



Accreditation Report

Friendship Elementary School

Hall County School System

Mr. Berry C Walton, Principal
4450 Friendship Road
Buford, GA 30518

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Executive Summary

Introduction

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

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

Description of the School

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

Friendship Elementary School is located in a suburban area approximately 50 miles northeast of Atlanta, GA, Hall County. The school is located at 4450 Friendship Road, Buford, GA. The school opened in 1995 to accommodate the rapid growth in the community. The facility has been renovated twice with the most recent change coming in 2010 with the enlargement of the gymnasium. Prior to that, additional classrooms were added in the form of a 5th grade wing, housing 8 new classrooms. The building is an up to date modern facility which includes 2 computer labs, a learning commons area, gymnasium, art and music rooms. The facility is equipped with a full service cafeteria and an office suite for the office, administration and support staff. State of the art multimedia projection systems were installed in all classrooms in 2014. The school also became a completely wireless facility in 2012 through SPLOST funds. These funds were also used to add laptops computers and student devices. All of these resources and more were added to support teaching and learning in a 21st century classroom in our school.

Friendship Elementary currently serves approximately 650 students, K-5. We have experienced some demographic changes over the past 3 years. Our free and reduced percentage has gone from the high 30 percentiles to the high 40 percentiles. We have a variety of socioeconomic levels that present the biggest challenge for us.

Friendship Elementary is a school of choice which includes a Wellness Program and Advanced Scholars Program. We do accept students from other attendance zones within our school system to participate in these programs. Our students are actively involved outside the school in several programs offered on and off site such as Girls on the Run, Dreambox, The Dojo and STEM. Parent participation is strong with an active and successful PTO program. We try to promote a feeling of belonging with our stakeholders and realize that our school is the focal point of our community. We want our community to be proud of our school and to feel welcomed at anytime. We strive to be trustworthy with relationships of both the student and community.

All of our certified teacher are highly qualified with various advanced degrees. Over 70% of our staff tenure is 10 years or more. We have 43 certified faculty and 23 classified staff members.

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.

Our mission statement is to develop lifelong learners who can function successfully in society. Some of our beliefs include:

1. Students are given the opportunity to learn, achieve and succeed at their performance levels.
2. Student self esteem is fostered through a supportive environment
3. Mutual respect among staff and students is conducive to school climate
4. Students are held accountable for individual behaviors
5. Ongoing professional growth of our faculty results in a more effective academic environment

We feel that these goals address the development of the total student throughout the educational process. We believe that children need a supportive adult environment and Friendship Elementary School helps ensure this by emphasizing parental involvement as much as possible. We also believe that being good stewards of what our school is allocated each year allows us to do more with less. This involves a great deal of planning to make the best of our instructional time and resources.

We continue to provide additional support through programs such as Early Intervention Program, Advanced Scholars Program, Instructional Extension, Response to Intervention, Special Education and student mentors. However, we are committed to providing rigor and relevance in all classes every day. We have improved the quality of daily instruction by professional learning in lesson design, differentiation and other important topics.

Accountability among our staff is critical to promote the goals of our mission statement.

Our motto is "Building Stronger Minds and Bodies."

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.

Friendship Elementary School has made many notable achievements that align to our schools purpose and goals. Due to our approach to planning and instruction it has systematically enhanced our level of delivery. Teachers collaborate as grade levels to create unit plans that align with the Common Core Standards. A variety of strategies are planned to provide differentiated instruction based on informal, formative and summative assessments, technology integration, and best practices methods. Through our Response to Intervention process we have seen improvements in academic achievements as well. We provide a 20 minute segment of time each day that is devoted to the accommodations for our students that are in the Response to Intervention program. We are very proud of our current CCRPI report as one of the leaders in the school system. Our Odyssey of the Mind team places in statewide competitions, our Wellness Program has received numerous state and national recognitions and several 5th grade students have been recognized for outstanding writing talent. We have a Junior Master Gardener program that is offered to students that includes a flower and vegetable garden that is used as an outdoor classroom providing hands on learning.

While we note our achievements, we also realize that there are areas that need improvement as well. Our main challenge is in the math content area. We carefully look at data to analyze and evaluate our instructional practices. This process ensures accountability for teachers and monitors progress being made in math. We work closely with our math coordinator to ensure fidelity with best practices. We have implemented the guided math program to provide small group instruction within our classrooms.

Great efforts have been made to improve our math instruction and our staff will continue to attend professional learning opportunities to provide high quality instruction.

Additional Information

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

We are not a charter school but we are a school of choice. Part of our focus is student and staff wellness improvements. Three years ago, we committed to emphasizing health and wellness throughout our day and school. Our motto is Friendship Elementary...building stronger minds and bodies! We are a bronze level school with the Alliance of a Healthier Generation and we are a Fit Friendly School through the American Heart Association. Research indicates that the a stronger body correlates to a stronger mind.

We have an Advanced Scholars Program in our 2-5 grades. We determine the top 25% of students in each of those grade levels and have an accelerated academic pace as well as some project based learning.

We promote problem solving within our instructional practices by facilitating and not using whole group instruction only when necessary. Project based learning is a strategy used at Friendship Elementary to create opportunities to think independently.

We continuously provide professional learning in technology so our teachers have the necessary skills to provide this learning style.

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: 2.67

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) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains 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 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders 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•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	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 areas of strength would include our School Council and PTO groups and activities associated with those groups. We strive to create a culture that everyone feels valued at our school. All of our parents are encourage and expected to participate in our activities and to call with concerns as well. We provide communication both electronically and in a hard copy format. Comprehensive data reports are accessible to stakeholders and are used in the school improvement process by setting goals for achievement. These goals are measurable along with strategies, resources, and timelines.

There is always room for improvement in the areas of communication. Our ELL population is increasing and we must do a better job in communicating with that population. There are times when we do not provide enough communication when we are changing a policy or procedure.

Each teacher has a systematic approach to data collection but as a school we need to do a better job of analyzing that data from a building standpoint.

We will continue to provide these current actions to make sure that our strengths are consistent and timely as the school year progresses.

We are meeting with our Leadership team to look ways to communicate more effectively with our ELL population and the challenges associated with that language barrier and lack of internet, emails, etc.

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"> •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks 	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"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<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 •Agendas and minutes of meetings 	Level 3

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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•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 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•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•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	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.

Areas of strengths included not being micromanaged by the system, flexibility is given to schools for instructional purposes, communication is effective with the stakeholders, feedback is encouraged on school improvements, and the TKES process has improved teacher performance. A great deal of work has been done to improve the instructional resources for our schools.

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Areas of improvement would include minimizing assessments and the GPS because there is not enough time to get it all done with fidelity. More tangible math resources in terms of our math instructional model would be helpful.

We will continue to evaluate our instructional process through grade level meetings, PL opportunities, ongoing collaboration and give input when asked at the central level.

Again, through monthly meetings and central level input, we will continue to look for ways to improve the instructional process. Some of the weaknesses noted are mandated by our DOE.

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: 2.83

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"> •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques 	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 •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •We rated a 2 because we need to do a better job of collaboration across grade levels. 	Level 2

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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •A rating of 2 was given because of the term induction. 	Level 2

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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.	<ul style="list-style-type: none"> •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 	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.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •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.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •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 	Level 3

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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">•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•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.	<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	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.

Data is used consistently for decision making regarding teaching and learning. A variety of assessments are used to ensure that all areas of instruction and skill levels based on differentiation are addressed. Collaboration takes place within the grade levels to address pacing, curriculum issues, and best practices. We are concerned for all of our students and their academic progress. We need twice a month for PL opportunities to meet the needs of our teachers and the challenges they face.

Collaboration across the grade levels needs improvement. Teachers need to be more aware of what is being taught below and above their grade levels. We provide mentors when for teachers when needed but we need to improve on that process. We would like to have more mentors for our students from outside agencies.

A systematic plan is in place for our meetings and agendas are set each time. Collaboration is always critical and will continue to be emphasized as we need the needs of our teachers and students.

We plan to provide opportunities for across grade level meetings for the above stated purposes. We want to reach out to available resources to provide mentoring to our students.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.14

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 2

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 sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<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 •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

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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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have 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 •Assessments to inform development of technology plan •Policies relative to technology use 	Level 2

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.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 2

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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.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for 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.

The resources and staff that we have are adequate to meet the needs of our staff and students. Our technology resources have been dramatically updated over the past couple of years. The support staff at the central office has always been available upon request.

Due to budget challenges, some of our support personnel and resource materials have been cut over the last couple of years. We would like to have more tangible academic resources available for classroom instruction. Some of our community/state agencies that we rely on for support have had budget challenges as well which can limit the support needed from them.

We will continue to make the needs of our staff and students a high priority by providing the support they need for success that is available.

Again, given the budget challenges that we face, it is important to be resourceful and find ways to overcome the shortfalls due to these challenges.

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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for 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 •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Many staff members disagree with the notion that all of the assessments are reliable and biased free. We feel that the students in general are over-tested and with the new Milestones process, we are not sure about next steps. 	Level 2

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"> •Survey results •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

Accreditation Report

Friendship Elementary School

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"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •We selected a rating of a 2 because not all staff (parapros and classified) are assessed and trained in interpreting data. 	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.	<ul style="list-style-type: none"> •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 	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.	<ul style="list-style-type: none"> •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 •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals 	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 assessments that we use are beneficial in determining strengths and weaknesses of our students. We use a variety of informal measures as part of a continuous process to verify improvement and track student readiness.

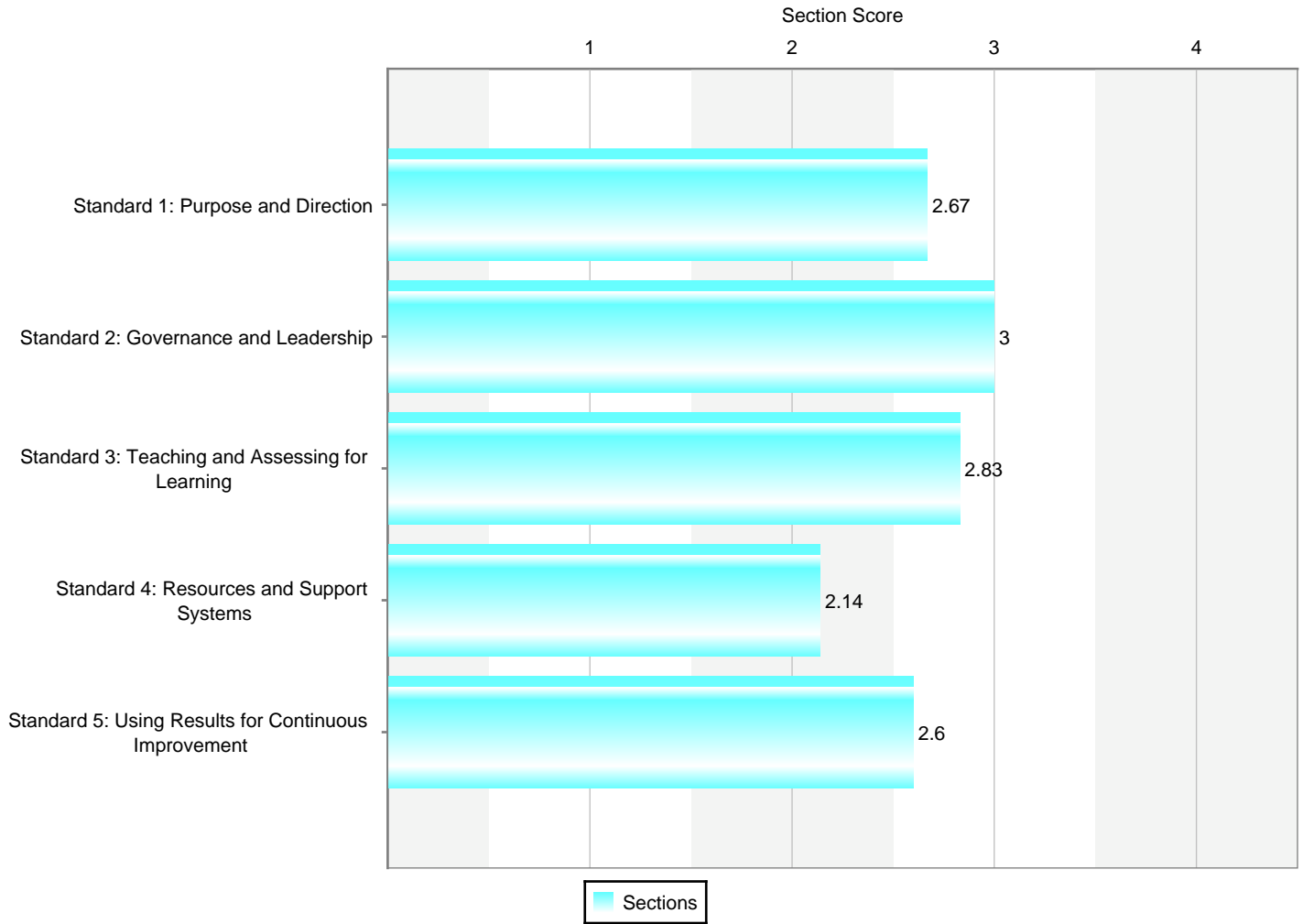
There are too many assessments and it is time consuming to determine which ones are of the most benefit to student performance. A great deal of the emphasis is placed on grades 3-5 for EOG test prep takes place. With the new testing format, we have to begin preparing our students earlier for the rigors associated with this format.

With our monthly GL meetings and PL meetings, teachers are given ample time to collect and analyze their data consistently. We have provided FIP training through our RESA as well. Between the formal and informal assessments, teachers should have all the data they need to drive their instruction.

To emphasize the importance of preparing our students for the upper grades in K-2 so our students are comfortable with the new testing format.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Friendship Elementary School's overall highest level of satisfaction among parents and faculty was in the area of Using Results for Continuous Improvement had the overall highest level of satisfaction among. At Friendship we use a variety of formal and informal assessments to guide instruction and provide learning opportunities at all levels. Additionally, Purpose and Direction was rated highest among students because the principal and teachers are committed to high expectations for learning.

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

Parents and staff feel seemed please with the overall direction of FES with regards to continuous improvement and the use of assessments to guide and inform instruction. By using our system curriculum units, we have been able to use both formal and informal assessments for this purpose. Through our SIP, our purpose and direction is ongoing and monitored throughout the year.

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

The TKES student surveys along with the AdvancEd surveys were used to collect data to note areas of achievement. We also solicit feedback from out PTO and school council members. The notable areas of achievement were continuous improvement, assessment usage to guide instruction, and the purpose and direction of our school.

Areas in Need of Improvement

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

The overall lowest level of satisfaction among stakeholders seems to be in the area of communication and input with regards to school wide policies and procedures. Parents and students feel that there should be more stakeholder involvement. Specific areas of improvement include providing continued opportunities for stakeholders to be involved in the education process.

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

As a school we have noticed a trend toward decreasing parent involvement in a variety of opportunities offered, i.e., curriculum night, open house, room moms, volunteers and student mentors. We want to improve that by providing ample opportunities to be involved in the life of our school.

What are the implications for these stakeholder perceptions?

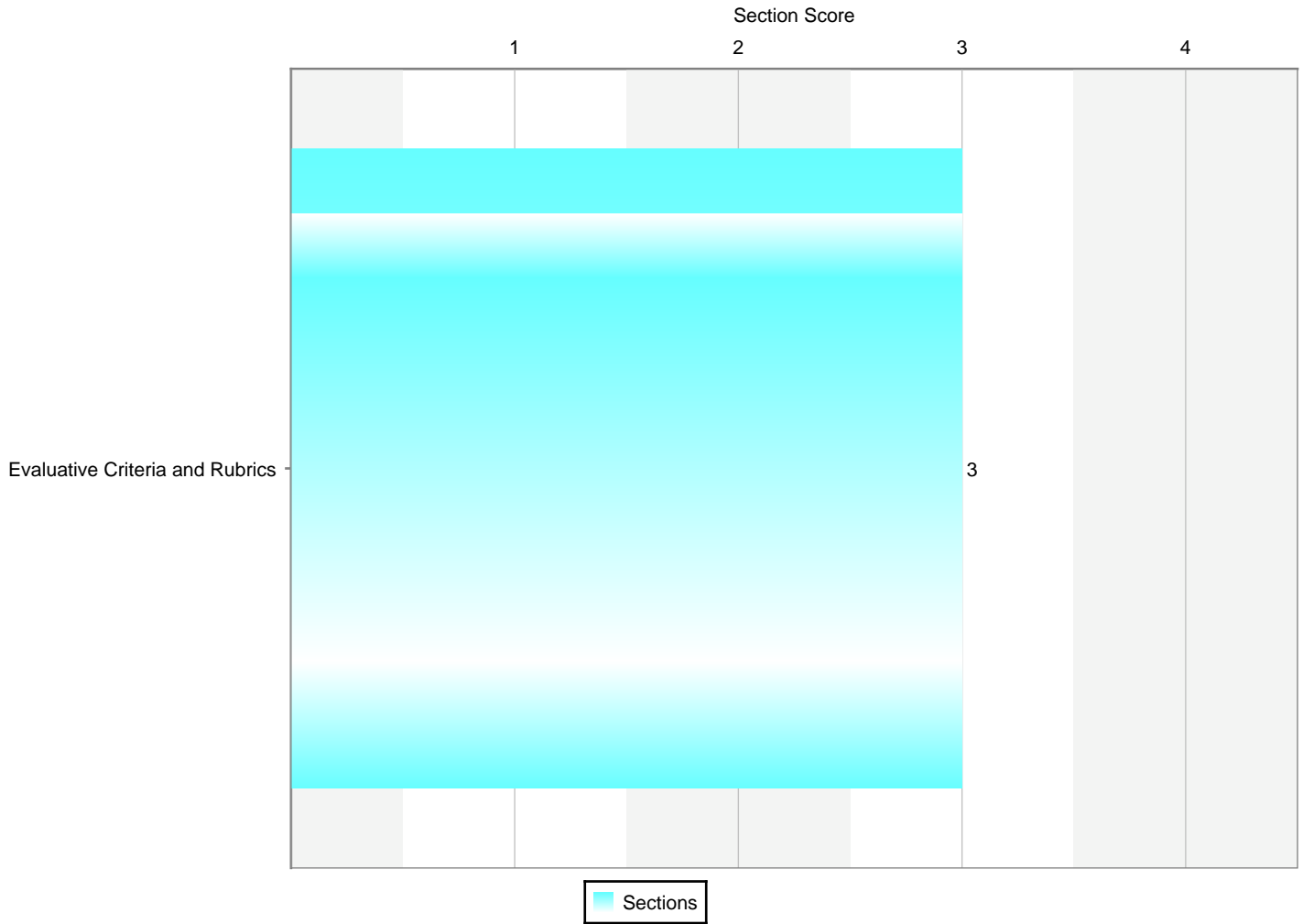
There appears to be a disconnect between faculty stakeholder and parent stakeholder perceptions. Faculty feels that a variety of opportunities are given to parents on a school level. However, according to data collected, parents feel they are not given ample opportunities for involvement and input.

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

All surveys used to note areas of improvement came from the TKES student surveys, as well as the AdvancED surveys. We also get feedback from our PTO and school council members. The findings were consistent in the area of more stakeholder involvement as we strive to continue providing opportunities of involvement at FES. Plans will be made to address these concerns and improvements in the future.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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?

Based on longitudinal test data, Friendship students have consistently scored above expected levels of performance in the areas of reading and language arts.

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

Third and Fourth grade students have shown a positive trend in performance in the areas of Social Studies and Science.

Which area(s) indicate the overall highest performance?

Friendship students have consistently performed highest in the area of Reading.

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

Students with Disabilities have shown a trend toward increasing performance in the areas of Language Arts, Reading, Science and Social Studies.

English Language Learners have shown a trend toward increasing performance in the areas of Science and Social Studies.

Between which subgroups is the achievement gap closing?

Overall the achievement gap appears to be closing in the subgroup of Students with Disabilities. Within the subgroups of Students with Disabilities, English Language Learners, Race and Gender the achievement gap is closing most notably in the areas of Science and Social Studies.

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

Developmental Reading Assessment (DRA) results confirm reported findings that Friendship students consistently perform at or above expected levels of achievement in Reading.

Areas in Need of Improvement

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

In all grade levels, data shows that Mathematics achievement is below expected levels of performance.

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

Scores indicate inconsistent growth in Mathematics across the grade levels and longitudinally.

Which area(s) indicate the overall lowest performance?

Historically, Mathematics has shown to be Friendship's area of lowest performance.

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

Though none of Friendship's subgroups show a trend toward decreasing performance, there are some inconsistencies from year to year among Students with Disabilities and English Language Learners.

Between which subgroups is the achievement gap becoming greater?

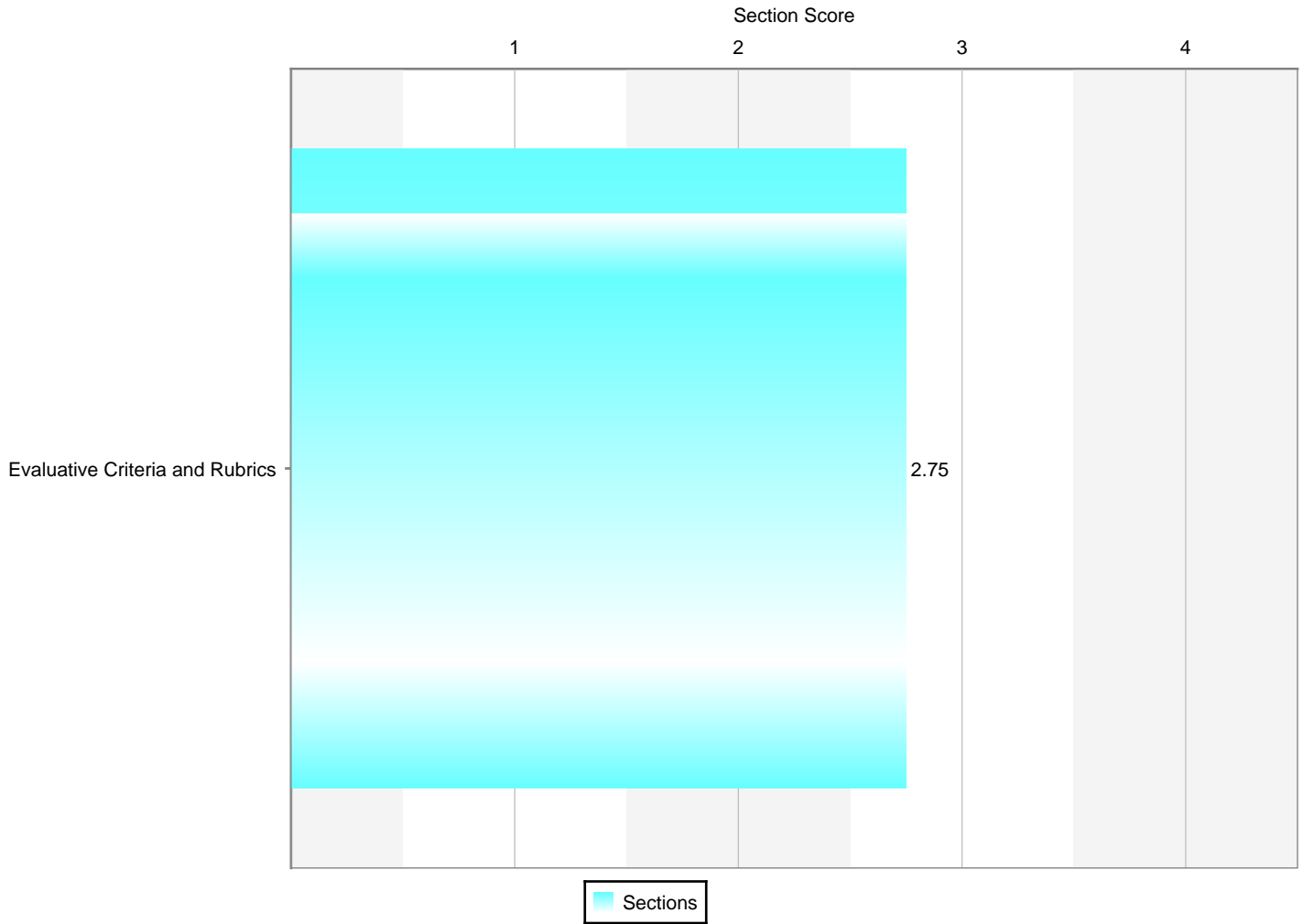
The data shows that the achievement gap among Students with Disabilities, English Language Learners, Race and Gender has not increased or decreased. Friendship's staff continues to work on closing the achievement gap in all areas with a strong focus in Mathematics.

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

Teachers use various data sources to determine student progress in Mathematics. These sources include, but are not limited to informal classroom assessments, checklists and unit assessments.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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		Friendship SIP 2014-15