



Self Assessment

Tucker Elementary School

Houston County Schools

Dr. Kim S Halstead, Principal
1300 Tucker Road
Perry, GA 31069

TABLE OF CONTENTS

Introduction.....	1
Standard 1: Purpose and Direction.....	2
Standard 2: Governance and Leadership.....	6
Standard 3: Teaching and Assessing for Learning.....	10
Standard 4: Resources and Support Systems.....	20
Standard 5: Using Results for Continuous Improvement.....	28
Report Summary.....	33

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Documentation includes use of ABE modules in Empowerment Room, leadership documents, data notebooks, Lexile scores, Reading Counts points, and weekly student goal setting. <p>Staff survey indicates school leaders engage effectively with all stakeholders about purpose and vision. Stakeholder group surveys support wide spread knowledge of school's purpose and direction. A variety of methods, such as web site, automated phone messages, and newsletters are used to communicate with stakeholders.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none">•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose•Survey results•The school's statement of purpose•Current technology promotes active student engagement. Teaching focus has shifted from memorization to critical thinking skills. <p>Professional learning and collaborative planning support commitment to shared values about teaching and learning.</p> <p>Regular communication with staff occurs weekly through electronic documents.</p> <p>Instructional practices include curriculum based field trips, math number talks, student collaborative groups and Leader in Me training.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •Continuous improvement process is based on data, goals, actions, and measurable performance targets. <p>Stakeholders are members of decision-making committees.</p> <p>Student spreadsheet provides current and comprehensive data on every student.</p> <p>Faculty is held accountable for implementation of all interventions and strategies through TKES, GTO's, and annual evaluations.</p> <p>Standardized testing, weekly grades, daily assessments, and data notebooks verify improved student achievement.</p>	Level 3

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

Our 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. Our leadership teams such as the BST Lighthouse Team, Parent Action Team, and grade chairs participate in developing the school's mission and vision statements. We engage in a systematic, inclusive and comprehensive process to review, revise and communicate our purpose for student success through surveys, technology, newsletters, and school events. Tucker Elementary's purpose statement to develop leaders one child at a time focuses on student success. Commitment to shared values and beliefs about teaching and learning is regularly reflected in communication among leaders and staff through announcements, weekly email communications, and meeting agendas. In addition, students are actively engaged in setting academic goals and monitoring their progress toward those goals.

The idea that we are a team and that we are all responsible for our individual and collective success is communicated through announcements, assemblies, school-wide data talks, and school-wide participation in the leadership day of the 5th grade writing test through the wearing of our leadership shirts purchased for every staff member and student by our PTO. Challenging educational programs and equitable learning experiences such as Focus, Special Education Collaboration, Early Intervention Program, Counseling program, ABE, tiered and targeted instruction during Time to Roar, and integration of the 7-Habits of Highly Effective People throughout ensure students achieve learning, thinking and life skills necessary for success. Instructional practices such as readers, writers, and math workshops that

Self Assessment

Tucker Elementary School

include active student engagement, a focus on depth of understanding and the application of knowledge and skills are evident in our standards based classrooms.

An up to date spreadsheet with current and comprehensive data on student and school performance is maintained and utilized to identify goals for the improvement of achievement and instruction that are aligned with our school's purpose. Improvement goals outlined in our school improvement plan have measurable performance targets, strategies, activities, resources and timelines for achieving improvement goals. Progress report and report grades for all students are also reviewed regularly. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies through regular collaborative meetings on Tiered 1,2,3,4 students.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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

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

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Houston County Board of Education website. 	Level 3

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

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

Self Assessment

Tucker Elementary School

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

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

The schools in Houston County operate under the policies and guidelines established by the Georgia State Board of Education and enforced by the Houston County Board of Education HCBE. TES effectively operates under the leadership of administrators who provide instructional leadership, professional growth opportunities, and support for teachers and staff. Students are provided with equitable and challenging learning experiences. The HCBE provides TES leadership with the autonomy to accomplish goals for student achievement, instruction, and daily operations. The School Improvement Plan SIP is developed collaboratively by TES administrators and stakeholders and establishes goals and direction for the school. TES leadership and staff deliberately and consistently align their actions and decisions toward the improvement and achievement of the school's purpose and direction.

The county utilizes eBoard for the posting of policies and procedures that are to be communicated and reviewed. The eBoard site contains Board minutes, State policies, legislations, school improvement plans, and test results. Monthly Principals' meetings ensure each principal is well informed and communicates with his/her staff. TES communicates and implements procedures for the effective operation of the school through the parent action team plan, weekly staff information sheet, student and teacher handbooks, and the school website.

System strengths are evaluated through a variety of protocols and procedures that closely monitor student performance and academic data. Weekly collaboration meetings among grade level and support teachers ensure effective instruction is a strength at TES. Curriculum specialists and the county pacing guides are utilized to sustain on going professional learning.

The school improvement plan SIP is submitted annually. Stakeholders are given many opportunities to contribute to the decision making process and provide leadership through School Council meetings, PTO meetings, and Parent Action Team meetings. Curriculum nights, parent trainings, field day, and awards/leadership celebrations are also available for stakeholder attendance and participation.

TES leadership effectively and consistently communicates with stakeholders to ensure awareness of events, academics, and instructional programs. Information is communicated through School Council, faculty/staff meetings, student and staff Lighthouse meetings, PTO meetings, Parent Action Team meetings, Thursday weekly folders, monthly calendars, telephone callouts, and the TES website.

Self Assessment

Tucker Elementary School

The governing body supports and respects the autonomy of TES Administration and staff to meet goals for achievement and instruction as well as effective day to day management of operations. The governing body holds teachers, students, and administrators to a high standard and encourages growth at all levels. Collaboration and shared leadership give a sense of community in the school. Stakeholders are given various opportunities to attend and provide input. These opportunities are not fully utilized by the TES stakeholders.

Indicator 2.4 is a strength at TES as evidenced by The Leader in Me program that is ubiquitous throughout the school. Each classroom has an individual mission statement aligned with the school's mission and vision and positive discipline methods are implemented throughout the school.

TES leadership and staff supervision and evaluation processes are an important focus at the school. Teachers and staff are held accountable to all policies and procedures. The use of the Georgia Teacher Observation Instrument GTOI is the process by which teachers are evaluated. The goal is to provide feedback on how to effectively improve instruction and student achievement. Ewalks and multiple formal and informal observations are conducted regularly by administrators to analyze and monitor the implementation of standards as well as the use of differentiated instructional strategies. The supervision and evaluation processes provide teachers and staff with feedback throughout the year to help improve professional practices in order to increase student achievement.

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: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules •Course descriptions •Flexible, small group instruction based on assessments. <p>CCGPS is implemented in all classrooms.</p> <p>Leader In Me Program provides practice of life skills.</p> <p>County Units are used to plan instruction.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Curriculum writing process •Lesson plans aligned to the curriculum •Weekly Collaborative Planning. <p>Student Master Spreadsheet reports assessment data.</p> <p>HCLI.</p> <p>Math/ELA Benchmarks.</p> <p>Classworks.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Daily collaboration. <p>ELA collaboration.</p> <p>Math Collaboration.</p> <p>Every classroom has a Smartboard and student computers.</p> <p>Every classroom has access to Classroom Performance System (CPS), three computer labs, and Ipads.</p> <p>Weekly collaboration meetings where teachers plan weekly instruction EIP and Sped.</p> <p>Grade level meetings where weekly instruction is planned.</p> <p>ELA/Math collaborative meeting at the county level.</p> <p>Cadre meetings at the county level.</p> <p>Students use Leadership notebooks to set goals.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs •County level math coaches and ELA coaches invited to share and collaborate with teachers in need. <p>Teachers are invited to go into other classrooms to observe the instructional practices of peers.</p> <p>Curriculum maps and pacing guides in place.</p> <p>GTOI and TKES allow school leaders to monitor instruction.</p> <p>County level Math and ELA coaches collaborate with teachers.</p> <p>Teachers observe instructional practices of peers.</p> <p>Schoolwide data talks allow leaders to engage with all students.</p> <p>Curriculum Maps.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Collaborative Learning Communities. <p>Grade Chair meetings.</p> <p>Grade Level Meeting.</p>	Level 2

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning•Benchmarks, unit assessments, grasp, easycbm, sri.Authors' mentor text.Teacher samples.Student samples of writing.Informal assessments.Progress reports.scoreboards that track progress.Weekly data tracking in leadership notebooks.Weekly folders with current classwork and assessments.Leadership notebooks and data conferences.	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none">•Professional learning calendar with activities for instructional support of new staff•Each grade level has weekly collaborative meetings based on ccgps standards to plan units of instruction and set clear and obtainable learning targets. <p>Administration set high expectations and evaluates all faculty through ewalks and gtois in order to find out to best support the teaching and learning of students.</p> <p>Information sheet documents weekly collaborative meetings based on CCGPS standards to plan units of instruction and set clear and obtainable learning targets.</p>	Level 4

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Inform families of their students learning progress in multiple ways. <p>Use record of progress, progress reports, report cards, hcli letters, agendas, leadership notebooks, and data walks.</p> <p>Engage families in meaningful ways through family math nights, parent training sessions, family luncheons, student performances,</p> <p>Parent teacher student conferences, and open house.</p> <p>ROP, report cards, HCLI letters, data notebooks, data walls, family math nights, parent trainings, luncheons, musicals.</p>	Level 4

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Master schedules show we use Time to Roar as enrichment and remediation time three days a week. <p>Time to Roar allows students to work with teachers who advocate for those students specific learning needs through remediation and enrichment.</p>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Information sheet documents windows of time for all grade levels to give county wide benchmarks and SRI. <p>Teachers use this data for Tier 1 instruction as well as remediation and enrichment.</p> <p>All second grade teachers use record of progress to show students' levels of mastery of each CCGPS standard.</p> <p>Grades 3, 4, and 5 use progress reports and report cards to report mastery of subject level content.</p> <p>Student handbook lists grading and reporting policies, processes, and procedures.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Crosswalk between professional learning and school purpose and direction •School wide professional learning is based on school improvement plan, teacher input, and PLAC committee decisions. <p>Individual teachers may attend training based on self- assessment and professional development plans.</p> <p>Surveys are conducted to show capacity and effectiveness of training.</p> <p>SIP.</p> <p>leadership training.</p> <p>parent and teacher surveys.</p> <p>CRCT and benchmark data.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Teachers conduct research by using Lucy Caulkins kits, Van de Walle books, and higher education. <p>Data gathered through CRCT, HCLI, SRI, benchmarks, and other assessments to plan remediation and enrichment blocks, EIP, and special education.</p> <p>Data is tracked through TieNet and school student data spreadsheet.</p> <p>CRCT, HCLI, SRI, benchmarks, TieNet, spreadsheet, research, higher education</p>	Level 4

Self Assessment

Tucker Elementary School

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

The school's curriculum offers equitable and challenging learning experiences allowing most students sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. Students are served in flexible, small groups instruction on assessment data. CCGPS is implemented in all classrooms. The Leader In Me program promotes leadership and life skills. While we meet the needs of our lower learners in a systematic way, our above average learners often go unchallenged. Unit preassessments and differentiated instruction can address the need.

Curriculum, instruction and assessment are monitored and adjusted data from HCLI, Math and ELA benchmarks, GRASP, system level data spreadsheet and an examination of professional practice. A systematic process for vertical alignment and continuous improvement of curriculum instruction and assessment is needed, such as using regular desegregation and timely discussions of unit data in order to inform instruction and vertical discussions.

Teachers personalize instructional strategies and interventions to meet individual needs at collaborative meetings. Students track data and reflect on progress in leadership notebooks. Our classrooms are technology rich with Smartboards, IPADS, student computers, and Classroom Performance Systems. Integration of content and skills across disciplines is a weakness. The self-contained classroom model would promote the integration of content and skills across disciplines. Use county guidelines to plan cross curricular content and skill integration within units.

School leaders monitor and support the improvement of instructional practices to ensure student success through GTOIs, Ewalks, monitoring of report cards, assessment data, and RTI. Support from math and ELA coaches and peer observations help improve instructional practice. CRCT action plans, Student Support Team meetings, Leadership notebooks, and data talks allow stakeholders to monitor student progress. While instructional practices are formally and consistently monitored, we lack a formal system of accountability. To improve, Leadership notebooks will be reviewed during walk throughs. Increased monitoring and support of regular desegregation and timely discussions of unit data is needed.

Collaborative learning communities exist at the county, school, grade, and within content levels. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning, but discussions of the results are limited. Implementation of inquiry practices, action research, and study teams is needed.

Teachers implement the school's instructional process in support of student learning by providing exemplars such as teacher samples, student samples, and authors' mentor texts. Timely feedback is provided with weekly folders, progress reports, and leadership notebooks. Accountability for the implementation of the current process is needed.

We engage in systematic mentoring and coaching through collaborative meetings. Grade levels, grade chairs, EIP and SPED teams meet weekly to discuss ways to improve teaching and learning. We discuss student data and plan instruction based on CCGPS and student needs. Grade chairs discuss how to support teachers and the needs of students. Adult Lighthouse team members meet monthly to discuss conditions that support learning. Administrators use TKES and GTOIS to assess teaching and learning.

The school informs families of student learning progress through ROP, report cards, HCLI letters, data notebooks, and data walls. Families document they have received information by signing and returning many documents. Families are invited to discuss data during open house, luncheons and conferences. Programs, such as, family math nights, parent trainings, luncheons, musicals, conferences and open house are

Self Assessment

Tucker Elementary School

designed, implemented and evaluated to engage families in meaningful ways. We evaluate the effectiveness of these programs through surveys.

School personnel participate in TTR, a structure that gives long term interaction with individual students, allowing them to build strong relationships. All students participate in TTR, which allows the teachers to gain significant insight and serve as advocates for the student's learning and thinking skills. Leadership cards are used to track student behavior for weekly proactive parties. All school personnel and students participate.

All teachers consistently give benchmarks and SRI. Teachers use data to determine students' attainment of content knowledge and skills. Data is used for Tiers 1, 2, 3, and 4. Stakeholders are informed of grading and reporting policies, processes, and procedures through the student handbook. Teachers evaluate the effectiveness of grading procedures and student attainment of content knowledge and skills during collaborative meetings.

SIP has all staff members participate in ongoing leadership training aligned with the school's purpose and direction. Faculty participates in continuous professional development based on CCGPS and the school's needs. The school uses parent and teacher surveys, CRCT and benchmark data to determine the effectiveness of instruction, student learning and conditions to support learning. Individuals may attend professional development based on self assessments and PDP.

School personnel systematically and continuously use CRCT, HCLI, SRI, benchmarks, and other assessment data to identify unique learning needs of all students at all levels of proficiency. Tier 2 and Tier 3 data in TieNet is used to determine interventions. Student data is recorded on the spreadsheet so all staff can access data to provide support to all students. Teachers use data, research, and higher education to address the learning needs of students and coordinate learning support to all students. This allows teachers to design lessons to address students' unique learning styles and needs.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •Yearly job fair includes interviews given by students and teachers. <p>TES interview panel includes teachers, students and practice lesson.</p> <p>Professional Learning Calendar provides opportunities for professional growth.</p> <p>Elementary School Procedure Manual provides procedures for hiring and retaining.</p> <p>Highly qualified staff.</p> <p>Annual School Allotment based on past present and future student enrollment.</p> <p>Expenditures from the school budget for the past 3 years indicates fiscal.</p> <p>Responsibility.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Master Schedule includes times allocated for each subject. <p>School Calendar allows for planning maximum use of instructional time.</p> <p>Need/Want Form is systematically reviewed by school leaders.</p> <p>API collaborates with instructional staff to obtain needed resources/materials.</p> <p>TKES and GTOIs are used by school leaders to frequently monitor instructional practices and use of materials.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Student Survey. <p>External group does night audits for the custodial staff.</p> <p>Administration meets with custodial staff for annual reviews.</p> <p>Plans for continual updating of facilities.</p> <p>Monthly Fire Drills and periodic safety drills.</p> <p>Safety poster and handbook in all rooms.</p> <p>Reviews of School Safety Plan with staff and School Council.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •OAS computer based program used for preparation of high stakes testing. Kid's College computer program used for preparation and remediation of all skills. Houston County Literacy Inventory guides instruction in English Language Arts. County Pacing Guides provided to guide classroom instruction. Unit Previews, Grade level meetings and Math/ELA Cadre provides time for collaboration among staff. Reading Literacy Lab/Media Center houses variety of media.	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Policies relative to technology use•SPLOST is a county led initiative to improve and increase technology within schools.OAS Training for Parents provided to train parents to assists students at home.Leader in Me training provided for student, parents and staff on leadership skills.School Website used to disseminate information about school events.An Infinite Campus program encompasses all data available for each student enrolled.TIENet is a county wide system used to track academic and behavioral data.	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •ER room where behavioral modules are implemented, evaluated through schoolwide behavior plan and office referrals. Partnership with community agencies such as DEFACS and PVO to help meet student/family needs. Bullying lessons used for awareness and prevention. Caring About Me classes used to educate students on personal health. State mandates requiring physical education. 	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •RTI requirements to provide programs necessary to meet the needs of all students. <p>Description of referral process and description of IEP process.</p> <p>Staff determines the educational and referral needs for students that are not being met in Tier 1.</p> <p>Transition plans are included in IEPs for student career planning.</p> <p>Increasing number of student led IEP meetings through ASPIRE Student led conferences using Leadership Notebook.</p>	Level 4

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

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. This is done through the yearly job fair, which includes interviews given by teachers and students. Our interview panel includes teachers and students and applicants are required to teach a sample lesson. TES's Professional Learning Calendar provides opportunities for professional growth. The Elementary School Procedure Manual indicates procedures for hiring and retaining highly qualified staff. Our Annual School Allotment of positions is based on past, present, and future student enrollment. School expenditures from the budget for the past 3 years indicates fiscal responsibility in hiring, placing and retaining highly qualified professional and support staff.

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. Within the master schedule, times are allocated for each subject. In addition, the school calendar allows for maximum use of instructional time. Needed resources and materials are obtained through collaboration with API and staff. TKES and GTOIs are used by school leaders to frequently monitor instructional practices and use of materials.

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. Monthly

Self Assessment

Tucker Elementary School

fire drills and periodic safety drills are conducted consistently throughout the school year. Night audits are performed by central office staff to monitor cleanliness of the school. Administrators provide staff with a Need/Want Form and use this to address areas of concern with custodial team.

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. Computer programs are utilized for student enhancement and remediation including OAS, Kids College and Class Works. HCLI guides instruction in English Language Arts, County pacing guides are provided through SharePoint to guide classroom instruction. Reading literacy lab in media center houses a variety of media.

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. SPLOST is a county led initiative to improve and increase technology within schools. Funds were used to replace any malfunctioning SMART boards and to make sure each classroom had a SMART board. TIENet is a county wide system used to track academic and behavioral data. TIENet is aligned to RTI requirements for tracking and assessing data.

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. The Empowerment room is where behavioral modules are implemented. This implementation is evaluated through school wide behavior plan and office referrals. Our partnerships with community agencies such as DEFACS and PVO assist in meeting student and family needs. Students are required to complete a FITNESS Gram in which physical health is assessed and an individualized action plan is created for improved physical health. Bullying Awareness and Leader in Me character education is provided to each student.

School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. Staff, along with Student Support Team determines the educational and referral needs for students, which are not being met in Tier 1. The criterion is set based on student needs. RTI requirements are followed to provide programs necessary to meet the needs of all students. Student led conferences are regularly held at IEP meetings through ASPIRE. The end goal of the ASPIRE program is for students to learn to advocate for themselves in regards to their educational success.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •The collection and analysis of multi year trend data regarding school achievement and school effectiveness is used to drive our school improvement plan. Assessments used to gather data are: HCLI, SRI, CRCT, County benchmarks, Classworks, State writing test, and assessed mock writing through Write Score. <p>Data for all students is placed into a school wide student spreadsheet for use by teachers and administrators.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Data is documented and used by professional and support staff thru the use of school created data spread sheet. <p>Spreadsheet provides a complete picture of student learning and the effectiveness of our programs.</p> <p>Data is used to determine student placement in support programs such as EIP and RTI.</p> <p>Our classrooms are grouped heterogeneously based on data.</p> <p>Classroom instruction is differentiated based on data determining student's strengths and weaknesses.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results •All professional and support staff members are trained in and use data from RTI, TieNet, and SST meetings. <p>All professional and support staff attended the School Improvement Plan training to discuss Wildly Important Goals based on our data.</p> <p>Students use data notebooks for goal setting and tracking of academic achievements as well as areas of weakness.</p>	Level 2

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level•A variety of baseline and interval data to describe progress toward the goals. <p>A school-wide process of ongoing data analysis and use of data to improve services and organizational effectiveness through data walls and leadership notebooks.</p> <p>RTI data is used to move the students among the tiered program.</p> <p>Weekly grade level and EIP SPED collaborative meetings are held to discuss student data.</p> <p>School wide classroom data walls and student leadership notebooks provides ongoing data analysis.</p>	Level 3

Self Assessment

Tucker Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •A variety of communication techniques used to inform stakeholders regarding the school's improvement efforts and successes. <p>The School Improvement Plan has been widely discussed among stakeholders.</p> <p>Leadership Day, Parent Leadership classes, and student award ceremonies utilize multiple delivery methods.</p> <p>Administrative team's use of multi-media such as the school Facebook page, school web site, and the county call out system.</p> <p>Student agendas and Thursday folders are used for communication.</p>	Level 4

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

Tucker Elementary 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. The assessments that are used to accomplish this standard are based on state and county developed tests such as CRCT, State Writing Test, Houston County Literacy Inventory HCLI, and county benchmarks. These assessments ensure consistent measurement across all classrooms and courses. Most of these assessments are proven reliable and bias free.

Data collection and accessibility are strengths at Tucker Elementary School. Data is continuously documented and used by professional and support staff through the use of school created data spreadsheet. Each student entering TES is placed on the spreadsheet where all student information is stored. This student tracking remains in place until the student leaves the school. This allows teachers to view data on most students from second through fifth grade. Because of the systematic process for collecting, analyzing, and applying data towards learning, we have a complete picture of student performance and the effectiveness of our programs. At Tucker Elementary, we use the data for

Self Assessment

Tucker Elementary School

qualifications for Student Support Services such as EIP, SPED, and RTI. We also utilize the data to create heterogeneous classrooms throughout the school. Data is further broken down for grade level and classroom instruction. It drives our EIP/SPED collaborative meeting and weekly grade level meetings. Data also contributes to our differentiated instruction within the classrooms.

Another strength at Tucker Elementary is all professional and support staff member are trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. Trainings take place on county appointed professional learning days. Each school is given the freedom to select professional learning topics based on the needs of the school. These trainings are facilitated by outside resource personnel and/or selected certified staff that has been previously trained in the topic.

An identified weakness at TES is although professional and support staff are trained in professional development, there is no assessment or evaluation system in place to determine if the training is being implemented in the classroom. One way to correct this oversight would be to include this in our Ewalk teacher evaluation system. This addition to our evaluation system would allow administration to verify data is being used and displayed in the classroom. Selected information should in place in all classrooms such as SRI scores, Reading Counts points, county benchmark scores, and attendance. This data should be kept current for the duration of the school year.

Report Summary

Scores By Section

