Accreditation Report

Flowery Branch Elementary School

Hall County School System

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TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

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?

School Description

At Flowery Branch Elementary we embrace the Whole Child Initiative. It is our mission to ensure that every child should be: Healthy, Safe, Supported, Engaged and Challenged.

The community of Flowery Branch is located approximately 50 miles north of Atlanta. It is a beautiful small-town community near Lake Lanier and also the home to the Atlanta Falcons. The close proximity of Flowery Branch to Lake Lanier, the mountains, and Atlanta offers a wide variety of recreational and cultural activities. Flowery Branch Elementary is located in the southwest corner of the county. Flowery Branch Elementary opened in 1973 at the current location. The building has gone through several renovations and additions over the past 30 years.

We currently have 604 students attending grades K-5. Over the past three years, our enrollment has decreased by approximately 70 students. We also house two Ninth District Pre-K classes and a Hall County special-needs Pre-K. The student population at Flowery Branch Elementary consist of about 68% Caucasian, 10% African American, 17% Hispanic/Latino, 1.3% Asian, and 0 .1% American Indian. About 3% of our student population falls into the two or more races category. Flowery Branch Elementary free and reduced lunch status is 47% as of 2014.

Our staff consists of 63 members, of which 42 are certified teachers. Of those teachers, 33% hold a Specialist's degree and 25% hold a Master's degree. Six teachers have a reading endorsement, four teachers have an ESOL endorsement and three teachers have a gifted endorsement. Six additional teachers are currently working on their gifted endorsement. In the past three years there have been changes in administration and school staff.   Sydney Rosemore joined our Flowery Branch Elementary staff as our school counselor in 2012-2013. In the 2013-2014 school year Jeremy Boleman joined our staff as our assistant principal. In the last two years we added ten new staff members. We have an average daily student attendance rate of 96.25% while our average daily teacher attendance rate is 97.3%. Over the past three years there has been a 5% decrease in student absences exceeding 15 days.

Valuable programs that are available to our students are chorus, a piano lab, Advance, Read Across America, 4-H, as well as Dreambox Theater, Science Olympiad, and a Veteran's Day assembly; all of which have been added in the past three years. We also have special showcase nights spotlighting individual grades and their student achievement. The importance of living a healthy and active lifestyle is another area of focus for Flowery Branch Elementary. Within the past three years, we have participated in the Alliance for a Healthier Generation, Health M Powers and Power Up for 30.

Flowery Branch Elementary embraces community involvement to care for the Whole Child. Our current Partners in Education include Chick-fil-a, Publix, and Flowery Branch Chiropractic. Our students also receive support from PTO, parents, and numerous volunteers.

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.

School's Purpose

At Flowery Branch Elementary we embrace the Whole Child Initiative. We believe that every child at Flowery Branch Elementary School deserves to be healthy, safe, engaged, supported, and challenged.

Each student enters school healthy and learns about and practices a healthy lifestyle. For our recent efforts towards improved health we have received the following awards; Bronze status with the Alliance for a Healthier Generation, Georgia Governor's SHAPE honor roll-Platinum level and National recognition from the Let's Move; Active School initiative. Our school culture supports and reinforces the health and well-being of each student by participating in daily brain breaks, exercising with the Jammin' minute during the morning announcements, teaching healthy choices through the HealthMPowers program, and daily recess.

Each student learns in an environment that is physically and emotionally safe for students and adults. Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered. Our character education program, Core Essentials, guides us through monthly value words and our school-wide discipline program. Each day students strive for the "Big 3"; Treating Others Right, Making Smart Decisions and Maximizing your Potential. Our students feel valued, respected, and cared for and are motivated to learn. Our students learn about personal safety through our school's health program, Good Touch Bad Touch, Stand Up and Be Safe and instruction on internet safety. Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child growth and development.

Each student is actively engaged in learning and is connected to the school and broader community. Our teachers use active learning strategies, such as cooperative learning and project-based learning. Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction. Our curriculum and instruction promotes students' understanding of the real-world and application of learned content. Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making and goal setting.

Each student has access to personalized learning and is supported by qualified, caring adults. Our school personalizes learning with differentiated lessons and activities. Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress and adjust teaching-learning activities to maximize student progress. Our school ensures that adult-student relationships support and encourage each student's academic and personal growth. Each student has access to school counselors and other structured academic, social, and emotional support systems. Our school staff understands and makes curricular, instructional, and school improvement decisions based on child development and student performance information. Our school personnel welcome and include all families as partners in their children's education and significant members of the school community. Every member of our school staff is well qualified and properly credentialed.

Each student in our school is challenged and has access to challenging, comprehensive curriculum in a variety of content areas. Our curriculum and instruction provide opportunities for students to develop critical-thinking, reasoning skills, and problem solving competencies. Our school collects and uses qualitative and quantitative data to support student academic and personal growth. Our curriculum, instruction, and assessment demonstrate high expectations for each student.

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.

Flowery Branch Elementary School provides a secure and nurturing environment where students are challenged to excel in academics and are provided opportunities to become responsible citizens. Our school has made many notable achievements which align with our school's purpose and direction. FBES utilizes small group instruction across all academic subjects to meet the diverse needs of our learners. Each year, our faculty and staff uses data to drive our instruction for our students.

Another notable achievement is the opportunity for students to receive additional help in reading and math through the use of instructional extension segments that are offered in the afternoons or Saturday mornings beginning in January and continuing through April. We also provide our students with an additional 45 minutes of instructional opportunities that we call Team Time. During Team Time, students are exposed to STEM units, project based learning, drama, fine arts, health and remediation. Students who take part in remediation are offered a morning segment that we call Breakfast Club that allows them to experience all of the different activities that we offer.

In 2013, our school achieved the Bronze Level for our health efforts by the Alliance for a Healthier Generation, founded by the American Heart Association and the Clinton Foundation. Our school was one of eight schools in Hall County and among 267 across the country receiving the designation. To earn the National Recognition Award, our school improved our nutrition services and physical activity programs to meet or exceed stringent standards set by the Alliance for a Healthier Generation's Healthy Schools Program. We have also received Georgia Governor's SHAPE honor roll- Platinum level and National recognition from the Let's Move; Active School initiative. A few other areas of achievement in our school are the establishment of faculty academic teams to address the needs of our students, our math enrichment class for high achieving fifth graders, a piano lab, and our grade level showcases featuring performances by our students.

Our school has also met adequately yearly progress each year and consistently performed at or above the system and the state mean score on the CRCT in most areas.

To continue successfully meeting the needs of our students, our school has designated areas in which we would like to improve. We are continuing to implement instructional strategies to promote student engagement in order to educate the whole child. These include professional learning opportunities like The Thoughtful Classroom, Number Talks, using technology, and many more. To meet the needs of our first and second year teachers, a monthly professional learning session and mentors will be used throughout the school year. Our school will continue to improve our RTI process by offering faculty and staff training on the Developmental Math Assessment as well as designate RTI committee members to monitor Tier 2 meetings school-wide.

Additional Information

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

Flowery Branch Elementary School emphasizes that successful young people must not only be knowledgeable when they graduate from school but also emotionally and physically healthy, civically engaged, responsible and caring.

Self Assessment

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: 2.33

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders	Level 2

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 •The school's statement of purpose •Schedule and description of team time classes Copy of "Big Three"	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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 2

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

The faculty of Flowery Branch Elementary school engages in periodic review and communication of the school's mission and purpose. The FBES Leadership Team revisits these each year in a summer meeting held prior to the start of the school year and at regularly scheduled meetings throughout the year. Parent surveys are administered and feedback from stakeholders is gathered. Students are involved in mission/purpose endeavors through participation in activities such as the Hall County ADVANCE program, the 4-H Club, chorus, breakfast bunch (which is a time for students involved in team time RTI groups to participate in various enrichment activities), instructional extension, team time, field trips, various charitable activities (Relay for Life, Canned food drive, Jump Rope for Heart, Pennies for Patients, West Virginia Shoebox drive and guest speakers.) The vision statement, purpose statement, and School Improvement Plan focus on the whole child and clearly articulate student goals.

The culture of Flowery Branch Elementary is built upon shared values and educational philosophy. The school works to provide learning experiences that are both challenging and equitable. We envision Flowery Branch Elementary as a foundation of future success for all students through the implementation of the following effective school practices:

Curriculum

Balance between teacher-directed and student-centered learning

Modifying/ extending curriculum to meet individual student needs

Integration of technology across grade levels

Curriculum alignment across grade levels

Each grade level clearly communicates the curriculum to parents

Instruction

Research-based learning experiences

Meeting individual's student needs through a variety of strategies and modalities

Shared commitment to increase student achievement

Grade level collaborative planning

Cross-grade level communication related to student achievement

Integrated, thematic instruction

School-based professional development to enhance teacher effectiveness

Assessment

Variety of on-going evaluation techniques

Assessments linked to instruction

Evaluations used to identify strengths and weaknesses for the purpose of acceleration and remediation

Communicating student progress in a variety of ways

Environment

Safe and nurturing environment

Fosters Mutual respect

Effective communication and continued involvement among the school, parents, and members of the community

FBES provides programs and differentiated instruction designed to support and expand development and learning. Specific programs include: SEARCH program, early intervention, RTI groups, special education, and instructional extension. The school demonstrates a commitment to active engagement, depth of understanding and applications of skills and knowledge through instructional practices and rigorous curriculum standards. Students participate in research, writing projects, novel studies, integrated content lessons, service learning projects, and the use of technology. Team time activities provide students the opportunity to explore different interests.

Review of School Improvement Plans, Leadership Team minutes, grade level meeting, PTO, and professional learning plans indicate that FBES leadership implements a continuous process for professional learning. The goal of this process is to support teacher learning, student achievement through the development of the whole child. Student achievement data (Cogat, CRCT, benchmark testing, SLOs, writing assessments, and classroom performance) is analyzed and used to plan and adjust instruction. Grade level teams, individual teachers, and school leadership reference achievement data to establish measurable goals and to set accountability standards. Teacher accountability is addressed through the Teacher Keys Evaluation System and a county walk-through program. School accountability is measured through the quality of instruction, intervention strategies, and student performance. School improvement activities are reviewed continuously. The FBES Improvement Plan procedures are evaluated annually, and school performance data is shared with all stakeholders.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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.	•Student handbooks •Staff handbooks •Communications to stakeholder about policy revisions	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.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body training plan	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.	•School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions	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 •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	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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan	Level 2

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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Job specific criteria	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 mission statement for Flowery Branch Elementary School, as well as the Hall County School System, correlates directly with the direction and effective operation of the school and system (2.1). At the system level, our policies, procedures, and practices provide effective direction, guidance, and fiscal management. At the school level, the policies provide clear direction regarding effective school operations. Walkthroughs, observations, curriculum maps, and unit plans provide a structure that allows effective monitoring of instruction and assessment. FBES follows the policies and procedures as indicated in both the staff and student handbook.

Staff members are required to yearly review compliance policies, view a code of ethics presentation, and review policies and procedures regarding sexual harassment. In addition, school administrators are updated annually on all policies, procedures, laws and regulations. Staff members receive a weekly memo and have access to administrative shared calendars outlining upcoming information and events (2.2).

The governing body of FBES ensures that local school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively based on our school's vision and mission (2.3). FBES has a school improvement plan that is developed by the governing body of the school. Each part of the governing body has roles and responsibilities pertaining to school leadership. Each meeting is lead with an agenda and minutes are recorded.

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 academic areas. All leaders and staff are equally accountable for the learning of all students. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and sense of community (2.4).

Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. Weekly newsletters, calendars, and social media sites are available along with PTO meetings (2.5).

The role of supervision is to improve classroom instruction and professional practices. Feedback is provided to the teachers in order to help

them become proficient in all areas. The county is currently using Teacher Keys for the teacher evaluation process. Mid-year reviews have been planned to discuss school growth (2.6).

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.67

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 •Lesson plans •Posted learning objectives	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 •Common assessments •Standards-based report cards •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 sometimes 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 groups of students when necessary. Teachers sometimes 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.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	Level 2

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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs	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 •Calendar/schedule of learning community meetings •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.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•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.	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.	•Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of 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.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

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

Flowery Branch Elementary School has implemented several new programs to assist staff in professional development. All staff members participate in collaborative professional learning opportunities. New teachers are involved in a mentoring program with monthly professional learning targeted to their specific needs; such as DRA training, RTI, and Singapore Math training. Each new teacher has a mentor for their first 2 years at Flowery Branch Elementary. Professional learning opportunities are provided for all staff through monthly training with specific learning goals based on school improvement plan. In addition teachers are offered professional learning in specific areas. Number Talks is provided to support teachers and improve mental math strategies among all grades.

Flowery Branch Elementary offers many opportunities to meaningfully engage families in their child's education. Newsletters, weekly folders, interactive classroom websites, teacher pages, student showcase nights, PTO nights, school website, Facebook, Twitter are examples of communication portals offered to keep families informed of school news and activities.

Classroom teachers build meaningful relationships with students and families over time. Flowery Branch Elementary has a full time counselor that meets with classrooms on a regularly scheduled basis. The counselor also provides small group, lunch bunch, and individual sessions with students and parents upon request. FBES provides Art, Music, Physical Education, Technology, Media, ESOL, Gifted, Team Time, and Special Education that see students across grade levels.

Teachers at Flowery Branch use common grading and reporting policies, processes and procedures based upon criteria defined by the school and Hall County guidelines. Parents are informed of grading and progress monitoring procedures with in each grade level via Open House, Curriculum Night, Showcase Nights, school website, PTO calendar, and teacher communication.

All faculty and staff participate in a continuous program of professional learning that is aligned with our school and system purpose, direction, and improvement goals. Teachers and administrators complete an annual self-assessment via TKES to identify professional development in

order to deepen the knowledge of staff. School and district also provide professional development to enhance overall areas of need.

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: 2.57

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 •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Sign ups for access to equipment and assistance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Policies relative to technology use	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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process	Level 2

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

Flowery Branch Elementary School professional and support staff are highly qualified and fulfill their roles and responsibilities to support the school's purpose, direction and educational program and the school's Whole Child Initiative. The faculty provides a positive learning environment for all students. Hall County School Board of Education outlines the process for hiring and for the assigning of personnel. (4.1)

Flowery Branch Leadership and Faculty maximize the instructional time, materials, and physical resources to offer excellent educational opportunities to all students. Instructional time and educational resources are maximized through FBES special education program using a blended delivery model of co-teaching and pull-out. Other supportive programs include ESOL, EIP, and the Gifted Program also maximize the instructional time and resources needed to meet the diverse learning needs of FBES students. The Hall County Board of Education and the Flowery Branch PTO both allocate funds to purchase technology. (4.2)

FBES maintains facilities and equipment to provide a safe, clean and healthy environment. FBES has a safety protocol. FBES participates in a monthly fire drill as well as lock-down and severe weather drills. All visitors and volunteers must check in with the front office. Some staff members have been trained in the use of CPR and AED. Our building is well cleaned due to our custodial providers. Our lunch menus are well-balanced and meet state nutritional guidelines. Our school is working with Health Empowers to help our students to learn and grow in healthy habits. (4.3)

FBES provides a wide range of media and information resources with a variety of ways to support the school's educational programs. Resources include CD's, videos, curriculum-based books, media instruction, research materials, and technology aid in the instruction of the Common Core Standards. The media specialist plays and integral part in guiding students to research, analyze, and synthesize information as well as supporting the school personnel. (4.4)

Technology infrastructure supports the school's teaching, learning and operational needs. It has been a goal of the school system for all schools. Teachers continue to need and to receive training in technology. There is a system-wide technology policy that serves students and teachers, and information is provide to students and parents. Each FBES teacher has a teacher page website to support communication and curriculum instruction. Laptops and iPads are available for use in the classrooms. Teachers are learning new aspects of technology use through professional learning. (4.5)

FBES has implemented a Whole Child Initiative and all aspects of the students' development are considered when planning services. Student services are developed to meet the physical, social, and emotional needs of students. FBES whole child approach to education continues to foster each unique child while creating community within the school. FBES challenges each child to be a life-long learner. A list of counseling agencies and community resources is available to parents upon request. Helping families make connections with local agencies and services is ongoing based on individual student needs. Students have access to a professional school counselor, speech-language pathologist, and a school nurse. All students participate in P. E., Art, Music, and Computer Technology programs. Physical needs are met by supplying nutritional programs to economically disadvantaged students (Free and Reduced Lunch Program). Students are enriched by Back Pack food programs, Chorus, Advance, and through our school's team time enrichment program. (4.6)

FBES provides services that support counseling, assessment, referral and educational needs of all students. The RTI and IEP processes are effective in identifying students who struggle academically. FBES uses data from the county created benchmark testing, SLO's CRCT, and Georgia Writing Assessments to individualize instruction. Each student has a plan for making academic progress. Progress is monitored through programs such as Special Education, ESOL, Gifted, RTI meetings, IEP meetings and parent conferences. FBES will continue to maximize time and resources to guide all students to reach their full potential. (4.7)

Areas in need of improvement:

Standard 4.4

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

At this time, it is felt that there need to be a larger number of student computers available for students to use. Testing is coming that will be done on the computer and students do not have sufficient access to develop the skills needed to be proficient on the computers in order to respond well in the testing environment.

Standard 4.6

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

At this time, measures of program effectiveness are not in place.

Standard 4.7

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

At this time, measures of program effectiveness are not in place.

Flowery Branch Elementary School professional and support staff are highly qualified and fulfill their roles and responsibilities to support the school's purpose, direction and educational program and the school's Whole Child Initiative. The faculty provides a positive learning environment for all students. Hall County School Board of Education outlines the process for hiring and for the assigning of personnel. (4.1)

Flowery Branch Leadership and Faculty maximize the instructional time, materials, and physical resources to offer excellent educational opportunities to all students. Instructional time and educational resources are maximized through FBES special education program using a blended delivery model of co-teaching and pull-out. Other supportive programs include ESOL, EIP, and the Gifted Program also maximize the instructional time and resources needed to meet the diverse learning needs of FBES students. The Hall County Board of Education and the Flowery Branch PTO both allocate funds to purchase technology. (4.2)

FBES maintains facilities and equipment to provide a safe, clean and healthy environment. FBES has a safety protocol. FBES participates in a monthly fire drill as well as lock-down and severe weather drills. All visitors and volunteers must check in with the front office. Some staff members have been trained in the use of CPR and AED. Our building is well cleaned due to our custodial providers. Our lunch menus are well-balanced and meet state nutritional guidelines. Our school is working with Health Empowers to help our students to learn and grow in healthy habits. (4.3)

FBES provides a wide range of media and information resources with a variety of ways to support the school's educational programs. Resources include CD's, videos, curriculum-based books, media instruction, research materials, and technology aid in the instruction of the Common Core Standards. The media specialist plays and integral part in guiding students to research, analyze, and synthesize information as well as supporting the school personnel. (4.4)

Technology infrastructure supports the school's teaching, learning and operational needs. It has been a goal of the school system for all schools. Teachers continue to need and to receive training in technology. There is a system-wide technology policy that serves students and teachers, and information is provide to students and parents. Each FBES teacher has a teacher page website to support communication and curriculum instruction. Laptops and iPads are available for use in the classrooms. Teachers are learning new aspects of technology use through professional learning. (4.5)

FBES has implemented a Whole Child Initiative and all aspects of the students' development are considered when planning services. Student services are developed to meet the physical, social, and emotional needs of students. FBES whole child approach to education continues to foster each unique child while creating community within the school. FBES challenges each child to be a life-long learner. A list of counseling agencies and community resources is available to parents upon request. Helping families make connections with local agencies and services is ongoing based on individual student needs. Students have access to a professional school counselor, speech-language pathologist, and a school nurse. All students participate in P. E., Art, Music, and Computer Technology programs. Physical needs are met by supplying nutritional programs to economically disadvantaged students (Free and Reduced Lunch Program). Students are enriched by Back Pack food programs, Chorus, Advance, and through our school's team time enrichment program. (4.6)

FBES provides services that support counseling, assessment, referral and educational needs of all students. The RTI and IEP processes are effective in identifying students who struggle academically. FBES uses data from the county created benchmark testing, SLO's CRCT, and Georgia Writing Assessments to individualize instruction. Each student has a plan for making academic progress. Progress is monitored through programs such as Special Education, ESOL, Gifted, RTI meetings, IEP meetings and parent conferences. FBES will continue to maximize time and resources to guide all students to reach their full potential. (4.7)

Areas in need of improvement:

Standard 4.4

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

At this time, it is felt that there need to be a larger number of student computers available for students to use. Testing is coming that will be done on the computer and students do not have sufficient access to develop the skills needed to be proficient on the computers in order to respond well in the testing environment.

Standard 4.6

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

At this time, measures of program effectiveness are not in place.

Standard 4.7

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

At this time, measures of program effectiveness are not in place.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

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 •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•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	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.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	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.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth	Level 3

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

Flowery Branch Elementary School (FBES) consistently implements comprehensive assessments that provide a range of data about student performance through the Hall County pre and post assessments, SLOS, the Developmental Reading Assessment, GKIDS, Fitnessgram, and state assessments. Professional educators and support staff provide processes and procedures for analyzing, collecting, and applying various sources of data. At the school level, FBES adheres to the Hall County (HC) testing calendar and implements a school-wide testing plan. FBES ensures consistent measurement across classrooms by developing and following the school professional learning schedule (5.1). FBES professional educators and support staff consistently use systematic processes and procedures for collecting, analyzing, applying learning from multiple data sources and utilizes the results to continue student improvement. Data sources include comparison and trend data that offer a comprehensive representation of student learning, instruction, program effectiveness, and the learning environment (5.2). Professional and support staff members are provided training through a professional development program related to the evaluation, interpretation, and use of data (5.3). FBES documents attendees of professional learning by having those in attendance sign in as evidence. New teachers attend an orientation provided by the county and also attend monthly meetings to support them in the school's policies and instructional strategies. Training is offered in using the Developmental Reading Assessment and Singapore Math. Professional development can be determined by TKES Student Survey and Staff Surveys. County-wide Professional Learning Policies and procedures define the process for analyzing data that determine verifiable improvement in student learning, including readiness for success at the next
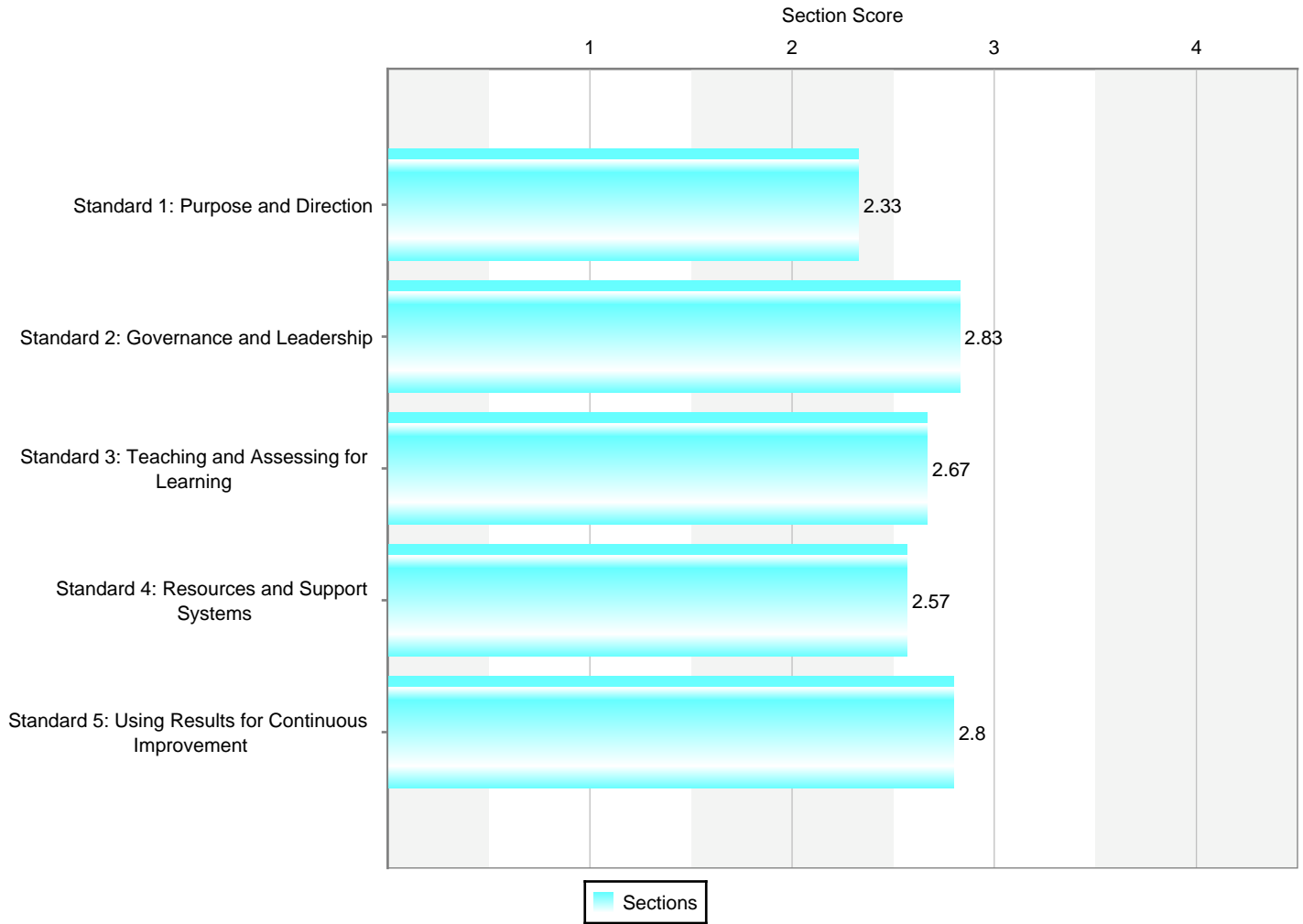
level. FBES professional educators and support staff consistently use these results to design, implement, and evaluate for the development of continuous improvement action plans related to student learning (5.4). FBES leaders monitor comprehensive information concerning student achievement, conditions that support student learning, and the attainment of school improvement goals. FBES continues to implement a School-wide Improvement plan and attend professional learning that supports student learning and achievement. State and county testing data are analyzed at faculty and staff meetings to enhance achievement and student learning. Teachers attend RTI meetings regarding specific students who need interventions to enhance individual learning. DRA scores are also used to set individual learning goals for students and shared school-wide as well as in the grade level. Leaders consistently and successfully communicate results to all stakeholder groups through multiple delivery methods (5.5). Executive summaries of student learning reports are sent to stakeholder groups. FBES receives an annual state report card as well as an annual report to the community. FBES also uses student report cards, progress reports, CRCT score reports, and the Georgia Writing Test Report to communicate student learning and achievement. Local newspapers, websites, state reports, as well as paper copies are used to communicate these to the community and stakeholders.

Report Summary

Scores By Section

Section Score

Standard	Score
Standard 1: Purpose and Direction	2.33
Standard 2: Governance and Leadership	2.83
Standard 3: Teaching and Assessing for Learning	2.67
Standard 4: Resources and Support Systems	2.57
Standard 5: Using Results for Continuous Improvement	2.8

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

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Flowery Branch's overall highest level of satisfaction was in the area of Purpose and Direction. The parents feel that the school's purpose is clearly focused on student success, and 99% of the students responded that their principal and teachers want every student to learn at FBES. Also at FBES, stakeholders indicate a high level of satisfaction in the area of Teaching and Assessing for Learning. Ninety-three percent of the FBES staff believe they personalize instructional strategies and interventions to address individual learning needs and 75% of the parents agree that the teachers meet their child's learning needs by individualizing instruction.

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

The Resources and Support Systems is an area that could be trending toward stakeholder satisfaction. The survey results show stakeholders not disagreeing with the statements but rather neutral on questions regarding what support services FBES might offer.

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

After comparing stakeholder survey information from our GAPSS (Georgia Assessment of Performance on School Standards) review in 2010, there are consistent themes. Curriculum and Instruction was a strength on the staff survey. Student surveys from 2014 TKES (Teacher Keys Effectiveness System) show positive Learning environment with the highest level of satisfaction. Students feel their teachers want them to learn.

Areas in Need of Improvement

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

Flowery Branch's lowest level of satisfaction was in the area of Using Results for Continuous Improvement. Parents want all staff members to monitor and report the achievement of school goals. Staff members showed the lowest satisfaction in training in the evaluation, interpretation, and use of data. Students state that they would like to be asked about the school.

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

Our stakeholders had decreasing satisfaction in the area of Governance and Leadership.   Parents in particular noted a need for the school to share responsibility for student learning with its stakeholders. Students surveyed stated a weakness in students treating adults with respect that was not evident on the parent and staff surveys.

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

Teachers see a weakness in the evaluation, interpretation, and use of data while parents want monitoring and reporting of achievement on school goals. These will be addressed in the school improvement plan in the area of professional learning and parent, school and community involvement.

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

The data received from the staff on the 2010 GAPSS review are not consistent with the current survey. Assessment and assessment uses was rated high on that survey. Student survey was consistent in students feel that they are not listened to and would like to be asked about their school and learning.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections
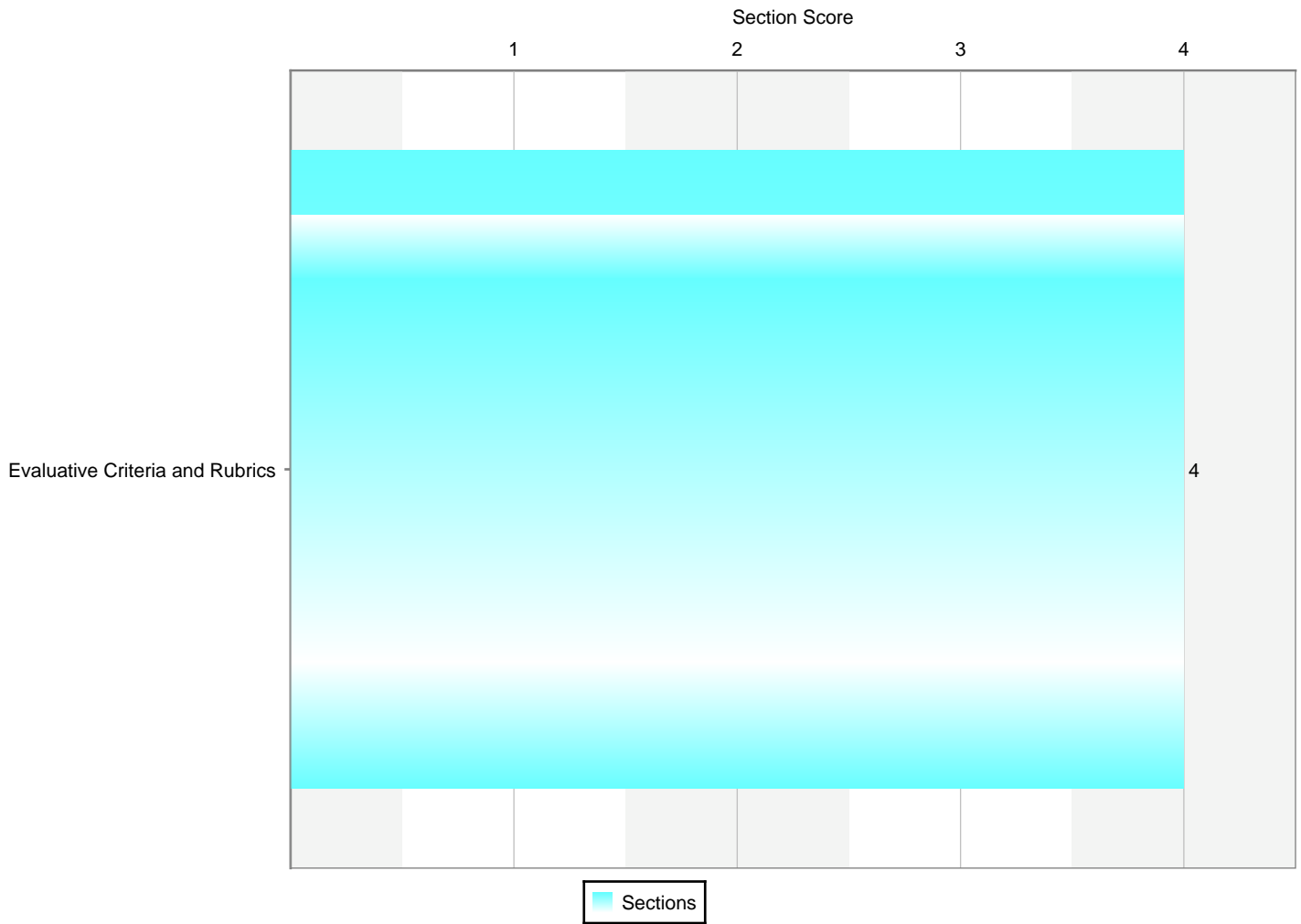
Student Performance Diagnostic

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		FBES Student Performance Summary

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

In reading for grade 3, 94% of the students met or exceeded standards, in grade 4, 92% met or exceeded standards, and in 5th grade 94% of the students met or exceeded standards. In the area of English Language Arts, 86% of the third grade, 89% of the fourth grade and 92% of the fifth grade students met or exceeded standards.

In 2013 reading and mean scores in grades 3 and 5 were above both the system and state mean scores.

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

A positive trend is seen in third grade reading and social studies and in ELA, science and social studies for 5th grade. All academic areas showed a positive trend in 4th grade.

In looking at mean scores over the last four years both reading and math have shown a positive trend.

Which area(s) indicate the overall highest performance?

The overall highest performance is seen in 3rd, 4th and 5th grade Reading and 5th grade ELA.

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

In reading the subgroup two or more races show a positive trend with scoring 80% median growth percentile.
A positive trend was seen in math with the Asian subgroup scoring 87% median growth percentile
In Social Studies a positive trend was seen in median growth percentiles in several subgroups; Male 82%, not ED 83%, Asian 92%, Black 79.5%, and Hispanic 78%.

Between which subgroups is the achievement gap closing?

According to the state subgroup performance information FBES's black subgroup met the subgroup performance targets in Reading and Science and met both the subgroup target and the state performance target in Social Studies.

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

All findings are consistent with data from other sources.

Areas in Need of Improvement

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

Science and Social Studies scores show there are opportunities for growth in these areas.

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

Third grade scores showed a negative trend in the areas of ELA, Math and Science. Fifth grade showed a slight 2% decrease in reading and math scores.

Which area(s) indicate the overall lowest performance?

Science was the area indicating the overall lowest performance with 3rd grade at 72%, 4th grade at 83% and 5th grade at 84% meeting and exceeding the standards.

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

According to the Georgia Student Growth Model lower growth was seen with the Special Education subgroup in the areas of ELA, 38% median growth percentile, Math 26.5 median growth percentile and Social Studies 46.5 median growth percentile.

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

There is no data indicating a subgroup that the achievement gap is becoming greater.

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

All findings are consistent with data from other sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   2.75
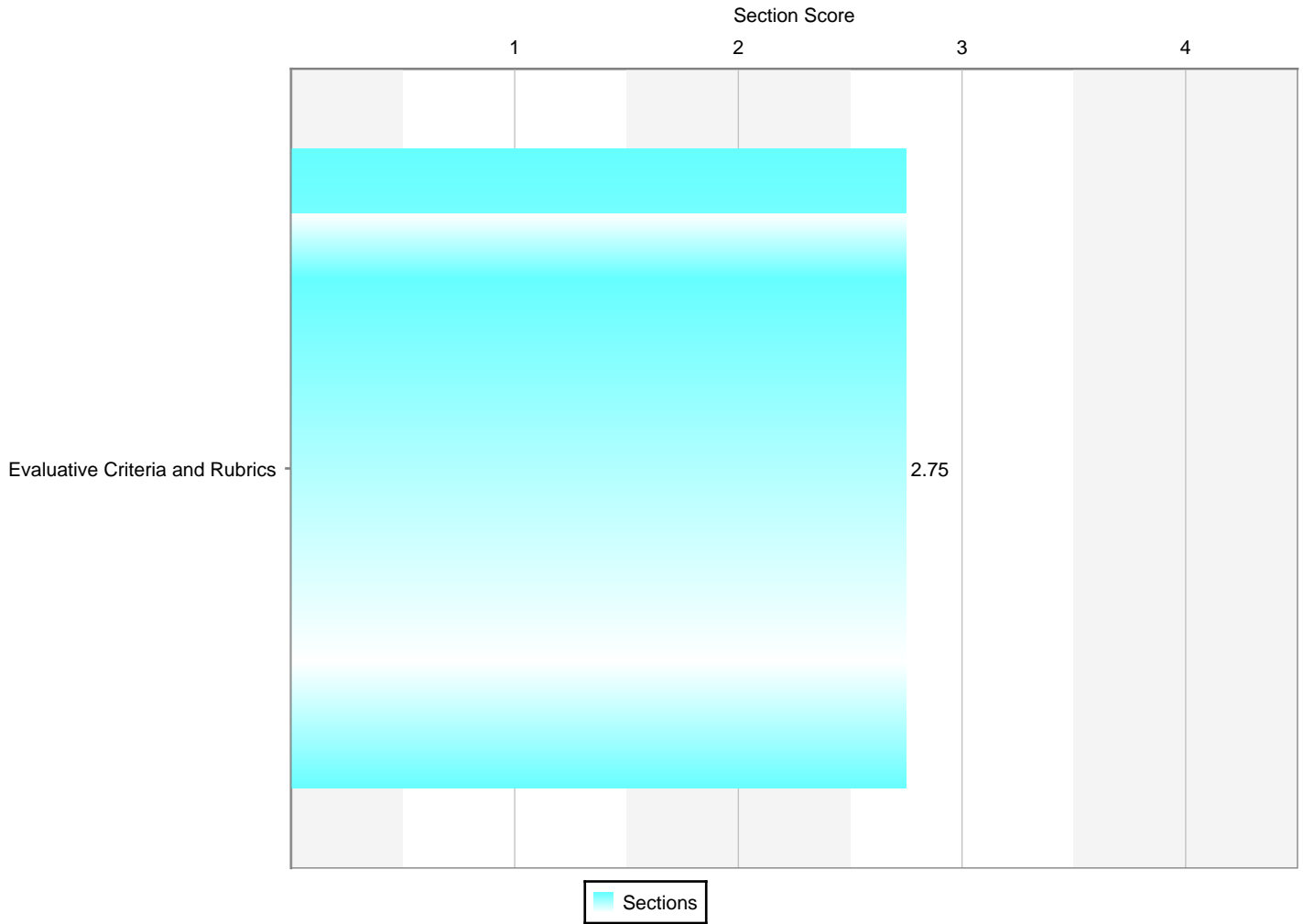
Sections

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

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		FBES School Improvment Plan 2014-15