



Accreditation Report

Lanier Elementary School

Hall County School System

4782 Thompson Bridge Road
Gainesville, GA 30506

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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?

Lanier Elementary School is one of twenty-one elementary schools located in Hall County, Georgia, located eight miles north of Gainesville. Lanier Elementary is located near Murrayville, a small community between Gainesville and Dahlonega in northeast Georgia. Lanier Elementary, named after Lake Lanier, opened in 1956 and has held a reputation as an excellent school in the community.

The current student population at Lanier Elementary is 621 students. We serve students in kindergarten through fifth grades and students in English Language Learning, special education resource and gifted classrooms. We also house the ninth district pre-kindergarten of twenty-two students. Enrollment has been consistent over the last three years between 600-630.

The demographic makeup of our student body reflects the surrounding community. Of the student population, 77% of the students are white, 18% is Hispanic, 2% is African American and 3% is multi-racial. Additionally, 60% of the students are economically disadvantaged, 8% are in a special education program, 10% are in the gifted education program and 12% of the students are in the ELL program. The diversity of our student population has remained consistent the last three years. The economically disadvantaged has increased from 54% to 60% in the last three years.

Students are taught by a highly qualified staff. One-hundred percent of the our staff have met highly qualified requirements and are assigned to areas in which they are certified to teach. 68% of our staff have graduate degrees, 34% have reading endorsements, 14% have ESOL endorsements, 23% have gifted endorsements, 17% have educational leadership certification and 17% have middle grade certification in addition to elementary certification. 29% serve as mentor teachers for our PDC students and 20% have participated in the Hall County Leadership Academy. Three of our staff members provide professional learning at the county level.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Lanier Elementary School is to foster respect, responsibility, and relevance that guide Lanier Elementary School and its community in nurturing independent lifelong learners and productive citizens. This is the charge and intention of our community. Our school pursues exemplary opportunities and academic excellence in order to produce lifelong learners and productive citizens for our community. Students at Lanier Elementary become skilled at taking action for their learning, responsibility for their actions, respecting themselves as well as others, and making good choices that improve their quality of life. Our school values and believes that that who we are, what we do, and how we think and feel are at the core our school. We believe that all students have worth and are capable of learning through their different styles and at different rates. Through cooperation with students, teachers, parents, and our community we develop responsible and motivated decision makers. Our students demonstrate greater achievement when they help set goals and are challenged by high expectations. We feel that students should be actively involved in their learning to be successful. Respect for self and others is modeled and expected by all stakeholders in our safe, caring environment. Optimum learning occurs at Lanier Elementary where our curriculum is relevant and our objectives stress higher level thinking skills. We trust our administrators to provide leadership and assistance for teachers to ensure classroom environments are conducive to learning. Through teamwork and continuous professional growth and development all staff will ensure continuous quality school environments for our students.

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.

Lanier Elementary has made many notable achievements which align with our school's purpose and objective. Our school participated in the pilot of Georgia's TKES in the winter and spring of 2012, the hold harmless year in 2012-2013, and full implementation in our 2013-2014 school year. The teachers participate in staff development on each of the 10 areas included in TKES: professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication.

Our students are exposed to technology through regular instruction using our variety of devices. Lanier has actively worked to increase our devices by adding 55 inch HDTVs and hover cams to each homeroom. Ipad minis and laptops are available for checkout. There are two computer labs, one is used for computer rotation classes which support individual reading and math needs. The other lab is used as an open lab where teachers may bring their classes to utilize computer activities and for projects after 11:00 daily. In the morning of each day, students in grades 2, 3, and 4 participate in the skills lab to learn and reinforce computer skills. Staff participate in Web Wednesday sessions the first Wednesday of each month. These sessions provided instruction, practice, use of web tools to supplement teaching and instruction.

The School Improvement Plan aligns with the Hall County School system improvement initiatives and is based on our current data. The School Improvement Plan targets annual measurable goals and outlines strategies and a Short Term Action Plan that will lead to achievement of the goals. The SIP/STAP are monitored regularly by the leadership team and progress is shared with the faculty at monthly meetings. Our STAPs this school year have focused on Science, Math, Differentiation, Poverty, and 21st Century learning. Grades 3-5 created Science labs to allow for hands on learning and support our Science focus.

Each year, the certified teachers nominate an outstanding teacher to represent each grade level in the vote for Lanier Teacher of the Year. Once the final vote is held, the teacher of the year is named for Lanier and goes on to compete for Hall County Teacher of the Year. In two of the last five years we have been fortunate to have a Lanier teacher represent Hall County as the district teacher of the Year.

Lanier Elementary strives to meet the needs of our diverse learning population. We feel that closing the achievement gap between economically disadvantaged learners, english language learners, fragile learners, as well as gifted learners and the real world is crucial to their success throughout their school years and the rest of their lives. Our faculty and staff work diligently to monitor progress, strengths, weaknesses, and next steps to meet the needs of all learners. These needs are met through regular classroom targeted instruction and differentiation strategies as well as EIP, ELL, SWD, Search classes and the RTI process.

While our school consistently strives to do what is in the best interest of students, there are areas in which improvements can be made based our CCRPI results. Each area of academics has been carefully analyzed and evaluated to ensure the best methods are being implemented. This process ensures accountability for teachers and monitors the progress students are making in each academic area. With grade level planning focused on Common Core Standards and TKES, teachers are finding that lesson plans are of higher quality. Our primary areas in need for improvement are math, science and social studies. Additional time for these subjects has been crafted into the daily schedule in order to maximize instructional time for upper grades. This additional time is crucial to integrate reading and writing across all curriculum domains to help close the student achievement gap.

Additional Information

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

Lanier Elementary is in a partnership with the University of North Georgia in Dahlonega called the PDC, Professional Development Community. These college students participate in 6 week rotations in all grade levels, including Special Education, as they work to meet their graduation requirements throughout our school year. Our students benefit greatly from this partnership as it puts extra hands in the classroom to work alongside our teachers collaboratively to provide our students with the best education possible.

The staff at Lanier realizes the importance of building students' esteem and recognizes students in a variety of ways. Wildcat Essentials is the program implemented for teaching our character education. Our focus as a school is to help our students to put character into action. We want students to be able to effectively demonstrate what it means to be respectful and responsible. Students from each homeroom will be recognized on WCAT for demonstrating the character trait of the month.

Students in grade 3-5 are selected to participate in a nationally recognized program for enhancing Science education and interest in Science, Science Olympiad. The group meets after school once a month to practice and investigate rigorous standards based challenges in the area of science.

Students in grades 1-5 participate in a Math Mania competition in the spring. Students were selected by their teachers based on their academic performance in math. This event provided a wonderful learning opportunity for students to engage in friendly academic competition with their peers as they showcased their math knowledge.

Each spring, our wonderful PTO and staff plan a Science Family Fun Night in order to raise funds for Science Labs. All of our Lanier students and their families are invited to attend as our teachers offer fun science activities for all ages. Different science labs, games, experiments, and activities are set up throughout the school as students explore with their parents and siblings. Concessions are offered and a silent auction is held. Auction items are donated from teachers, parents and local businesses. This is an amazing fundraiser as all money raised goes back into our school to purchase items and materials needed in our science labs throughout the school year.

Differentiated learning is a focus for all teachers in meeting the needs of students. There are learning Styles/opportunity rooms for K-2 to have hands on experiences based on their interests, choices, and needs. In addition, grades 3-5 each have science labs supplied with various centers and manipulatives for the students to experiment with. Classes rotate into the rooms/labs throughout the week. With support from the PTO Science night grade levels plan to strengthen resources.

Our staff offers opportunities to our students to participate in a variety of clubs to enhance experiential learning. Clubs usually meet once a month after school for students interested in these areas. The 4-H club is offered to students as they explore hands-on learning activities in the areas of science, healthy living, and food security. Our Chorus sings at Awards Day and other events at our local middle and high schools. Our art club creates artwork to display throughout the school as well as creates posters and advisements for various activities throughout the school year. Our WCAT team, which is a group of students who provide morning announcements each Monday via closed circuit television. The PE club fosters healthy, fun physical activities for the lifelong health and well being. The tech club explores extended learning opportunities through blended learning activities as well as assists in maintaining our student devices throughout the school on a daily basis. The Student Council at Lanier Elementary is very active in our school life and community service. Student Council meets monthly to plan fundraisers and community service efforts.

Each year, members of our staff volunteer to serve on the Relay for Life team and the American Cancer Society. Our hope is to offer support in finding a cure for cancer. Our students become involved in this effort as well as we conduct various fundraisers throughout the year. Many of our students' lives have been touched by cancer through their own family and friends so they are excited to participate in this endeavor. Some of the students in upper grades even assist in the planning and facilitation of these fundraisers. Community involvement is very important to us and we feel that this is a great way for our students and staff to give back to our community.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<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 3

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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.

Lanier Elementary School's mission statement is "Respect, responsibility, and relevance guide Lanier Elementary School and its community in nurturing independent lifelong learners and productive citizens." This comprehensive statement clearly expresses our focus on student success, as well as our goal of them for each step beyond elementary school. This mission statement is easily accessible on our school website for students, parents, and community members.

Lanier Elementary staff members share common values and beliefs about teaching and learning. Teachers are consistently collaborating in order to determine new strategies for delivering the curriculum and managing their classrooms. In addition, teachers are regularly seeking ways to improve their teaching practice through continuing education and professional learning opportunities. Staff trainings and discussions during faculty meetings regularly cover ways to increasing student engagement through addressing learning styles and interests and analyzing depth of knowledge in order to provide a challenging learning environment. Most teachers at Lanier Elementary School are regularly implementing these strategies in their instruction in order to provide students with a rigorous educational experience.

As stated on our website, our values and beliefs are as follows:

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate.

We believe...

- All students have worth and are capable of learning.
- Students have different learning styles and learn at different rates.
- The cooperation of students, teachers, parents, and the community develops responsible, motivated decision makers.
- Students demonstrate greater achievement when they help set goals and are challenged by high expectations.
- Actively involved students learn successfully.
- Respect for self and others are enhanced when modeled and expected by everyone in a safe, caring environment.
- Optimum learning occurs when curriculum is relevant and when objectives stress higher levels of thinking.

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- It is the responsibility of the administrators to provide leadership and assistance for teachers in order to ensure classroom environments are conducive to learning.
- Through teamwork, all staff will ensure a continuous quality school environment for students.
- All staff must be involved in continuous professional growth and development.

Lanier Elementary School's Leadership Team meets regularly to discuss improvement plans. These plans include an overall School Improvement Plan, individual grade level Improvement Plans, and Short-Term Action Plans implemented quarterly. These improvement plans are emailed to teachers and documented within the shared Google Drive folder. The School Advisory Council, consisting of parents and community members, also participate in the development of specific school goals. Data on student and school performance drive the development of these improvement plans. The focus of the plans is increasing student performance through the implementation of specific strategies to improve subject-matter instruction, fostering 21st Century skills, and teaching problem-solving and collaboration among all content areas. As evidence, we have agendas and minutes from continuous improvement planning meetings, the School Improvement Plans and Short-Term Action Plans, and survey results from staff.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •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"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•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 4

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

Lanier leaders are committed to practices that support student performance and school effectiveness continuously each and every year. Our operational practices are evaluated on a regular basis to affirm they clearly support the school's purpose to ensure effective monitoring of instruction and assessment to meet the needs of all students. Best teaching practices are shared and evaluated through our professional learning opportunities throughout the year and during the summer. Monies and time for these opportunities are managed carefully and deliberately to help staff to better meet the needs of our students. Teacher, parent and student handbooks are electronically available and reviewed annually with all stakeholders. Decisions are made based on careful deliberation and analysis of relevant data sources for the benefit of student learning (achievement). A systematic process is in place through our Leadership Team to develop school improvement and short term action plans that provide specific strategies, intentional professional learning, distinct roles and incremental timelines to meet our goals (CCRPI). Google drive along with our school website is the clearing house for all of these pieces of evidence.

The day to day operational management of the school is engineered to facilitate the accomplishment of reaching our goals for improvement in student learning and instruction. High expectations are a cornerstone of our school culture within each and every classroom as we embrace our responsibility to be accountable for student academic growth. Collaboration among our teachers (staff) to provide appropriate, engaging and authentic lessons framed around the standards, aligned with our assessment results in all subjects is crucial for continuous improvement.

We are a community school committed to realizing a vision (purpose) that will enrich the lives of all our students and their families through our persistence, proactive, and professional mindset that is robustly communicated through all modes of discourse. While the administration is responsible for the formal evaluation process (TKES) that leads to professional growth; each teacher(staff member) is accountable to each other to support, work with and encourage their colleagues in ensuring student success from the beginning of kindergarten until the "graduation" in fifth grade at the end of their elementary schooling.

Our strength is our people and their willingness to grow, improve and do whatever it takes to make sure our governing and leadership practices are focused on continuous school improvement. The ethos of every committee collaboration in math, science, social studies, literacy, climate, technology, RTI, etc. are framed to realize our vision (purpose) as we drill down to root cause within our data digs(DRA, CCRPI, Unit Assessment, SGP, Survey feedback) to address areas for improvement. The Principal Advisory Team, School Advisory Council and PTO Executive Committee provide a focus and impetus to challenge everyone to be the best, do the best and expect the best from to foster an environment of excellence.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •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 •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

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"> •Agenda items addressing these strategies •Authentic assessments •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 •Surveys results 	Level 3

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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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	•Survey results	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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Description of formal adult advocate structures 	Level 3

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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•Survey results•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

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">•Results of evaluation of professional learning program.•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">•Survey results•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.

Lanier Elementary School has implemented a curriculum based on learning experiences that provide opportunities for all students to develop learning, critical thinking, and life skills that align with the school's purpose and direction. Data from multiple student assessments, such as the CRCT, GKIDS, pretests, formative assessments, and Hall County Unit assessments in Literacy and Math are used to monitor and adjust curriculum and instruction to best meet the needs of all students. Teachers plan and use instructional strategies that ensure student collaboration, self-reflection, and development of critical thinking skills. Administrators attend collaborative team meetings, school committee

meetings, district strategic planning, and review lesson plans. Student achievement data is regularly monitored. These interactions provide information that helps determine individual professional learning plans and the development of school wide professional improvement plans. All staff members participate in collaborative professional learning communities that meet both formally and informally. Common grade level planning allows for multiple scheduled collaborative sessions per week. All teachers use instructional processes that inform students of learning expectations and performance levels. Georgia Common Core Standards, essential questions, student learning maps, rubrics, and more are provided to guide and inform students of instructional goals. Ongoing use of flexible grouping, formative assessments, and modified instruction will continue to meet students' needs.

Due to budgetary discretions at the Hall County level funding for an Instructional Coach was cut resulting in insufficient formalized mentoring, coaching, and induction programming for new faculty and staff. Although there are two teacher leaders at the county level who work with schools in the area of professional learning. Administration does hold meetings with new staff members to discuss the school's values, beliefs, teaching practices, and support of student learning. All teachers receive a faculty handbook with expectations and procedures; however an additional section for new teachers would prove to be beneficial.

Lanier Elementary School offers many opportunities to meaningfully engage families in their children's education. Newsletters, weekly folders, interactive classroom websites (i.e. Brain Pop, IX, Class DoJo), conferences, PTO meetings, Twitter, Facebook, and School Messenger are examples of communication portals offered to keep families informed of school news and activities. School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time. Lanier Elementary School has a full-time counselor that meets with classrooms on a regularly scheduled basis. The counselor also provides small group and individual sessions with students and parents upon request. Lanier provides Art, Music, Physical Education, Technology, and Media classes that see almost all students once a week. Additional opportunities to extend learning include programs such as 4-H, Chorus, Paper Recycling Program, Student Council, PE Club, Art Club, and Science Olympiad and Technology Club.

The faculty and staff of Lanier Elementary School foster connections through school and community-based involvement. Teachers use common grading and reporting policies, processes, and procedures based on criteria defined by the school and system that represent students' attainment of content knowledge and progress. Parents and stakeholders are informed of grading and progress monitoring procedures within each grade level via Open House, conferences, the school system handbook, the school website, teacher pages, and the Infinite campus portal.

All school personnel 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 to identify professional development in order to deepen the knowledge of staff. Access to school and district professional learning is available. The school and district also provide professional learning to enhance overall areas of perceived need.

At Lanier Elementary School, student data is shared, analyzed and acted upon in teams. In order to maximize available resources, a master schedule allows for common planning times for teams and the use of instructional paraprofessionals throughout the school. Professional learning days are held to allow grade levels, the school counselor, and administration to collaboratively review strengths and weaknesses in instruction and plan for the needs of groups and individual 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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	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.	<ul style="list-style-type: none"> •Survey results •School schedule •Alignment of budget with school purpose and direction •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.	<ul style="list-style-type: none"> •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 •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

Accreditation Report

Lanier Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Survey results•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 3

Accreditation Report

Lanier Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process	Level 3

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

Lanier Elementary school has the resources and provides services to support the purpose of ensuring the success of all students. County policies, processes, and procedures ensure that the school leaders have access to hire, place, and retain qualified professional and support staff. The Lanier Elementary administration gained four highly qualified and experienced educators through transfer requests from other Hall County Schools, for the 2014-2015 school year. Each of these teachers was highly recommended by their Principals and filled a need at our school due to teachers retirement, relocations and staying home with newborn.

The instructional time, material resources, and fiscal resources are sufficient and are focused on supporting the purpose and direction of the school. PTO funding helps supplement purchases of additional resources outlined in our School Improvement Plan. Instructional time is protected in policy and practice to ensure learning is intentional, focused and need based. Lanier professional educators and support staff maximize instructional time each day for the purpose of ensuring success of all students. The Lanier Elementary Leaders ensure that material resources and fiscal resources are allocated so that all students are meeting the challenging educational expectations. The Lanier Elementary leaders are continuously seeking material and fiscal resources to give the students more opportunities to succeed and teachers more tools to facilitate blended learning opportunities.

- School Master Schedule
- Classroom Daily Schedules
- School Improvement Plan(Grade level & School)
- School & Teacher Instructional Budget
- Leadership, Literacy, Math, Climate, Technology Team Minutes
- PTO Minutes and Budget
- BYOD Guidelines
- Media Center Budget
- Media Center Inventory

Lanier Elementary School maintains facilities, services, an equipment to provide a safe, clean and healthy environment for all students and staff. The Hall County School System contracts the services of employees from GCAS janitorial services. The daytime employees and night-time staff work diligently to keep the school clean and safe for the students.

Fire Drills/Evacuation Drills, Tornado Drills, and Lock-Down Drills are practiced monthly to ensure the proper procedures are in place and being followed for the safety of all students, faculty, and staff.

Students and Lanier's professional educators and support staff use a range of media and information resources to support educational programs. The media center staff includes one certified Media Specialist, and one Media Clerk, who also holds a media specialist certification. These staff members are available to assist students and school personnel in learning about the tools and location for finding and retrieving information. School Personnel use the Outlook Calendar to schedule story times, book checkouts, research lessons, and cross-curricular technology and Web 2.0 lessons. The media specialist also has a separate schedule for lessons she teaches within classrooms and computer labs. One Wednesday per month, Allison Read, our Lead Media Specialist, leads Web Wednesday professional learning programs for school personnel. These training sessions include instructional technology strategies and tools to incorporate into instruction.

A Media budget is used in order to provide teachers and students with needed materials and equipment. This budget is funded through two book fairs annually. In addition, Hall County Board of Education provides Lanier with a separate Equipment budget that is used to purchase equipment and online resources. Sufficient SPLOST funds are provided to supplement the library's collection of fiction and nonfiction books. PTO provides the school with additional funds each year in order to purchase needed equipment.

The technology infrastructure of Lanier Elementary supports and meets the needs of the teaching, learning and operational needs of all stakeholders. Teachers have an average of three desktops per classroom. Most of these devices are between eight and ten years of age. We currently have 75 laptops and 64 iPad Minis available for student use. An additional 42 student laptops will be arriving prior to testing in the spring. Teachers will be receiving new laptops in January, making their previous laptops available for students within each classroom. Two computer labs are used within the Connections rotation and available for sign-up. These labs contain newer, fully-functional desktops. Ten desktop computers are also available in the media center for student use. Each classroom is equipped with a display system (55"-screen television or projector) and a Hover Cam document camera. The school Technology Committee meets quarterly in order to determine the instructional technology needs of students. The main priority has been the purchase of additional iPad Minis.

Lanier Elementary School Professional Educators and Student Services Personnel provide support services that meet the physical, social, and emotional needs of the students. Responses to Intervention (RTI) processes are in place to meet students' needs at any level, academically, physically or emotionally. The RTI Leaders support the teachers at the grade-level with the implementation of strategies, tracking data, and documentation of the data and results. Lanier Elementary teachers consult with the County School Psychologist, Occupational Therapists, and a Speech Language Pathologist to provide appropriate services for all students. Special Education teachers work with students that have qualified for services. They use the resource and co-teaching model to serve these students.

The School Counselor works with all students in the school supporting students and families with social, emotional, and behavioral needs. The counseling program consists of individual counseling, small group counseling, and classroom guidance. Career Education is provided to students through classroom guidance as each grade-level explores the Career Clusters. A partnership with Chestatee High School Work Based Learning and Youth Apprentice students has been developed to help students explore the career clusters. The counselor works closely with the social worker to monitor attendance and help families in need. The counselor works with community agencies to provide counseling, help with food, shelter, and clothing, interventions due to child abuse or neglect, help with medical needs, and help for academic or behavior concerns. She works closely with other school counselors and the Student Services director. The Character Education Program is called Wildcat Essentials, taken from Ron Clark's, Essential 55. Different Essentials are taught each month to help students understand the Character Education trait for the month. One student from each classroom is recognized on the Wildcat News each month.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Documentation of attendance and training related to data use •Survey results 	Level 3

Accreditation Report

Lanier Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•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•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">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•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.

Lanier Elementary School consistently implements comprehensive assessments that provide a range of data about student performance. Professional educators and support staff provide processes and procedures for analyzing, collecting, and applying various sources of data. At the school level, Lanier adheres to the Hall County testing/assessment calendar and implements a school-wide testing plan. Lanier ensures consistent measurement across classrooms by developing and following the school professional assessment and learning schedule. Continual monitoring of these procedures and protocols are in place for sustainability.

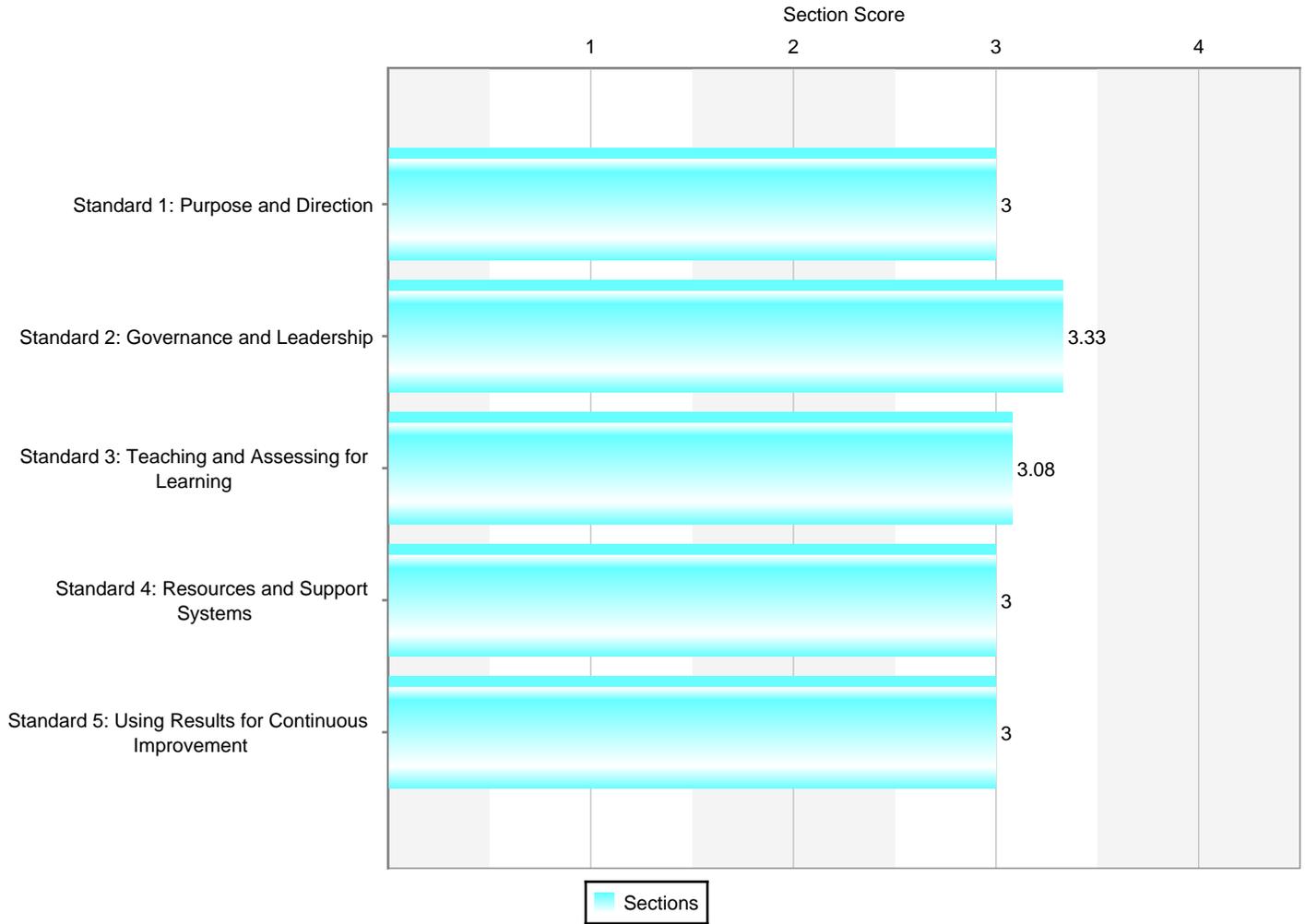
Lanier's professional educators and support staff consistently use systematic processes and procedures for collecting, analyzing, applying learning from multiple data sources and utilize the results to continue student improvement. Data sources include comparison and trend data that offer a comprehensive representation of student learning, instruction, program effectiveness, and the learning environment. Yearly grade level improvement plans are monitored and updated.

Professional and support staff members are provided training through professional learning programs related to the evaluation, interpretation, and use of data. Lanier's Leadership and Professional Learning Teams monitor the needs for additional training as needed.

Policies and procedures define the process for analyzing data that determine verifiable improvement in student learning, including readiness for success at the next level. Lanier's 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. Continuation of vertical grade level discussions throughout the year, as well as year-end, focuses on individual student needs, including readiness for success at the next level. Lanier's administration and leadership team monitor comprehensive information concerning student achievement, conditions that support student learning, and the attainment of school improvement goals. Leaders consistently and successfully communicate results to all stakeholder groups through multiple delivery methods.

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	Attached is the stakeholder feedback worksheet that shows our parent, staff, and student survey results.	stakeholder feedback worksheet Stakeholder narrative

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?

Survey results indicate the highest level of satisfaction or approval in several categories. From the parent survey for February 2014 in the area of Standard 1 Purpose and Direction the statement, "Our school's purpose statement is clearly focused on student success" and Standard 4 Resources and Support Systems the statement, "Our school provides a safe learning environment," received the highest level at a rate, "Strongly Agree" level of satisfaction or approval. Several other categories qualify as areas of notable achievement with levels of high satisfaction from the February 2014 Parent Survey. They include the statement,

"Our school communicates effectively about the school goals and activities."

"All of my child's teachers use a variety of teaching strategies and learning activities."

"All of my child's teachers work as a team to help my child learn."

"My child knows the expectations for learning in all classes."

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

"Our school provides qualified staff members to support student learning."

"Our school provides protected instructional time."

"Our school maintains facilities that support student learning."

Finally, in the student survey the highest level of satisfaction or approval for the February 2013 survey was to the statement,

"In my school my teachers want me to do my best work."

Several other statements on the student survey indicated a high level of satisfaction.

"In my school principals and teachers want every student to learn."

"My school has computers to help me learn."

"My school has many places where I can learn, such as the library."

"My principal and teachers help me to be ready for the next grade."

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

Survey results indicate the highest level of satisfaction or approval in several categories. From the parent survey for February 2014 in the area of Standard 4 Resources and Support Systems the statement, "Our school provides a safe learning environment," received the highest level of satisfaction or approval. Several other categories qualify as areas of notable achievement with levels of high satisfaction or approval include the statements, "Our school communicates effectively about the school goals and activities." and "Our school provides a safe learning environment". Standard 1 Purpose and Direction the statement, "Our schools purpose statement is clearly focused on student success" scored strongly agree and agree category on the February 2014 survey and similarly in prior surveys. These scores indicate an area showing a trend toward increasing stakeholder satisfaction. Standard 2 Governance and Leadership the statement, "Our school's governing body operates responsibly and functions effectively" scored in the strongly agree and agree category on the February 2014 parent survey and similarly in prior parent survey. These scores indicate an area showing a trend toward increasing stakeholder satisfaction. Also in Standard 2 Governance and Leadership, the statement, "Our school has high expectations for students in all classes" scored in the strongly agree and agree category on the February 2014 parent survey and similarly in prior parent surveys, indicating a trend toward increasing stakeholder satisfaction. Standard 4 Resources and Support Systems, the statement, "Our school ensures that instructional time is protected and interruptions are minimized" scored in the strongly agree and agree category and similarly in prior parent surveys showing a trend toward

increasing stakeholder satisfaction.

Staff survey data indicated a trend toward increasing satisfaction or approval on several statements in Standard 1 Purpose and Direction by responding strongly agrees or agree on several statements. First, in Standard 1 Purpose and Direction, the statement, "Our school's purpose statement is clearly focused on student success," scored 100% on the February 2014 survey and similarly on prior survey indicating a trend toward increasing satisfaction or approval.

Also, in Standard 1 Purpose and Direction, the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body," scored 99.08% on the February 2014 survey and similarly on prior surveys, indicating a trend toward increasing satisfaction or approval. Finally in Standard 1 Purpose and Direction, the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth" scored 100% on the February 2014 survey and similarly on prior surveys indicating a trend toward increasing satisfaction or approval. Standard 1 Purpose and Direction, the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders," scored in the strongly agree and agree category on the February 2014 survey and similarly in prior surveys.

Finally, student survey data indicated that students responded strongly agree or agree in the "I agree or yes categories to the following statements: Standard 1 Purpose and Direction, the statement, "In my school I am learning new things that will help me," in the February 2014 survey and similarly in prior surveys. Standard 2 Governance and Leadership the statement, "In my school my teachers want me to do my best work" scored 96.6% on the February 2014 survey and similarly on prior surveys. Finally, under Standard 5 Using Results for Continuous Improvement the statement, "My principal and teachers help me to be ready for the next grade," scored 94.3% on the February 2014 survey and similarly on prior surveys. After examining the results of the overall lowest and the trends toward decreasing stakeholder satisfaction and approval, the combined picture indicates each stakeholder group has a different area that requires enhancement.

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

The findings are consistent with teacher, student and parent meetings, conference information, student interviews and other parent surveys. These data sources while not necessarily all quantitative, provide the school with the information needed to make modifications throughout the year, as well as to develop and implement plans for continuous improvement.

Areas in Need of Improvement

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

Parents responded with lowest level of satisfaction to, "Our school purpose statement is formally reviewed and revised with involvement from parents" at 65%. Staff responded with the lowest level of satisfaction to the area of planning and peer coaching, "In our school, staff members provide peer coaching to teachers" at 79%. Students responded with the lowest level of satisfaction in the area of "My principal and teachers ask me what I think about school" at 66%.

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

Parents and Staff responded with lowest level of satisfaction to, "Our school provides opportunities for students to participate in activities that interest them" at 73%. Staff responded with the lowest level of satisfaction to the area of planning and peer coaching" at 79%. Students responded with the lowest level of satisfaction in the area of "My principal and teachers ask me what I think about school" at 66%.

What are the implications for these stakeholder perceptions?

After examining the results of the overall lowest and the trends toward decreasing stakeholder satisfaction and approval, the combined picture indicates each stakeholder group has a different area that requires enhancement. Lanier will continue to seek opportunities to build new methods of outreach and communication with parents concerning, "Our school's purpose statement is formally reviewed and revised with involvement from parents" their area of concern.

Regarding the staff results, Lanier will conduct a study with the staff that will help to define the school's peer coaching program. Leadership will meet with teachers and staff to make sure the program is functional and is an appropriate support vehicle for all teachers and staff where appropriate. Peer coaching can be included in the schools professional development program to support instructional improvement that is consistent with the values Lanier believes about teaching and learning.

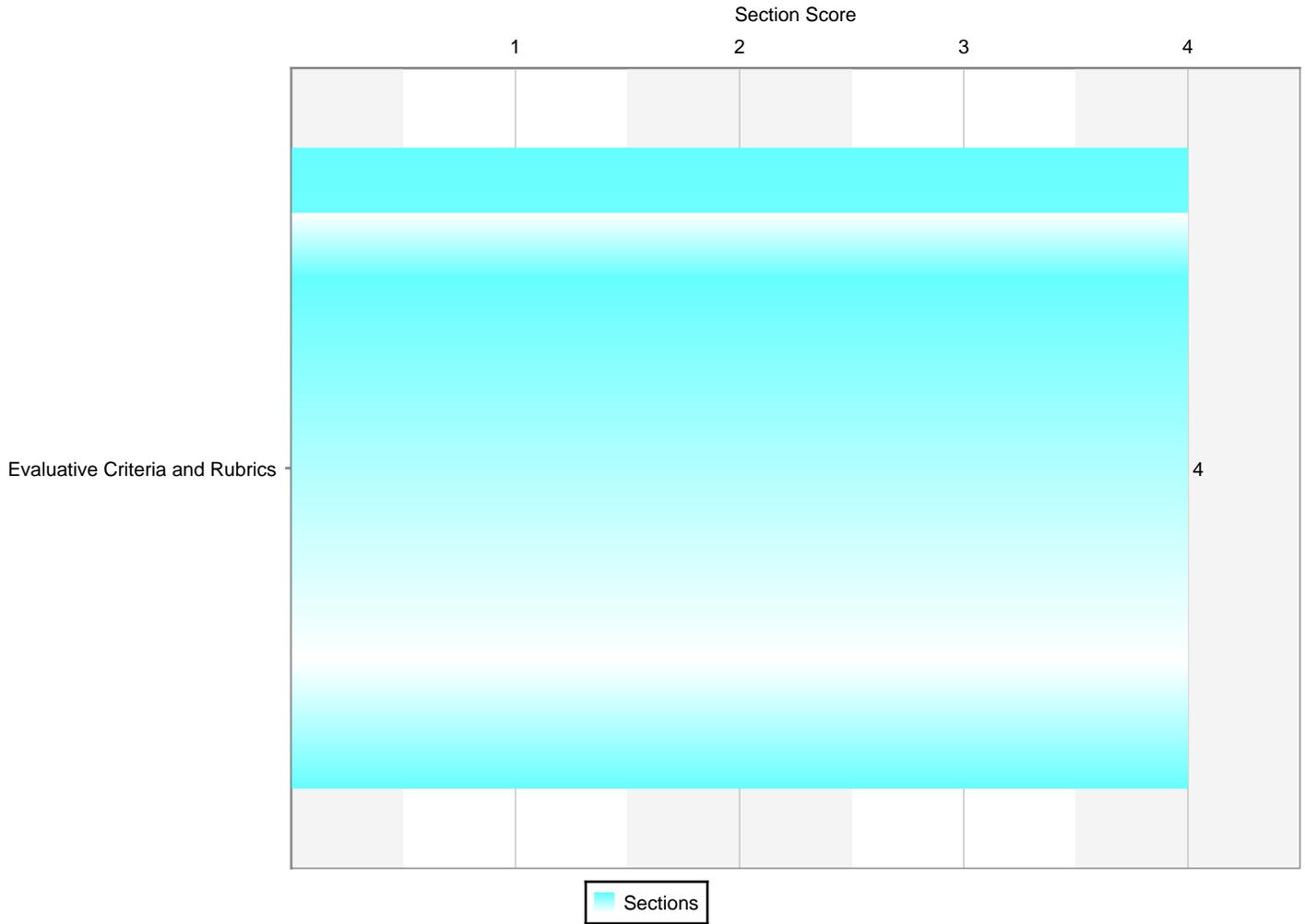
Student results show that students responded with lowest levels in the area of not being asked about what they think about school. Lanier will work to improve communication with our students about our mission statement and how it is designed to empower them to reach their full potential. We will work on Lanier's statement of purpose and make sure all students have an increased awareness of how this statement involves them as a viable part of Lanier Elementary school.

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

The findings are consistent with teacher, student and parent meetings, conference information, student interviews and other parent surveys.

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		Lanier student performance data Lanier Data 2010-2014

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

In Reading for Grade 5, 95% of students met or exceeded the standards, Grade 4, 93% of students met or exceeded standards, and Grade 3 92% met or exceeded standards with a combined score of 93%

In Social Studies and English Arts combined performance were areas above the expected level of performance.

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

A positive trend is seen in the following areas: 3rd, 4th and 5th grade Reading were noticed.

Which area(s) indicate the overall highest performance?

Overall highest performance is found in 3rd and 4th grade Reading.

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

Lanier's English Language Learners show a positive trend in ELA and Reading.

Between which subgroups is the achievement gap closing?

Based on subgroup data the achievement gap is closing in 5th grade Reading, 4th Grade Reading, and 5th Grade English Language Arts.

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

All findings are consistent with data from other sources including the ACCESS test

Areas in Need of Improvement

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

Our initial analysis of Science and Math indicated that there was opportunity for growth. In Science, Earth and Life Science was the weakest domain for third, fourth and fifth grade. In addition, Social Studies showed the weakest domain for third, fourth, and fifth grades were Economics and Geography. The weakest domains for third, fourth and fifth grades were Numbers and Operations and Data Analysis.

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

For Math, 76% of the third grade students met or exceeded the standards and 70% in Science. For Math, 76% of the 4th grade students met or exceeded the standards. For Social Studies, 75% of the 5th grade students met or exceeded the standards.

Which area(s) indicate the overall lowest performance?

Our initial analysis our SWD and ED subgroup population remain constant with little or no growth.

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

There is no data that indicates a subgroup with a trend toward decreasing performance

Between which subgroups is the achievement gap becoming greater?

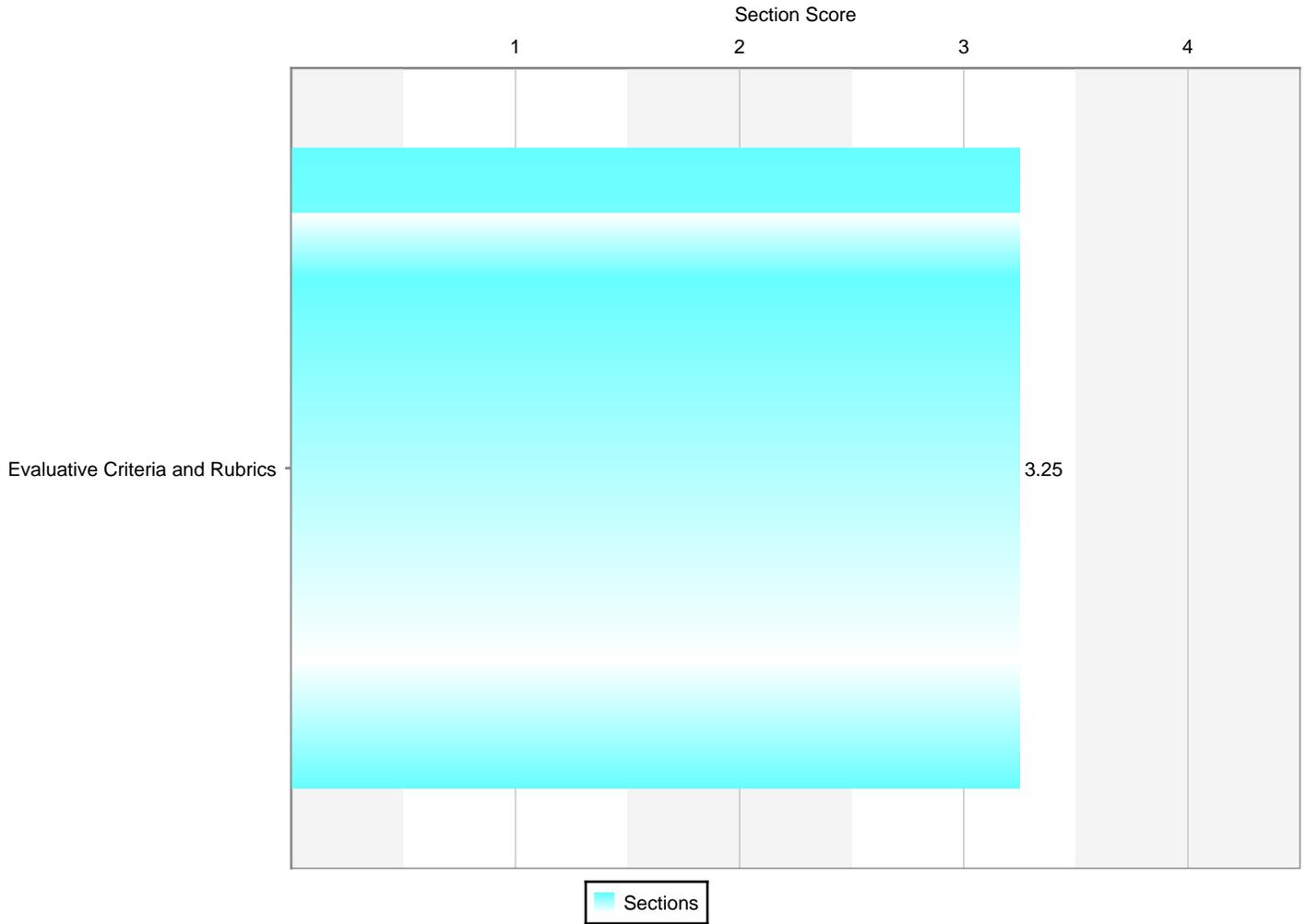
Initial analysis of our SWD and ED subgroup populations indicates that the achievement gap for those subgroups is remaining stable. However, our SWD subgroup population is meeting their IEP goals for achievement.

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

CRCT, DRA, IEP, and Unit Assessment data support the previously reported findings.

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.	<p>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:</p> <ul style="list-style-type: none"> - 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		Lanier School Improvement Plan