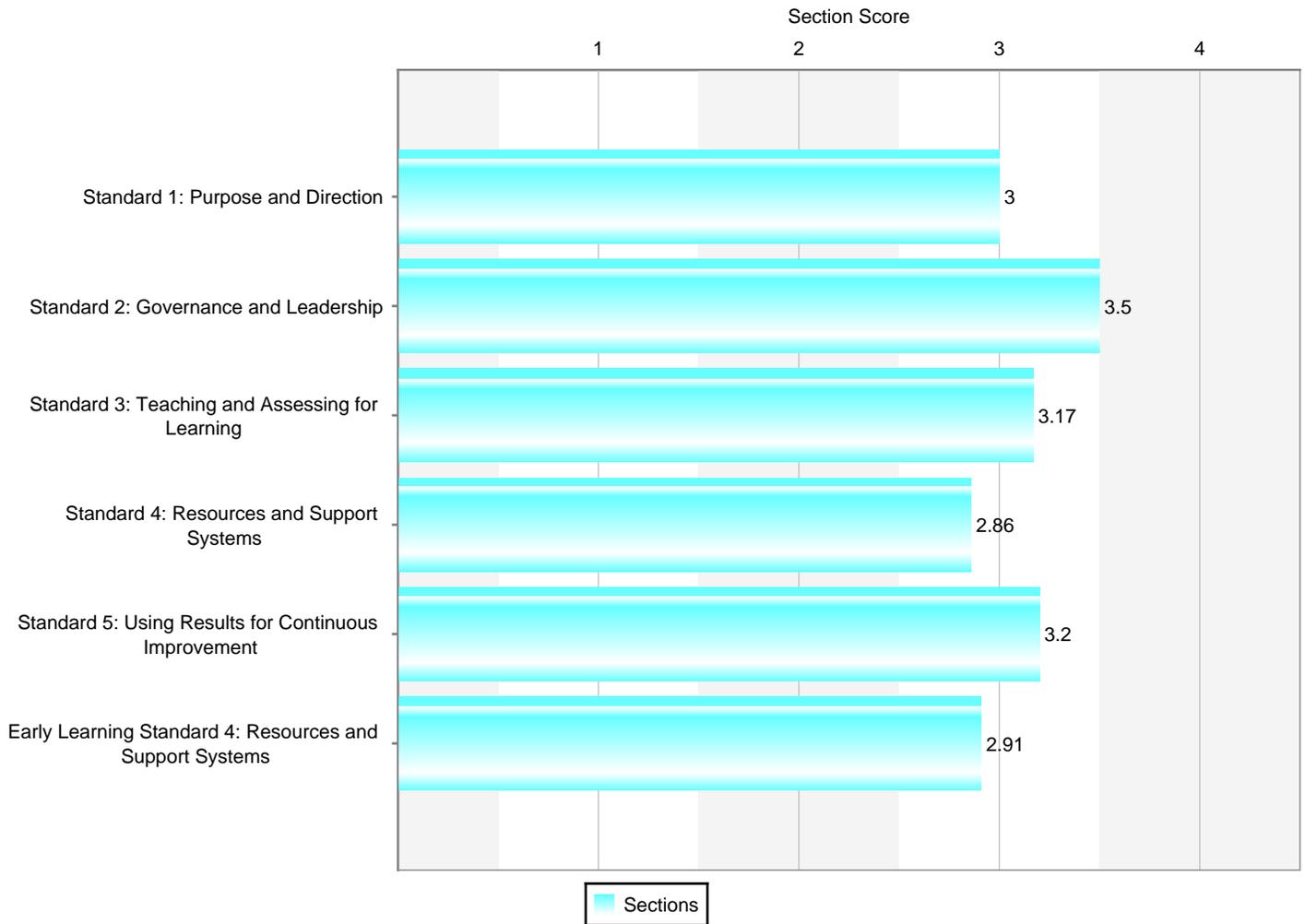
The school provides a verbal, individual assessment for each pre-kindergarten student. Teachers formally evaluate students twice a year and send home progress reports to keep parents updated on their child's progress.

Our staff ensures that students are provided with respect and care throughout their time at Russell Elementary. The pre-kindergarten teachers eat lunch with the students daily and model appropriate behavior. Our school's code of conduct and handbook provide strict procedures set forth for faculty and staff to follow concerning discipline and behavior expectations. These procedures ensure that students' needs are being met. Teachers have a minimum of two conferences with the parents each academic school year to discuss the students' academic progress and needs.

The school provides areas, both indoor and outdoor, that are free from hazards and are monitored each day by adults. Any hazardous conditions are reported to the office staff and are repaired as soon as possible. Students are monitored during play and academic times throughout the day by the minimum number of adults required by law.

# Report Summary

## Scores By Section

Section Score



| Standard | Score |
|---|---|
| Standard 1: Purpose and Direction | 3 |
| Standard 2: Governance and Leadership | 3.5 |
| Standard 3: Teaching and Assessing for Learning | 3.17 |
| Standard 4: Resources and Support Systems | 2.86 |
| Standard 5: Using Results for Continuous Improvement | 3.2 |
| Early Learning Standard 4: Resources and Support Systems | 2.91 |

Sections

# Stakeholder Feedback Diagnostic

# Introduction

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

# Stakeholder Feedback Data

| 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: 3.5

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

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

# Areas of Notable Achievement

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

As indicated on the staff survey responses:

Our school's purpose statement is clearly focused on student success.

Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

Our school leaders expect staff members to hold all students to high academic standards.

As indicated on the student survey responses:

In my school my principal and teachers want every student to learn.

My teacher wants me to do my best work.

My teachers care about students.

As indicated on the parent survey responses:

Our school's purpose statement is clearly focused on student success.

Our school has high expectations for students in all classes.

My child knows the expectations for learning in all classes.

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

We currently have no trend data in which to compare.

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

In agreement with our Title One parent survey:

My school has high expectations for student achievement

I am informed on a regular basis about my child's academic progress.

I am comfortable talking with administrators, teachers and staff members at my child's school.

School administrators and teachers welcome parental involvement and volunteerism.

# Areas in Need of Improvement

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

As indicated on the staff survey responses weaknesses include:

In our school, staff members provide peer coaching to teachers.

Our school provides opportunities for students to participate in activities that interest them.

In our school, a formal process is in place to support new staff members in their professional practices.

As indicated on the student survey responses weaknesses include:

My principal and teachers ask me what I think about school.

My teachers ask my family to come to school activities.

In my school students treat adults with respect.

As indicated on the parent survey responses weaknesses include:

Our school provided excellent support services such as counseling and or career planning.

Our school ensures the effective use of financial resources.

Our schools governing body does not interfere with the operation of our school.

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

We have not trend data to compare at this time.

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

We need to do a better job of supporting new teachers as they begin at Russell Elementary.  We need to offer more after school clubs in which the students can be involved in according to their interests.  We need to ensure that students know that we welcome their families at school and that respect for adults is paramount. We need to beef up our counseling program and make sure our counselor is in the classrooms more often.  We need to incorporate our career awareness lessons more often into our curriculum.

We need to discuss our financial budget more often with families so they will be informed of how our monies are delegated and spent.

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

Our title one parent survey does not address the areas that show weakness that our SACS survey showed except for the following in regard to finances:

I have been invited and given opportunities to provide input regarding the Parent Involvement Plan, Compact, School Improvement Plan, and funding at my child's school and district.

In addition to the above the Title One parent survey showed weaknesses in the following areas:

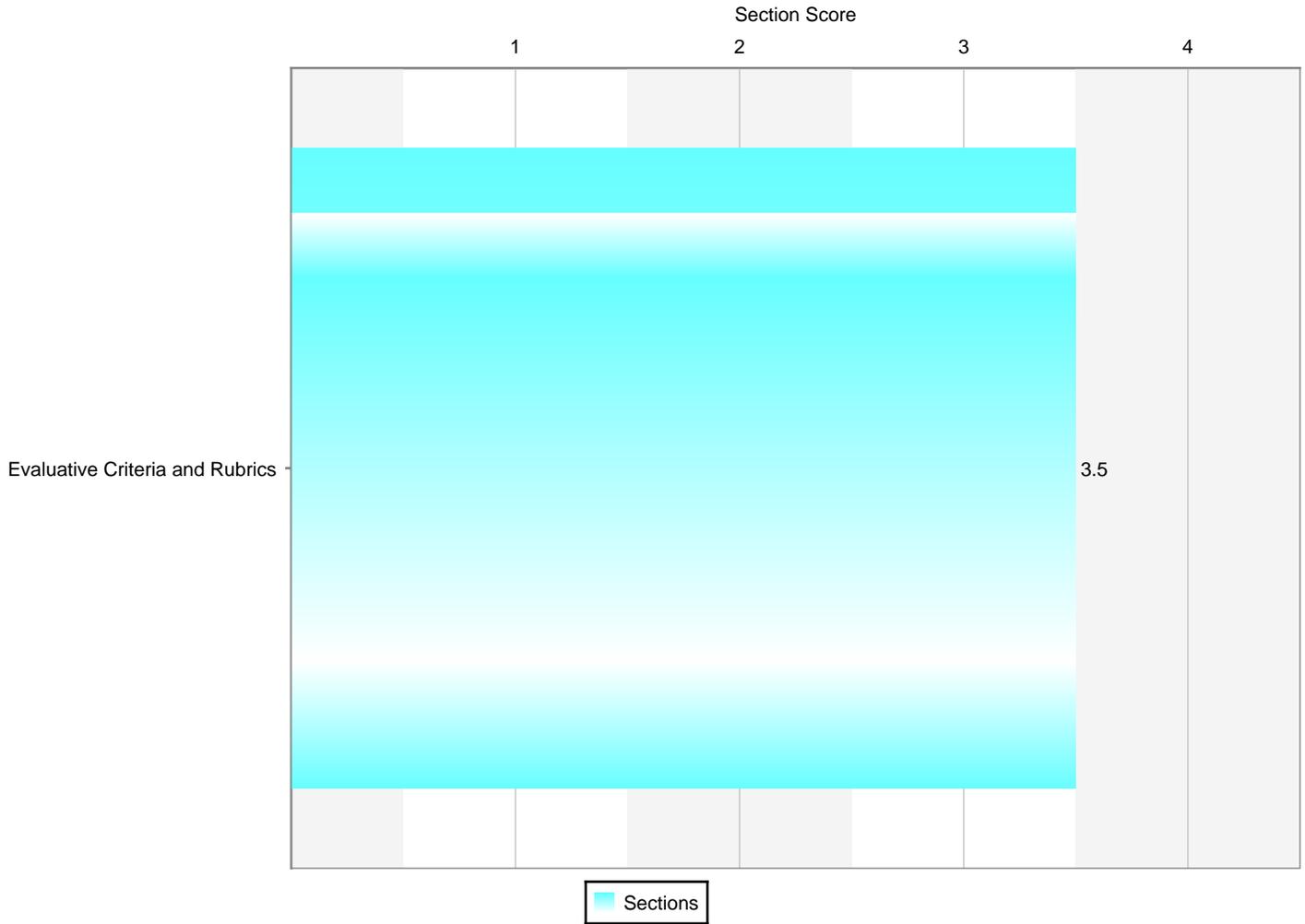I have visited and or utilized the Parent Resource Center.

The school's Parent Involvement Coordinator assists families, supports parent activities, and is available for questions or concerns from parents.

# Report Summary

## Scores By Section

Section Score

|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 3.5

Sections

# Student Performance Diagnostic

## Introduction

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

# Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

# Areas of Notable Achievement

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

Third, Fourth and Fifth grade CRCT 2013 Reading scores were above the expected levels of performance.

Fifth grade CRCT 2013 ELA was above the expected level of performance.

Fifth grade CRCT 2013 Math was above the expected level of performance

Fifth grade CRCT 2013 Social Studies was above the expected level of performance.

Fifth grade Writing Test 2013 scores were above the expected level of performance.

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

Fourth grade saw four areas trending positively in CRCT performance. From 2011 to 2013, Reading improved 5 percent, ELA 9 percent, Math 4 percent,  and the largest gain being Social Studies with 20 percent.

Fifth grade saw five areas trending positively in CRCT performance. From 2011 to 2013, Reading improved by 7 percent, ELA 2 percent, Math 3 percent, Science 4 percent and the largest gain being Social Studies with 23 percent.

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

Fifth grade CRCT 2013 Reading and ELA show the highest performance at 99 percent each.

Closely following both Fourth grade Reading and Fifth grade Math showed high performance levels at 96 percent each.

In addition, our Fifth grade Writing scores were at 94.8 percent for meets and exceeds.

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

Students with Disabilities showed a positive performance trend in the areas of CRCT 4th grade Reading, ELA and Social Studies and 5th grade Reading, ELA, Math and Social Studies from 2011-2013.

Economically Disadvantaged students showed a positive trend from 2011-2013 in Reading at 5.4 percent, ELA at 3.4 percent, Science at 12.1 percent, and Social Studies at 17.2 percent.

English Language Learners increased over three years in Reading at 6.1 percent, ELA at 5.1 percent, Science at 6.4 percent and Social Studies at 24.5 percent.

Gifted students showed a positive performance trend on the  2013 CRCT in 3rd grade Reading, ELA, Math, Science and Social Studies with 100 percent in the exceeds catergory in each area.  Additionally,  4th grade Gifted students in English, Math and Science all ranked 100 percent in the exceeds category.

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

Russell Elementary has found that we have few achievement gaps. In fact, several of our subpopulation groups out performed the entire

school population.  For example, 100 percent of our third and fourth grade ELLS met or exceeded on the Reading portion of the CRCT for the last three years.

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

The reported findings from the CRCT, 5th grade Writing Test and GKIDS are consistent with other data sources such as Write Score data, Grasp School-wide Screener data, Classworks and benchmark testing, and CCRPI.

# Areas in Need of Improvement

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

Areas below the expected levels of performance include Third grade CRCT 2013 ELA, Math, Science and Social Studies, Fourth grade CRCT 2013 ELA, Math, Science and Social Studies, and Fifth grade CRCT 2013 Science. While some of these areas did experience an increase in overall score than the previous year, they were still below the expected level of performance set by our Better Seeking Team.

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

The areas that are showing a negative trend in performance are CRCT 3rd grade Math at 17 percent, Science at 5 percent and Social Studies at 7 percent.

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

The overall lowest performance area is our CRCT 3rd grade Math with a score of 75 percent. We attribute this to the change in curriculum and the gaps between Georgia Performance Standards and Common Core.
Another area of concern is our CRCT 3rd grade Social Studies with a score of 79 percent.

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

The subgroups that show a trend toward decreasing performance are:
3rd grade Students with Disabilities in Reading, ELA, Math, Science and Social Studies.
3rd grade English Language Learners in ELA, Math, Science and Social Studies.
3rd grade African American students in Math and Social Studies.
4th grade African American students in Math, Science and Social Studies.
5th grade Gifted students in Reading, ELA, Math, Science and Social Studies.

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

Our 3rd grade 2013 CRCT showed an increase in the gap between the Students with Disabilities in the areas of ELA, Math, Science and Social Studies, and an increase between the English Language Learners in the area of Math.
Our 4th grade 2013 CRCT showed an increase in the gap between the African American group in the area of Science.
Our 5th grade 2013 CRCT showed an increase in the gap between the English Language Learners in the areas of ELA, Math, Science and Social Studies.

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

The reported findings from the CRCT, 5th grade Writing Test and GKIDS are consistent with other data sources such as Write Score data,

Grasp School-wide Screener data, Classworks and benchmark testing, and CCRPI.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics

3.5
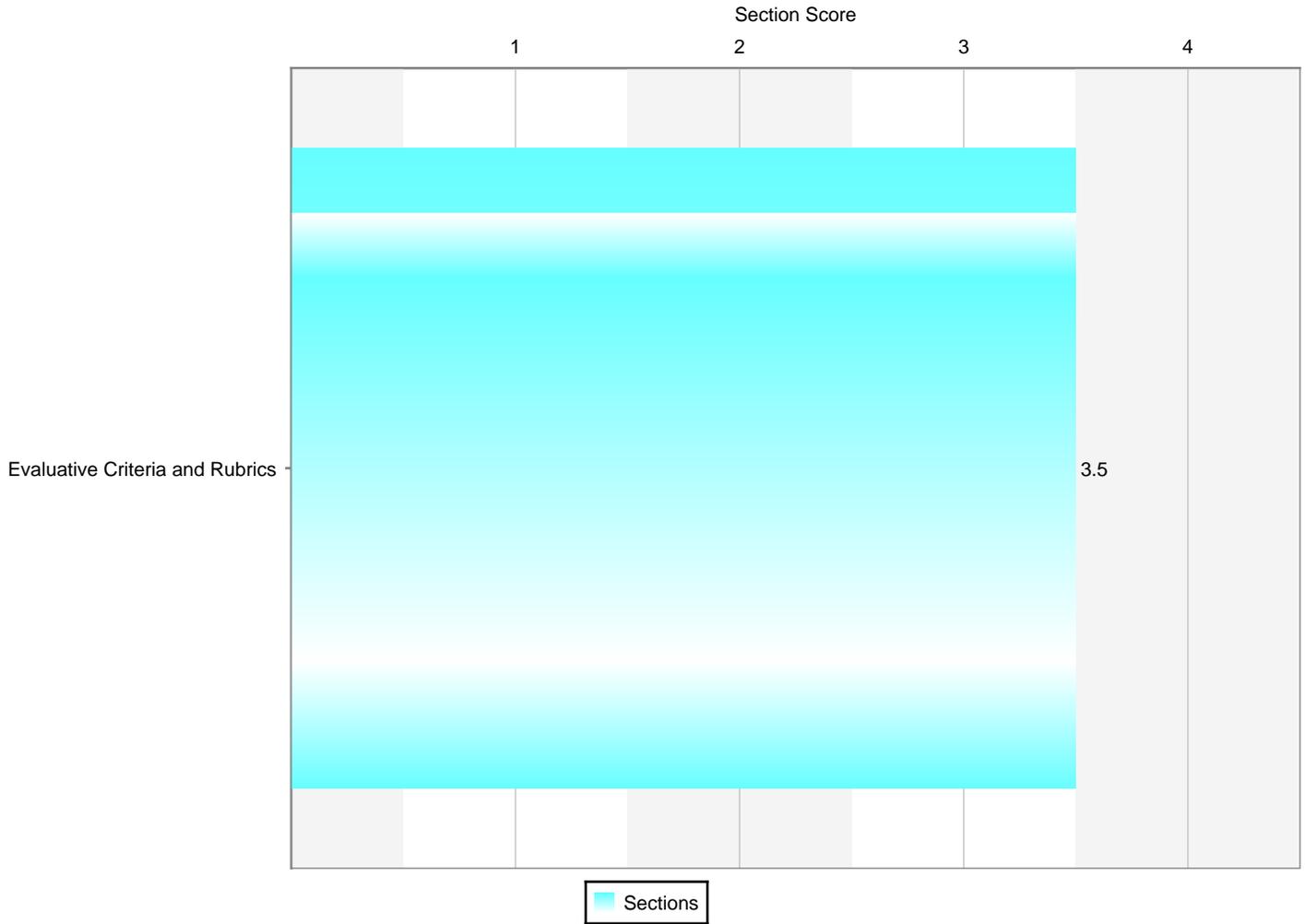
Sections

# AdvancED Assurances

# Introduction

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

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

# AdvancED Assurances

| 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:<br>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction<br>- Mission and purpose of the institution<br>- 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<br>- Grade levels served by the institution<br>- Staffing, including administrative and other non-teaching professionals personnel<br>- Available facilities, including upkeep and maintenance<br>- Level of funding<br>- School day or school year<br>- Establishment of an additional location geographically apart from the main campus<br>- Student population that causes program or staffing modification(s)<br>- 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 - RES |