Accreditation Report

Oakwood Elementary School

Hall County School System

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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?

Description of the School

Oakwood Elementary School is located in the Cluster of West Hall County. The school serves approximately 478 students, and over 80% receive free and reduced lunch. Fourty-five percent of our students are Hispanic, 47% are Caucasian, 5% are African American, 1% Asian, 2% are multi-racial. Twenty-four percent of our students are English Language Learners. Oakwood is a long standing community school and as a result of this, the school environment is a close knit family. As a result, the children are loving and respectful. Students watch out for younger siblings and treat each other with kindness.

The school offers free morning tutoring and free after school tutoring with parent- provided transportation through Instructional Extension Funds. Students also have before and after school opportunities to participate in activities which offer enrichment such as the Drama Club, Garden Club, Mondays in Motion, the Art Club, Girl Scouts, Boy Scouts, YMCA, Tech Kids, and the Knitting Club. Parents attend events by the hundreds such as Curriculum Night, Field Day, Parent Teacher Organization Performances, Honors Ceremonies, Leader in Me Day, Talent Night, and the Valentine Dance.

Our strengths and accomplishments include: Dramatically raising test scores in the 2013-2014 school year; the ongoing attention to supporting a loving, caring environment for children especially ones with special circumstances; and the ongoing communication between staff and administration.

School's Purpose

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

School's Purpose

The school mission statement for Oakwood Elementary is, "Empowering Today's Students to Become Tomorrow's Leaders." We truly operate under this mission statement. Even though we serve a diverse, high-poverty population of students, we make no excuses. Our students at Oakwood are held to high standards both morally and academically. Students practice the 7 Habits of Highly Effective People daily, both in school and out of school. We make data-driven decisions to provide an appropriate educational setting for each child. Each grade level monitors monthly progress based on assessment data gathered in each classroom through the implementation of running records, end of unit formative assessments, informal assessments, teacher-student conferencing, and teacher observation. The data is collected, collaboratively analyzed, and is summarized in our data room. We use these outcomes to guide the formation of the school's school improvement plan and professional learning plan, which in return improves classroom instruction. These plans are developed collaborative through the Leadership Team each summer. Oakwood Elementary has fully implemented standards-based classrooms to increase competency and rigor by designing common assessments in accordance with curriculum maps which include higher order thinking, technology integration, looking at student work, differentiated instruction, and teacher commentary.

Our school's vision is, "Oakwood Elementary strives to equip our students with the skills and knowledge necessary to be successful in school and in society". We envision Oakwood to have the following components.

Curriculum:

- Standards Based

- Rigorous

- Needs Based

- Vertically Aligned

Instruction:

- Differentiated

- Integrated

- Collaborative

- Research Based

- Data Driven

- Innovative

Assessment:

- Aligned to the CCGPS

- Rigorous

- Ongoing

- Varied

- Analyzed

Environment:

- Eagle PRIDE

- Orderly, Safe and Welcoming

- Communication Among Stake Holders

- Supportive Family and Community Involvement

- Recognition of Success

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.

Notable Achievements and Areas of Improvement

By reaching out to the parents and community for input, we have increased community involvement. For example, only three parents attended the 2013 fall parent meeting, whereas over 30 parents attended the 2014 Title 1 parent meeting. We have achieved stabilization of leadership and school improvement and have moved past the difficulties of having three different principals in the six years. Discipline referrals have decreased, administrators spend more time in classrooms supporting instruction, and teachers have been empowered to influence change.

Several of our teachers have also participated on county level and state level committees to develop SLO (Student Learning Objective) assessments which correlate to the Common Core Georgia Performance Standards and the state's new accountability system called the Career and College Readiness Performance Index (CCRPI). In addition, our model for Response to Intervention (RTI) has also been recognized at the county level. Our RTI representative, Kristi Jones is often consulted by our county about our method for managing minutes, interventions, data, and student files.

Very importantly, Oakwood Elementary School has managed to dramatically raise test scores in just one year. In the 2014 school year we were the only school to see gains across every subject area in grades 3-5. Some of our gains were as saw 30% increases!

Additional Information

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

Additional Information

At Oakwood, we actively engage stakeholders through planned events with our parents, our school nurse, our Bilingual Parent Liaison, our counselor, and our community partners. Many engaging family events are available to our families each year. We offer Curriculum night so that parents can visit classrooms to receive information regarding what the students will be learning for the year. We offer festivals and events such as Bingo, Movie Night, the Spring Fling, and the Fall Festival. These events bring the school and community together.

Our school is fortunate to have a full-time school nurse. She completes student hearing, vision, and dental screenings in house. She has a strong relationship with parents/families and is greatly trusted within the community. She arranges free dental care for our neediest families through programs such as "Help a Child Smile" in which she brings a dental team to the school. For vision support, the nurse also coordinates with "Hometown Lens Crafters" which is a vision program that provides free vision screening and glasses.

Oakwood Elementary is also fortunate to have a full-time Parent Liaison. She has a dynamic personality and is trusted and loved by the community. She organizes monthly bilingual Parent Outreach Meetings where she addresses topics of parent choice such as how to help your child with homework and how to help your child to stay out of gangs.

In addition, Oakwood Elementary School has a devoted counselor who goes the extra mile to help our families. She arranges a "Backpack of Love" program which she coordinates through a local church. It gives our neediest families nonperishable food items every Friday so that the children have good food to eat over the weekend. She arranges holiday help in December through "We Care", the Salvation Army, the Rotary Club, and local churches so that our neediest children receive new shoes, clothes and even a few toys for Christmas. She coordinates a mentoring program for students, a Career Day for students in which community business come in to share information about their jobs, and she provides classroom guidance lessons about topics such as "Speak up, Be Safe."

In conclusion, Oakwood Elementary also has an active relationship with many community partner organizations. Oakwood boasts many business partners. These organizations provide curriculum resources to the school such as school supplies and these organizations allow students, families and school staff to have interaction outside the school setting to develop close relationships. Our Sheriff's Department provides the ADVANCE- "Drug Free" Program to our students.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •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	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•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 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.

At the request of the former principal and based on his vision for the direction he wanted to lead Oakwood Elementary School, during the school year of 2009-2010, the members of the OES Leadership Team were instructed to read The 7 Habits of Highly Effective People by Stephen Covey. During that same school year, those members visited several "Leadership" schools who implemented the 7 Habits into their school curriculum in Cobb County, Georgia, Macon, Georgia and A. B. Combs Elementary School in South Carolina to observe how the 7 Habits affected the faculty, staff, students, and parents. The next step of the process involved the OES Leadership Team sharing what they learned and observed pertaining to the 7 Habits with the rest of the faculty and staff at OES. In the summer of 2010, the faculty and staff attended a three day workshop containing intensive training, thus immersing themselves in the 7 Habits. As the staff of Oakwood Elementary School, we chose through a voting process to become a "Leadership" school. During post-planning 2010, the teachers and staff brainstormed a new mission statement and vision for Oakwood Elementary School based on the principles detailed in Stephen Covey's book The 7 Habits of Highly Effective People. The new mission statement and vision were voted on and adopted by the teachers and staff of Oakwood Elementary School in the fall of 2010.

Our mission statement is, "Empowering Today's Students to Become Tomorrow's Leaders". Our vision is, "Oakwood Elementary strives to equip our students with the skills and knowledge necessary to be successful in school and in society. We envision Oakwood Elementary to have the following components:

Curriculum:

- Standards Based

- Rigorous

- Needs Based

- Vertically Aligned

Instruction:

- Differentiated

- Integrated

- Collaborative

- Research Based

- Data Driven

- Innovative

Assessment:

- Aligned to Georgia Performance Standards (GPS)

- Rigorous

- Ongoing

- Varied

- Analyzed

Environment:

- Eagle P.R.I.D.E.

- Orderly, Safe, and Welcoming

- Communication Among Stakeholders

- Supportive Family and Community Involvement

- Recognition of Success

The mission statement is posted in each classroom, the entrance to the school, and on the school website.

In order to review, revise, and communicate our school purpose for student success, Oakwood Elementary established a Lighthouse Team consisting of administrators, teachers, and parents with the purpose of collaboration of the whole school community to showcase "Leadership" among students in our school. In accordance with the 7 Habit principles to be a "Lighthouse" school, a Student Lighthouse Team was established consisting of student representatives from each class in grades third through fifth. They meet once a month to discuss various ways to accentuate student leadership. During the summer of 2014, the Teacher Leadership Team, consisting of teacher representatives from each grade level, met and discussed the positives and negatives indicated by the state CRCT exam at Oakwood Elementary. From this meeting, a School Improvement Plan was developed including a percentage of expected growth for each grade level in each subject area.

We will continue to review, revise, and communicate our school purpose through our morning news show, classroom as well as school wide newsletters. We will document our scheduled review process through meeting minutes. All stakeholder groups will have the opportunity to be a part of this process.

Oakwood staff, students, and stakeholders are committed to the principles stated in The 7 Habits of Highly Effective People by Stephen Covey. In November 2011, a group of staff members with administrative personnel attended a two day "Leader in Me" facilitator training in order to maintain the mission and vision of OES as well as train new faculty and staff members. The 7 Habits are embedded throughout our school mission statement: "Empowering Today's Students to Become Tomorrow's Leaders" and our vision: "Oakwood Elementary strives to equip our students with the skills and knowledge necessary to be successful in school and in society." Evidence of this being regularly communicated is the school mission statement posted at the entrance of the school, the 7 Habits tree painted on the wall in a prominent area of the school outside the media center, the 7 Habits signs hanging outside of each school corridor, school bulletin boards indicating student leadership, grade level mission statements, teacher mission statements located outside of each classroom, and school and grade level newsletters. The teachers model the 7 Habits using Habit 2-Begin With the End in Mind by beginning each lesson with an essential question and creating lesson plans that allow students to use Habit 5-Seek First to Understand, Then to be Understood and Habit 6-Synergize through partner/group work such as literature circles which are student discussions about books they are reading. Students have assigned leadership roles within these groups. When students are having a disagreement, teachers encourage them to use Habit 4-Think Win-Win. All students are urged to Be Proactive-Habit 1-each day. Teachers and students do book studies yearly on The 7 Habits of Highly Effective People and The Leader in Me by Stephen Covey.

The teachers and staff are committed to providing vertical instruction in mathematics through Every Day Counts Calendar Math taught each morning from 7:55-8:10 in each classroom where students have the opportunity to continuously review previously learned math skills while being introduced to grade level curriculum in addition to what is found in the CCGPS, "Singapore Math"-the foundation of the math curriculum, and the Common Core Georgia Performance Standard Frameworks. We are focused on Tier 3 the Depth of Knowledge (DOK) complexity chart in all subject areas. For those students struggling to meet the state CCGPS, OES offers early morning and afternoon

tutoring sessions in the areas of math, reading, and writing for all grade levels kindergarten through fifth grade. We also have quarterly Town Hall meetings established to recognize and celebrate the leadership culture that is evident throughout our school. At Oakwood Elementary there are a variety of special interest groups provided for students to enhance cultural experiences and learning opportunities. These include, but are not limited to; Bird Watching, Yoga, Spanish Club, Manners Club, Art Club, Garden Club, Fitness Club, and Mondays in Motion-an opportunity for additional physical activity.

Finally, indicated evidence of a commitment by faculty, staff, and administrators of Oakwood Elementary School to instructional practices that include student engagement, a focus on depth of understanding, and the application of knowledge and skills are the workshops established and facilitated by fellow teachers. These include the Writer's Workshop, Reader's Workshop, Math Workshop, Phonics Discussion, and Earth Science workshop (indicated as a need for improvement in the School Improvement Plan). These workshops are run by teachers of the school for teachers to learn how to better instruct the CCGPS in these areas, engage students, and aid them in allowing students to further apply the knowledge and skills they are learning. In addition to in-school training, faculty members had the opportunity to attend Literacy Conferences in Athens, GA and Young Harris, GA to enrich instructional strategies in English/Language Arts. The Enrichment Team meets with our teacher of the gifted to collaborate and provide a challenging learning environment for students. Through the combination of the 7 Habits and rigorous instruction we have implemented, the teachers, staff, and administration of Oakwood Elementary School believe all students are achieving instructional and life skills necessary for success now and in the future.

Oakwood staff, students, and stakeholders are committed to the principles stated in The 7 Habits of Highly Effective People by Stephen Covey. In November 2011, a group of staff members with administrative personnel attended a two day "Leader in Me" facilitator training in order to maintain the mission and vision of OES as well as train new faculty and staff members. The 7 Habits are embedded throughout our school mission statement: "Empowering Today's Students to Become Tomorrow's Leaders" and our vision: "Oakwood Elementary strives to equip our students with the skills and knowledge necessary to be successful in school and in society." Evidence of this being regularly communicated is the school mission statement posted at the entrance of the school, the 7 Habits tree painted on the wall in a prominent area of the school outside the media center, the 7 Habits signs hanging outside of each school corridor, school bulletin boards indicating student leadership, grade level mission statements, teacher mission statements located outside of each classroom, and school and grade level newsletters. The teachers model the 7 Habits using Habit 2-Begin With the End in Mind by beginning each lesson with an essential question and creating lesson plans that allow students to use Habit 5-Seek First to Understand, Then to be Understood and Habit 6-Synergize through partner/group work such as literature circles which are student discussions about books they are reading. Students have assigned leadership roles within these groups. When students are having a disagreement, teachers encourage them to use Habit 4-Think Win-Win. All students are urged to Be Proactive-Habit 1-each day. Teachers and students do book studies yearly on The 7 Habits of Highly Effective People and The Leader in Me by Stephen Covey.

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the school for teachers to learn how to better instruct the CCGPS in these areas, engage students, and aid them in allowing students to further apply the knowledge and skills they are learning. In addition to in-school training, faculty members had the opportunity to attend Literacy Conferences in Athens, GA and Young Harris, GA to enrich instructional strategies in English/Language Arts. The Enrichment Team meets with our teacher of the gifted to collaborate and provide a challenging learning environment for students. Through the combination of the 7 Habits and rigorous instruction we have implemented, the teachers, staff, and administration of Oakwood Elementary School believe all students are achieving instructional and life skills necessary for success now and in the future.

Opportunities for continued improvement are available through Professional Learning during and after school. Some of these Professional Learning opportunities are established and facilitated by fellow teachers. These include the Writer's Workshop, Reader's Workshop, Math Workshop, Phonics Discussion, and Earth Science Workshop. These workshops are designed for the faculty to learn and share how to better instruct the CCGPS in these areas, engage students, and aid them in allowing students to further apply the knowledge and skills they are learning. There are a variety of Professional Learning opportunities that take place outside the school and some include the Literacy Conference, which is an opportunity to enrich instructional strategies in English and Language Arts. The Georgia Educational Technology Conference (GaETC) and The International Society for Technology in Education (ISTE) are conferences various teachers have attended. The National Educational Technology Standards (NETS) are a set of standards published by the International Society for Technology in Education for the purpose of leveraging the use of technology in K-12 education to enable students to learn effectively and live productively in an increasingly digital society. The Georgia Math Conference (GMC) at Rock Eagle is another opportunity for teachers to learn a variety of ways to teach math and to bring this information back to share with the rest of the faculty and to their students. Stakeholders are involved in this process of continued improvement through Lighthouse Meetings, which consists of administrators, teachers, and parents with the purpose of collaboration of the whole school community to showcase "leadership" among students in our school. Parent meetings are also an important factor in continued improvement and these are designed to give parents the opportunity to hear about the current and ongoing events in their child's grade level. Curriculum Nights are offered to enable parents to hear and see what a day is like in their child's classroom. Teachers share their schedule and clarify any misconceptions parents have about curriculum, homework, and schedules. Evidence to show we are using data for growth includes grade level math facts displayed in halls and end of unit math, as well as reading assessments graphed and displayed in the data room. Our action plan to achieve improvement goals is included in the School Improvement Plan which includes a timeline on which students graph a variety of subject areas to show growth, through self-monitoring, in their Student Leadership Notebooks. Other evidence that promotes continued improvement in our students is the practice of ongoing running records on every student to ensure that students are working on the correct reading level, as well as to guide instruction in areas of weakness. Pre-assessments and cumulative post formative assessments are used to determine what students already know drive instruction, and to gauge what students have learned. Daily Math drills, which vary by grade level, are used to build fluency in basic math skills. DRA's (Diagnostic Reading Assessments) are formally given two to three times a year to determine students' reading levels and to drive instruction. There are specific expectations and ceilings for each grade level. Raz-Kids (Reading A-Z) is used specifically for running records in grades fourth and fifth while lower grades use it for fluency and monitoring comprehension. Spelling City is an online program used to reinforce spelling skills. Online tests are provided for students to gauge their own progress. Vocabulary City is a similar program that reinforces vocabulary skills. SLO's (Student Learning Objectives) are used for kindergarten through third grade students and include a pretest in September and a posttest in April covering the basic end of year standards. These are to show the academic growth of each student for the year. Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a yearlong assessment for kindergarten students that covers all academic areas, fine and gross motor skills, and approaches to learning. Fitnessgram is a state mandated health assessment given to students in grades first through fifth with reports sent to parents in fourth and fifth grades. The Enrichment Team provides another opportunity for continued improvement by developing contracts for high-achieving students who need to be challenged in the regular classroom who have not been identified as "gifted."

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

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 generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing code of ethics	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •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.

The governing body of the school consists of the principal, assistant principal, instructional coach, staff leadership team, guidance counselor, media specialist and bookkeeper. Policies and practices are in place to promote effective operation of the school. Parents, students and faculty are given a handbook with all policies and procedures. Parents, students, and personnel must sign off acknowledging the policies and procedures. Parents, substitutes, and all personnel must sign in through an identification system called the raptor. The identification system ensures the safety of all students and adults in the building. Teachers are working to provide effective instruction to all students. Teachers submit lesson plans to administration for suggestions on effective teaching strategies. Teachers use common planning time to create lessons which use effective teaching strategies. Policies and practices regarding professional growth are geared more toward the teachers with some opportunities for paraprofessionals and other staff. Money is used based on the need of the school. The school uses allocated funds based on criteria set from the state. The use of funding is outlined in the School Improvement Plan and the Title One plan. This plan is developed collaboratively by the leadership team over the summer. The strategies outlined in the plan are based on student data and a GAPS analysis process. Teachers continue to produce equitable and challenging learning experiences for all students but we feel we are rated as a 2 because we are not sure that we are reaching all learners. The committee also feels we rate at a 2 because of few opportunities for professional growth for all staff.

To reach the next level on this indicator, Oakwood Elementary needs to offer professional growth for all staff. Oakwood also needs more opportunities for the staff to meet the needs of all learners including low and high achieving students. Additional staff in regular education, special education, gifted education and support staff are necessary to meet the needs of all learners at Oakwood Elementary School. Administrators, teachers, and paraprofessionals complete the Code of Ethics Modules yearly to review ethical roles and responsibilities to avoid conflict. Parents, students, and the classroom teacher have a compact that is signed each year. This compact is an agreement between the parents, students, and teachers on what roles and responsibilities each of them play in guaranteeing the success of each child in reaching their academic goals. This compact helps to create an academic partnership between the home and school. Administrators participate in professional development regarding their roles and responsibilities through regular principal meetings with superintendent and other higher governing bodies. The principal, assistant principal, instructional coach, staff leadership team, guidance counselor, media specialist and bookkeeper comply with all policies, procedures, laws, and regulations. Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) guide teachers to comply with policies, procedures, laws and regulations. Teachers complete a self-evaluation and are also scored on evaluations and walk-throughs using the standards in 10 main areas. These areas include:

Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication. The principal and assistant principal self-evaluate and are also evaluated in 8 areas. These areas include Instructional Leadership, School Climate, Planning and Assessment, Organizational Management, Human Resources Management, Teacher/Staff Evaluation, Professionalism, and Communication and Community Relations. The standards in both of the systems help to keep administrators and teachers at a high professionalism in behavior and management of the school and classroom. All staff also have access to the school's master calendar which has all necessary dates available for meetings and activities that take place throughout the year.

Administrators, teachers, and paraprofessionals complete the Code of Ethics Modules yearly to review ethical roles and responsibilities to avoid conflict. Parents, students, and the classroom teacher have a compact that is signed each year. This compact is an agreement between the parents, students, and teachers on what roles and responsibilities each of them play in guaranteeing the success of each child in reaching their academic goals. This compact helps to create an academic partnership between the home and school. Administrators participate in professional development regarding their roles and responsibilities through regular principal meetings with superintendent and other higher governing bodies. The principal, assistant principal, instructional coach, staff leadership team, guidance counselor, media specialist and bookkeeper comply with all policies, procedures, laws, and regulations. Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) guide teachers to comply with policies, procedures, laws and regulations. Teachers complete a self-evaluation and are also scored on evaluations and walk-throughs using the standards in 10 main areas. These areas include: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication. The principal and assistant principal self-evaluate and are also evaluated in 8 areas. These areas include Instructional Leadership, School Climate, Planning and Assessment, Organizational Management, Human Resources Management, Teacher/Staff Evaluation, Professionalism, and Communication and Community Relations. The standards in both of the systems help to keep administrators and teachers at a high professionalism in behavior and management of the school and classroom. All staff also have access to the school's master calendar which has all necessary dates available for meetings and activities that take place throughout the year.

To reach the next level on this indicator, Oakwood Elementary needs to create a handbook with defined roles of all staff. The handbook will have school roles so faculty understands who is responsible for each area of the school. The school will use the school parent compact as more of a living document holding all parties responsible when they are not doing their part.

The governing body protects and respects the school leadership to accomplish goals for learning and instruction. Oakwood teachers and staff ensure that students have bell to bell instruction based on lesson plans submitted that are reviewed weekly by administration. Administration monitors schedules to assure that the instructional blocks are operating efficiently and effectively. A master calendar ensures that teachers and staff attend regular meetings. All teachers and staff have a schedule of duties to manage day to day operation.   Grade levels have a common planning together to accomplish instructional goals for all students. Grade chairs lead and support their team with instructional planning. Teachers are evaluated six times per year using Teacher Keys Evaluation System on student achievement and instruction delivery. Math data displays are present at every grade level and indicate student achievement. Students and teachers can visually track student progress through the data displays. Student leadership notebooks are used for students to make instructional goals, personal grows, track academic progress, and makes a plan for student growth. Students on the school lighthouse team make decisions about Oakwood Elementary. Students work together to find ways to promote community within the school and plan activities throughout the year. The student lighthouse team has organized activities which include multiple movie nights, bingo night, spring fling, and charity collection such as canned food drive and money for cancer research. Teachers and staff continue to grow with the Leader in Me 7 habits of highly effective people through training, book studies, and other various activities. It is the teachers' goal to make the habits their own so they can

live them out in out not only the classroom but in their personal lives as well.

To reach the next level on this indicator, Oakwood Elementary needs more time to reach autonomy within the school because of new school leadership and replaced staff members.

Leaders and staff align their decisions and actions striving for continuous improvement to attain the school's purpose. Oakwood Elementary School's Motto is "Empowering Today's Students to Become Tomorrow's Leaders". We strive to equip our students with the necessary knowledge and skills to become successful in school and in society. The curriculum is standards based, rigorous, needs based and vertically aligned. Teachers differentiate instruction to meet the needs of the students and collaborate with their grade level each week. The SEARCH (gifted) teacher collaborates with the grade levels to provide rigorous activities for gifted students and high achieving students in the regular classroom. Students are held to high standards in all courses of study as well as becoming leaders in their daily activities by implementing the 7 Habits. The students also participate in a monthly rotation where students are taught career pathways through our guidance counselor, study and library skills, and hands on science based learning. This time allows teachers to get an extra hour and a half planning time per month where teachers can collaboratively plan to meet the needs of all students and look at student data to see the next steps for each student. Leaders and staff are collectively accountable for student learning. The principal, assistant principal, and instructional coach attend grade level planning meetings to assist in teacher planning. School leaders support innovation, collaboration, shared leadership, and professional growth. Teachers are given leadership opportunities throughout the year to grow as educators and leaders. Some examples of these leadership opportunities include planning special school events like fire safety day where the Hall County fire fighters come and speak with students, read across America day where members of the community are invited into the school to share books with students, and various other special events within the school day. Students are also given leadership positions throughout the school. Students serve as safety patrol, student council and peer mentors for younger students. Throughout the school year, students become leaders and actively show this by utilizing these skills. Students demonstrate self-efficacy by employing the 7 Habits in tasks assigned to them at school and at home. This gives them life skills to prepare them for the future. Additionally Oakwood has at least one Leadership Day per school year. On Leadership Day, students are able to showcase their daily lives as leaders for members of the community and state. The culture at Oakwood is characterized by collaboration and a sense of community.

To reach the next level on this indicator, Oakwood Elementary needs to provide parental training in the 7 Habits so that the skills are implemented outside of school. In -depth professional training is necessary for new staff members.

Parents, students, teachers, community leaders, and administrators all play a part in supporting the school's purpose and direction. Parents are involved in a number of different ways throughout the school year. Their input is valued and shared through the Parent Lighthouse Team, Title 1 parent meetings, grade level parent meetings, and curriculum and PTO nights. Student input is shared through our Student Lighthouse Team where one representative from each third, fourth, and fifth grade come together to improve the school and help the community. Teachers share their support for the school's purpose and mission through a grade level representative on the Leadership Team and representation on the Teacher Lighthouse Team. Our community leaders have been able to share through Partner in Education meetings. We also welcome our community into our school at least once a year for our Leadership Day. During this day, community leaders, and parents are invited into our building so that we can share the academic and social successes that our purpose and direction have been able to accomplish. We welcome questions and input from our community on this day regarding anything related to the purpose and direction of our school. Parents of Oakwood Elementary also take part in planning and implementing the Fall Festival with help from the Room moms that volunteer in individual classrooms. In line with our school's mission statement of "Empowering Today's Students to Become Tomorrow's Leaders", the Student Lighthouse Team organizes a Spring Fling. In Kindergarten, first and second grades, the parents serve as supervisors while a few students run the games and activities in the classroom. The student volunteers in third, fourth, and fifth grade manage the activities in their classroom. Each year in May, the fourth and fifth grade gifted students participate in Marketplace. The gifted students

begin in February preparing for Marketplace by completing an application listing items needed for their activity, a description of the activity, and a parent signature. They create a game, do a craft, or have baked goods to have at a booth for the entire school to visit. Students have an active role at Oakwood to use the leadership skills they have learned by using the 7 habits.

To reach the next level on this indicator, Oakwood Elementary needs to create more active community involvement from parents and community members. Groups need opportunities to provide feedback for the school.

Teachers and administrators use the Teacher Keys Evaluation System to ensure each teacher is improving their professional practice and to assure the continued improvement of student success. Teachers begin with a self assessment. Once this is completed, teachers will set 2 goals based on their self assessment. Teachers work throughout the year to meet these goals through staff development, training, goal documentation, and guidance from the instructional coach and administration. Teachers are also evaluated 6 times per year which includes 4 ten minute walk throughs and 2 thirty minute observations. These observations and walkthroughs provide feedback and reflection. Teachers also turn in lesson plans weekly to the school administrators for feedback and reflection. When administrators check lesson plans, they look for lesson content, standards, differentiation, and assessment uses. Feedback is provided via email for the 2014-2015 school year. This process warrants that teachers are consistently focused on professional practice and student success. Teachers and Special Education Staff work collaboratively to implement Individualized Education Plan goals and Response To Intervention to guarantee that all students are successful academically. Enrichment is also provided to students who demonstrate above average intelligence in Oakwood's gifted program (SEARCH). Again, teachers work collaboratively with the Enrichment Coordinator to implement academic strategies that meet the needs of these children in the classroom.

To reach the next level on this indicator, Oakwood Elementary needs: As the number of gifted students increase, the SEARCH teacher needs more time to collaboratively plan and co-teach with other teaching staff which would involve adding an additional SEARCH teacher. This would also enable more enrichment opportunities for these learners in the general education classroom as well as in the resource gifted classroom once a week. To adequately meet the needs of below average students, Oakwood would benefit from an Early Intervention Program reading and math teacher. Currently, we have 20% of our students who qualify based on Early Intervention Program checklist, for services but we are unable to serve all 20% based on our current filled positions. To meet the needs of those children being served in the Special Education program, additional support staff is needed to guarantee all children's academic needs are bei

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: 2.08

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.	•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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on 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 •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •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 •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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.	•Common language, protocols and reporting tools •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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no 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. Limited or no expectations for school personnel are included.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •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.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.		Level 1

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 2

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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•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 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.

Oakwood Elementary School personnel strive to create curriculum and learning experiences in each course/class to provide all students with challenging and equitable opportunities in order to develop learning skills, thinking skills, and life skills. In order to meet this challenge, there are multiple actions taking place throughout the school building. To begin, each grade level is involved in collaborative planning. The common core standards are analyzed and evaluated before lessons are written. After analyzing standards, teachers then create differentiated lesson plans. Many of the differentiated lesson plans are created using Google Documents to allow teachers the freedom to adjust ideas and lessons even when they are not sitting together in the same room. Teachers in all grade levels conduct guided reading groups based on data collected through DRA assessments. Writing is also differentiated based on students' abilities and needs whether they be style, organization, ideas, or conventions. Math is differentiated as well. Students are often grouped using Hall County pre-assessments. In addition to the core subjects, many teachers differentiate with subjects such as spelling, science, and social studies to further maximize student performance.

Although differentiation is expected during the school day, teachers take it one step further and often times arrive to school early or stay late to offer before school and after school tutoring. Many of the pre/post assessments administered within the classroom allow teachers to pinpoint students who are struggling with grade level standards. Tutoring groups offer flexibility and can be adjusted at any time during the school year. During the 2014-15 school year, before and after school tutoring were offered. Currently, before school tutoring is offered to students in all grade levels who have been identified as below grade level in certain subjects or standards. Tutoring is 30 minutes three or four days each week.

The master schedule for the 2014-15 school year was arranged in a manner to maximize instructional time for all grade levels. The schedule allows many opportunities for EIP, ELL, and Special Education Teachers to co-teach across multiple grade levels. This allows a higher teacher to student ratio and in some cases helps reduce class size. The master schedule also affords SEARCH students the opportunity to visit Mrs. Ingram one full day each week as part of a pull-out program. The SEARCH program allows students the chance to dig deeper into enrichment/extension problem solving activities. As you can see, schedules are arranged to provide equitable and challenging opportunities for students at all levels of proficiency.

School personnel at Oakwood Elementary School monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. During the summer, personnel gathered to look at our current Units of Study in Reading, Writing, and Math to review and revise lessons and assessments. Video overviews for each unit are provided by the district and are viewed by each grade level and discussed. In order to improve student achievement, teachers meet twice a week to collaboratively study and implement county developed

unit lessons and assessments for reading, writing, and math. As a part of this study, teachers focus on the design of common assessments and a study/analysis of student work to guide instruction. A focus on multiple opportunities to demonstrate mastery of a standard is implemented. Teachers implement common assessments, look at student work, provide teacher commentary, and adjust instruction based on the information gathered from the data. Teachers use a combination of formative and summative assessment data. Integration of subjects and multiple standards are encouraged throughout this study. Oakwood Elementary also implements "Wednesday Wheel" in which grade levels have an extended planning time to look over curriculum, instruction, and assessment. A data room is being implemented this year in order to monitor curriculum, instruction, and assessments.

Grade levels at Oakwood Elementary School are actively involved in Lesson Studies. A lesson study is a professional development process in which teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, critiquing, revising, and then re-teaching the lessons.

In order to improve and move to a Level 2, Oakwood Elementary staff members need to provide greater dialogue vertically amongst grade levels on identified target areas. Cross grade level opportunities for our teachers need to be provided in order to communicate perceived strengths and needs in the areas of curriculum, instruction and assessment in the effort to close any gaps in learning that may be occurring by way of an inconsistent implementation of the CCGPS.

Teachers at Oakwood Elementary School plan and deliver instruction that requires students to collaborate. Students have multiple opportunities to work in groups during all subjects. Collaborative student work occurs during math centers and math problem solving activities, during guided reading small groups, and also during group writing projects with peer assessment. Teachers also require student collaboration and critical thinking skills during science and social studies units. Through the implementation of The Leader in Me Program, students participate often in self-reflection. Students set academic and personal goals and then monitor their achievement through their Leadership notebooks. Students also self-reflect by using student rubrics to look at their work in some subjects.

Individual learning needs are addressed through instruction and interventions in many ways. Students who are identified through assessments as not showing progress with grade level content are recommended for RTI. Interventions are then chosen to best meet the needs of these students and implemented with fidelity. Their progress is monitored and discussed every four weeks to determine next steps. Unit assessments are also used to identify students who would benefit from early morning tutoring or afternoon tutoring in reading and/or math. Our gifted endorsed teacher meets with each grade level every four weeks to discuss and implement instructional strategies in order to meet the needs of our higher students. Students are required to use technology across all subjects to apply knowledge and skills. They use laptops, Xooms, promethean boards, and creation stations in order to access Spelling City, Renzuli learning, Lexia, Facts4Me, and numerous other learning programs. Students visit the computer lab every week for individualized instruction.

In order for Oakwood Elementary School to be a Level 3, the staff needs to provide more opportunities for students to development their critical thinking skills. Students also need to be given more opportunities to self-reflect on their student work in all subjects.

The administration of Oakwood Elementary closely and consistently monitor the instructional practices of the teaching staff through the required submission of weekly lesson plans on the first day of each week. These plans must include the content standards being taught, essential questions, differentiation practices, and assessments (formal and informal). The lesson plans are examined each week and feedback is given to the teachers as needed. School leaders are consistently present in the classrooms to monitor instruction and learning. The information (essential questions and standards) contained within the submitted lesson plans is also expected to be posted and referred to in the classroom daily.

School Leaders host faculty meetings on the first Wednesday of each month wherein the school's values and beliefs about teaching and learning through the Leader in Me program and Standards based instruction are constantly reinforced and updated to meet the needs of the staff and students. RTI meetings are held amongst grade levels monthly to update the progress and interventions of the students. Meetings are also held on a regular basis to update DRA county assessments.

The Master Schedule provides evidence of protected instructional time so that the teacher may be interacting with each student in their learning at all times. Planning periods are evidence of the time set aside for quality planning for instruction and collaborative planning to meet

the needs of all students. Wednesday Wheel is a program executed through the contributions of support personnel such as the Media Specialist to provide additional protected planning and collaborative work time once a month for each grade level.

School Leaders are available to support and advise the steps we are taking to plan intentional standards based instruction. This is obvious in the evidence provided through communications between a Lesson Study leader and the Instructional Coach on a recent 3rd Grade Lesson plan, observation, and reflection Study.

Student success is a priority at Oakwood and The Leader in Me program guides our values and beliefs about teaching and learning. The leaders of our school ensure improvement of practices through their consistent observation and monitoring of careful instructional planning. We may begin to approach a Level 4 when our administration takes these observations and evaluations beyond the classroom.

All Oakwood Elementary School certified personnel participate in a variety of collaborative learning communities to improve instruction and student learning. The collaborative groups meet informally as well as formally. Formal sessions include meeting during school hours on Tuesday and Thursday during common planning times. Teachers meet and discuss and analyze common core standards, lesson plans, assessments, RTI, and ways to differentiate using research based practices. For example, many students differentiate in writing using Lucy Calkins as a resource. Other teachers use Beth Newingham's model of Math Workshop. While others discuss and share ways to enhance student learning using Number Talks and Mentor Sentences. Teachers are constantly researching and sharing ways to better suit students' needs within our school.

Classified employees are participating in collaborative learning sessions and professional learning opportunities this school year. They are making themselves more aware of teacher and student expectations. They are also gaining exposure to common core standards, assessment practices, and vocabulary needed to address the standards.

School staff agree with collaborative learning and value its importance. Communnities are forming this school year in order to analyze data and organize a data room to expand discussions from horizontal to vertical across grade levels. The professional learning opportunities offered in house also allow cross grade level discussions about the core subject areas: reading (phonics for K-2), writing, and math. The discussions taking place allow each grade level to better understand grade level standards, what was and will be required in the previous or next grade level, and whether they are truly teaching the standard and meeting student needs.

Other formal meetings include professional learning opportunities provided by the Hall County School District. Teachers receive a menu in September and are highly encouraged to participate in some of the professional learning sessions offered. Many teachers sign up for these opportunities and redeliver what they learned upon returning to the school. For example, many teachers are participating in math PLs through Pioneer RESA this school year. Some of the sessions will be shared at the in house Math PL offered after school one day each month.

In order to move from a level 2 to a level 3, more teachers need to participate in formally organized communities that focus on research based practices. School wide expectations where we focus on a high need would be a great place to start. For example, the implementation of Number Talks. This year, the after school Math PL offered guidance and support for implementation of Number Talks in the classroom. Although several teachers participated, we would like to see all teacher participate in this initiative school wide. By making this a school wide expectation it would create cohesion among grade levels.

As you can see, teachers across the school are working to improve collaborative learning communities.

Oakwood Elementary and Hall County promote collaborative learning to support instruction. Teachers are allotted time weekly to work collaboratively across grade levels and content areas. Peer Coaching is an integral part of every grade level support system. Hall County provides many Professional Learning opportunities for fulfilling PL requirements of recertification that involve collaborative learning. Professional learning opportunities are a required expectation of most teachers in our school to collaborate across and within grade levels on such areas as Earth Science, Math, Phonics, Writing and Reading Workshop. These opportunities are choice oriented and occur on Tuesdays and Thursdays monthly. RTI meetings take place monthly for each grade level to evaluate the progress and needs of all applicable students. Wednesday Wheel is a program in which teachers are given additional planning time to collaborate among their grade level peers once a month. The lessons taught by support personnel during these segments often align instruction with the classroom standards which

requires collaboration between the personnel involved.

Teachers at Oakwood Elementary school are expected to inform students of learning expectations and standards on a daily basis. Most teachers include Essential Questions, I can…statements, and the common core standard within their lesson plans. Not only are these items included in lesson plans, but they are often times presented to students through the use of PowerPoints or posted on boards/walls as units are being taught. Some teachers in the upper grades (3-5) even include the EQs in specific journals used for taking notes throughout each lesson (ex: Reading, Writing, or Math Journals). For example, some third grade teachers have students record EQs and then at the end of the unit students are required to return to the EQ and respond with what they have learned: Ticket Out the Door.

In order for students to understand how to meet or exceed standards, most teachers will provide students with rubrics, exemplars, and/or anchor charts to model expectations. For example, the Hall County Balanced Literacy Site provides teachers with student work samples to model below grade level, on grade level, and above grade level writing. Most teachers also use the Hall County Writing Rubrics when grading writing. Teachers who use the rubric will write comments for improvement/growth on the rubric and attach it to student assessments. Providing students with specific feedback in a timely manner using the rubrics allows students to see their strengths as well as the areas in which they need improvement. It also allows parents, who do not spend a lot of time in the classroom, to know a teacher is using and unbiased and guided way to assess student work.

Not only do teachers use writing work samples to show students how to improve and meet or exceed standards. Some teachers use math exemplars and rubrics to model problem solving and ways to become better problem solvers. Currently, the math PL for the 2014-15 school year is going to address ways to incorporate exemplars into the weekly math routine and how to accurately use the rubric.

A variety of assessments are involved in keeping students and parents informed with student progress and growth. Formative assessments include DRA reading assessments, Hall County Unit Assessments in all core subject areas (reading, writing, and math), Writing Rubrics provided by Hall County, math fact tests, and spelling assessments (many of which are through SpellingCity.com and/or Words Their Way). Many of these assessments are collected by homeroom teachers and included in students' leadership notebooks. Students then use the notebooks to conduct student led conferences and inform parents of their progress.

Informal assessments are conducted on a daily basis within classrooms. Informal assessments include reading Short Forms (informal DRA assessments), quizzes, workbook pages, worksheets, graphic organizers, reading/writing/math journals, observations during guided reading/writing/math, calendar, and number talks. Many of the informal assessments are sent home weekly in the Tuesday folder. Parents know to expect Tuesday Folders to look for student work and other pertinent information in regards to OES. Not only do the informal assessments keep parents informed of student progress, but they also provide teachers with valuable information used to help create small groups for differentiated instruction.

Although teachers at OES use instructional processes to inform students of learning expectations and they sometimes provide exemplars for informational purposes there is always room for growth. In order to work towards a Level 3, teachers should work to consistently post, monitor, and update EQs and also keep anchor charts or exemplars posted for students to access with ease. Teachers may also choose to model and walk students through the grading process more often so students have a better understanding of the grading system. Finally, using an electronic gradebook that corresponds to Standards Based Grading and allows parents to access grades from home is another way to provide families and students with specific and timely feedback about learning.

Oakwood Elementary Schools has many strengths. Unfortunately, in the area of mentorships and new teacher support, OES needs improvement. Currently, we are a level one due to few school personnel being engaged in a mentor program. Although most personnel are kind and welcoming to new staff and willing to help when necessary, there is no formal program organized. The instructional coach is always willing to enter classrooms and provide assistance and is trained an knowledgeable in both Hall County as well as OES expectations with teaching and learning; however, she is one person and cannot always provide new teachers with everything they need while providing the necessary support/guidance to the remainder of the staff.

Most new teachers rely on colleagues within their grade level to provide the necessary guidance required to meet the school's values and beliefs. Along with grade levels, support teachers will often step in a provide assistance for various reasons. For example, Kristi Jones is always willing to step up to the plate and provide guidance in the area of RTI. Mary Barge is also wonderful about providing technology support. The lack of mentorship does not appear to be due to the unwillingness of staff, but rather the low percentage of new staff and the

lack of an organized plan.

Hall County Public Schools does have a support program organized for new teachers county wide. Heather Wall and Brittany Peevy meet once each month with new teachers (and teachers who are new to HCPS) to provide support and guidance.

In order to approach Level 2, OES should begin to organize a mentor program for new teachers. Suggestions for improvements include expanding beyond one's grade level. A mentor teacher from a different grade level can often times help new teachers prevent tunnel vision and experience a broader spectrum of what makes a school function efficiently. Another suggestions was for a mentor teacher and mentee to meet bi-weekly. This helps someone new to the profession feel up to date and helps keep them proactive. A couple of small steps such as the ones mentioned can go a long way in lifting moral of those new to the profession (or school system).

Oakwood Elementary School personnel have multiple ways to engage and inform parents of students' learning progress. The SEARCH program (Gifted) communicates with parents through a class DOJO as well as a student tally sheet. The Class DOJO is a site where parents can log into to check the progress for their child. Students are awarded points for their overall behavior as well as academics. The tally sheet is used in the classroom which helps students to evaluate their day. The students have an essential question to answer in a summary. The teacher rates the students daily along with the students' self-assessment and the tally sheet is sent home for the parents. The parents have to sign the tally sheet and return weekly. The SEARCH teacher sends a report card specifically for our advanced students along with the general education report card.

Special Education parents are invited to Individual Education Plan (IEP) meetings annually. The parents have the right to request an IEP meeting as they feel necessary. In our self-contained classes students take home notes everyday regarding behavior and academics. The teachers also e-mail and text parents as needed. Teachers maintain an open-door policy where parents can contact them at any time. Special education students get progress reports every nine weeks.

Our school has a Parent Liaison who works directly with our non-English speaking parents. She maintains a resource center at OES where parents can check out materials such as books, leap pads, etc. for home use. She conducts bi- monthly parent meetings where she helps parents with curriculum and parenting topics. The Liaison also translates all teacher and administration newsletters and any other written communication needed. She calls parents and helps with interpreting for conferences, PTO, and Title I meetings. The Liaison helps Spanish speaking parents with resources for health issues, transportation, and education for parents. (Ex. Parents learning English)

Kindergarten, first, second, and third grade teachers send home information daily in regards to behavior and academics. Fourth and fifth grade teachers have created an agenda for homework information for daily communication with parents. Every grade level sends home a monthly newsletter about upcoming events and academic information.

Parents receive standards based report cards every 9 weeks. Teachers are available before and after school and during planning periods for parental conferences. Because OES is a Leadership school, our students have "student led" conferences twice a year. At these conferences students have a portfolio (Leadership Notebook) where they can show evidence of their academic and personal growth.

In order to move to a Level 4, OES will have Make and Take nights in conjunction with curriculum nights. We can provide an opportunity for parents to come in each quarter to conference on standards based report cards. In addition to student led conferences, teachers can meet with parents to explain how the students are assessed. Teachers could utilize technology to record and post lessons (flip classroom model) so that parents can see how the standards are being delivered. OES will continue encourage families to be engaged and informed in their children's learning progress.

Oakwood Elementary School (OES) personnel work tirelessly to ensure that each student has consistent opportunities to interact with advocate(s) that understands the particular student's needs and has his/her unique circumstances in mind. OES leadership and administration reinforce this effort consistently across all facets of interaction within the school's staff. The entire OES staff works diligently as a team with open and clear communications to ensure that every student's learning experience is as consistent as possible. This includes ensuring effective and consistent communications efforts with parents.

A good example of OES personnel commitment to our students is the Morning Tutoring Program. Selected teachers work every morning with specific students, who have been chosen for additional assistance designed to enhance their individual learning capabilities and address

challenges concerning their problems solving skills. This consistent and focused interaction demonstrates OES commitment and builds trust and support, not only with the individual students but also with the parents. This program provides additional connection between OES Staff and the students on an individual basis, whereby allowing multiple interactions that result in improved opportunities for OES overall staff to gain insight into the each student's learning methods, educational support network and individual personal life development, not only at school but at home and in the context of the community.

Other programs that are vigorously implemented by the OES Staff and Leadership are the SEARCH Program, the Wednesday Wheel Program and the Garden Club. These programs are well coordinated by a consistent team approach that includes OES Leadership, the engaged teaching / instructional staff, and the various associated staff functions. The results of these programs, which are woven into the fabric of the daily, weekly, and monthly schedule, are designed to further enhance the individual student's confidence in the nurturing environment of OES through a high contact, efficient communication, and well-coordinated effort across the spectrum of the overall educational experience that is Oakwood Elementary School.

The SEARCH Program allows teachers to focus instruction in a small group environment for an extended, consistent period of time, usually an entire day each week.   During this time the teacher has an opportunity to work with each student with respects to their individual levels. The SEARCH Program encourages students to explore diverse avenues to expand their minds and deepen their learning abilities, while being closely monitored and guided by the teacher.   This interaction allows the teacher to gain an informed understanding of each student at their level, which in turn enables the teacher to deliver instruction on an "individual needs assessment" basis. The SEARCH teacher will instruct these same students each year they are attending Oakwood Elementary School, which also allows the teacher to build a complete understanding of each individual student.

The Wednesday Wheel Program is an opportunity for the Counselor, Librarian, and Instructional Coach at OES to interact and instruct students on a monthly basis. Each class spends 30 minutes once a month with each appropriate staff. During this period, the students are instructed on a variety of educational standards and strategies delivered in diverse settings and with a variety of teaching methods.

Another highly successful program that OES provides students is the Garden Club. The Garden Club meets one afternoon each week and allows teachers to engage students with a focus on developing thinking skills through broadening of self-discovery type initiatives in a new and interesting environment. During these sessions the teacher and students work together to solve problems, investigate new and exciting aspects of nature, explore the students' role with respects to nature and foster their ability to work as a team. In this setting, the teacher has unique and interesting opportunities to work hand and hand with the students tying aspects of the basic curriculum into tangible life experiences that build closer bonds with the students in the club.

As a valued OES team member, the Counselor at Oakwood Elementary School is also one of the primary adult advocates in the school, whose trained professional knowledge supports each individual student's educational experience. The Counselor meets routinely with students', individually and in groups, to discuss educational and /or specific needs. The Counselor also conducts a monthly class, which provides opportunities to deliver educational and life skills. These coordinated and consistent interactions with students allow the Counselor to build relationships and support for OES students.

Additionally, OES provides students an opportunity to interact with the Physical Education teacher, as well as several other school personnel once a week during Monday in Motion. This program encourages students to become more physical active in their daily lives. The teachers instruct students on physical activities, nutritional guidelines, and team building skills. These teachers have a unique opportunity to interact with students in a stimulating and active environment.   Monday in Motion is an invigorating experience for the children that once again provides for a consistent and inspiring learning and growing opportunity, where the teachers can foster an encouraging and positive high-contact environment for the students of Oakwood Elementary School.

Yet another example of school's staff developing and implementing a successful program that enhances interaction with individual students is the Music Concerts, directed by the Music Teacher. Each year the Music Teacher directs select students in a concert. These students work closely and for extended periods of time with the Music Teacher in close coordination with the students' primary instructor. The Music Teacher works to broaden the individual student's awareness, thereby creating additional avenues of potential skill learning paths through various methodologies utilizing the subject area of music. Under the guidance of the Music Teacher and in close coordination with the primary teacher, students are challenged to cultivate their interest in music, while working on cooperative and creative skills

Given OES staff's already established considerable commitment to an individually focused structured approach for the students, the school's efforts could benefit greatly from a more formal initiative that would lend greater structure. With this more formalized approach, which would derive much positive momentum from the already extensive team work environment of OES, the entire school structure could realize significant accomplishment in meeting level 2 expectations. In order to create this more formal dynamic structure, OES will establish the Soaring Eagles Leader Program. The Soaring Eagles Leader Program will be a structured, formalized mentoring program for the students of Oakwood Elementary School. This program should allow school personnel to spend time on a periodic basis with designated students. Select OES staff will be assigned to a number of students on an individual basis. Their objectives will be to discuss needs, challenges, concerns and/or anything that the student feels is relevant to their individual educational experience at OES. Every effort will be made by the Soaring Eagles Mentor to develop an understanding of the student's situation, which includes not only their on campus activities, but also factors within the life of the student that could have a negative impact on the student's academic performance. A holistic, individually driven understanding of each student will be sought by the Soaring Eagles Leader mentor with a focus on learning skills, thinking skills, and life skills.

Oakwood Elementary School (OES) teachers work collaboratively to insure that students' work is assessed using common grading and reporting policies, processes, and procedures. Teachers work diligently using common planning and afterschool time working together to strategize and organize grading procedures and assessments that reflect the accurate achievement of students. An example of this process is the use of rubrics. Teachers across grade levels and courses use Math, Writing, and Reading rubrics which are available on the Hall County School website. These rubrics are aligned with Hall County's course of study, as well as the Common Core Standards, which each teacher uses to guide their instructional content. Along with these rubrics, teachers use the Hall County Unit Assessments for each unit of study in Math, Reading and Writing. These Unit Assessments are also available on the Hall County School portal and is accessible to all teachers in all grade levels. These assessments are one of a number of representations, used by teachers and the administration, of student accomplishment of their level of content knowledge and skills.

Another example of the common grading process is the administering of Developmental Reading Assessments (DRA). This process is used across each grade level to assess the student's reading levels. DRA assessments are giving to each student 2 to 3 times a year, depending on screened and evaluated reading levels of the students. Each grade has a Developmental Reading Assessment Kit for each individual teacher, which includes the same reading books and questions to ensure that each student is assessed consistently. New students are assessed within days of entering the school to ensure the correct instruction for those new students. Running Records are also used to assess students' reading levels. Teachers administer Running Records weekly or monthly, depending on the reading level of each student. All grade level teachers use equivalent reading books to ensure consistent Running Records, in order to guide their reading instruction and assess the students in their classroom.

Oakwood Elementary School uses Standard Based Report Cards to record and report grades. These report cards are not only consistent across grade levels, but they are also consistent across all other Hall County Schools. This reporting procedure ensures our system at OES is consistent with other schools across the county, thereby providing OES staff opportunities to compare and contrast. The Standard Based Report Cards is another area where the leadership and staff of OES can obtain valuable feedback and indicators as to areas of focus and opportunities of for enrichment activities. Since OES considers the Standard Based Report Cards a valuable tool, the Administration and Teachers work closely together to ensure that all students are evaluated, graded, and then grades are reported accurately and consistently. The grades represented on the Standard Based Report Cards clearly define whether or not students have mastered the standards presented by the teachers and are a critical evaluation criterion, which is used by the OES staff as one of the main indicators of student performance. Given the importance of the Standard Based Report Cards to the overall OES system, the Oakwood Elementary School leadership places great emphasis on open, honest, and constructive communication across all facets of the OES staff in reference to individual student's performance. This dynamic communication and leadership driven concern for each individual child's learning experience is the key to achieving successful students at Oakwood Elementary School.

Exemplars are another example of the process-driven tool used across grade levels and are invaluable in helping to establish mechanisms that clearly demonstrate student achievements. This instructional evaluation tool is used to demonstrate content knowledge. These

Exemplars are available to OES leadership, teachers and student support staff on the P-Drive for easy access.   By establishing these Exemplars virtually on the OES network website, this ensures not only access but also enhanced consistency across grade levels and with respects to supporting functions for each student.

In order to move from a level 2 to a Level 3 for indicator 3.10, Oakwood Elementary School needs to develop initiatives that will enhance already established common grading and reporting policies, processes, and procedures. These new initiatives need to enrich existing policies, processes, and procedures that will result in a higher degree of consistency across grade levels and courses, while creating a more regulated, routine evaluation system. While teachers at Oakwood Elementary already collaborate effectively to ensure consistent instruction, evaluation and reporting, steps can be developed and implemented that will further improve the OES overall system.   One approach for improvement would be certain initiatives to utilize the experience of veteran teachers in the assistance of less experienced and first year teachers in an effort to share successful methodologies. The OES Administration could implement a formal program for establishing OES Teacher Work Shops that would be designed to bring together staff routinely to address ways to improve specific areas of performance. By creating a formal once a month Work Shop environment, OES could utilize its already highly effective staff communications skills to better take advantage of veteran teachers' experience and the new ideas from relatively new teachers to collaborate and plan innovative approaches for not only evaluation processes, but also on deriving instructional methodologies for attaining the desired results on these evaluations. This approach would fit nicely into the seven habits, such as "begin with the end in mind", etc. This program could even evolve into providing a formal forum for practice sessions that could be evaluated by peer teachers themselves, as these newly developed concepts are realized. This dynamic approach will help to ensure that all teachers are not only better aware of the policies, processes, and procedures and a common standard methodology is applied, but it would also improve the confidence of our teachers and thereby result in more self-confident and equipped students.

Oakwood Elementary School (OES) has a number of established means of evaluation that already are in place and support the use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills:

Oakwood Elementary School offers many opportunities for staff to participate in professional learning opportunities. Most staff members are required to meet with his/her grade level on Tuesdays and Thursdays for collaborative planning. Staff use this planning time to focus on areas that need improvement based on data collected from both formative and informative assessments within each planning session. Support staff, the instructional coach, and administration often attend these meetings in order to guide the professional learning and make sure it aligns with the school's improvement plan.

All staff members are expected to participate in professional learning opportunities provided by highly qualified individuals within the school. Staff were given the opportunity to choose between Reading, Writing, Phonics, and Math. Each certified staff member is expected to choose at least one, but may choose to participate in more. The teachers leading the Professional Learning sessions are highly qualified and are basing their lessons on the needs of the school or redelivering PL courses they attended through Pioneer RESA or Hall County. For example, Sandy Akins and Kari Payne are leading the Math PL. The first session focused on Number Talks and how to implement Number Talks within the classroom setting. The next session will focus on Exemplars and using them effectively because Mrs. Magill has requested the use of exemplars within the math lesson at least once per week. Additional PLs will include redelivery from Pioneer RESA courses which Mrs. Akins and Mrs. Payne will attend during the 2014-15 school year.

The current organization of PL courses is beginning to build capacity among the school employees. Some of the classified employees new to their positions were unaware of such requirements until recently. The reinstatement of PL expectations within the state of Georgia has made more employees aware of the requirements expected to stay up to date with certification (both certified and classified) and they are attending many of the PLs being offered within OES.

Ratings and evaluations of programs need to be strengthened. Several of the PL courses offered are new to the school and an evaluation process needs to be implemented. Due to the lack of an evaluation plan, OES would rate as a Level 1 for indicator 3.11.

In order to move up to a Level 2 for indicator 3.11, OES needs to zoom in on one content area and provide specific PLs which will enhance the area of need. For example, by offering Math PL and implementing school wide expectations such as calendar, number talks, and exemplar training and requiring ALL staff to participate the lines of communication would be clearer. All staff would know the expectations

and would know a specific PL they are required to attend. Sometimes the freedom to choose lessens the effect and specificity needs to be required.

Another way to move towards level two is to require staff to complete surveys after participating in PL sessions. This would allow those leading the sessions to know whether the information they provided was truly beneficial to the participating staff members.

Oakwood Elementary School personnel work diligently to identify the learning needs of special populations of students and provide support services appropriate for their needs. For example, OES has a high population of students who are identified through Access Testing and participate in the ELL program. The ELL teachers participate in both pullout and co-teaching models of the program in order to meet the demands of our large population of ELL students.

Another program that OES implements is SEARCH. This program identifies students using four criteria: Achievement, Mental Ability, Creativity, and Motivation. Students who score 90%ile in three of the four categories are given the opportunity to participate in the SEARCH program. Students are given the opportunity to attend the SEARCH class one day a week and participate in extensions of the common core curriculum. The SEARCH teacher, Mrs. Ingram, participates in PL and makes sure she is up to date on the most effective research based methods for teaching her students. She uses programs such as Renzulli and Menus to meet their needs.

Lexia is another program used in the lower grades to help identify students' needs in the area of reading. Students who are unable to advance in this program are often times identified for the RTI process and moved into Tier 2.

All grade levels participate in the RTI process and conduct meetings once each month. Progress monitoring is conducted weekly or bi-weekly between grade level meetings. Data collected from progress monitoring and monthly meetings is documented and saved to the local school drive.

The RTI process and constant monitoring of student progress allows teachers to organize tutoring groups that are provided both before and after school. The groups are also flexible. Students who progress are allowed to exit tutoring which allows another student who may be struggling the opprotuntiy to participate.

Students who reach tier 4 of the RTI process are further evaluated through Psychometric Testing and evaluated by a committee of Hall County employees who do not work at OES. Students who reach this level of testing have received countless interventions and had constant progress monitoring for and extended period of time. Due to the thoroughness of OES's RTI process the T-4 students often place in special education and are given an IEP to target their special learning needs.

The SPED department provides varying models for students and their needs. Some students participate in pull-out programs while others participate in co-teaching models. Each student is consistently evaluated and monitored throughout the year.

During the school day, the Early Intervention Program also allows students the opportunity to participate in a reduced class size model in order to receive more individualized instruction. Not only does EIP afford students this opportunity, but teachers constantly and consistently differentiate reading, writing, spelling, and math instruction throughout the day. Small group instruction is evident in every classroom as you can see in the flexible groups photo shared in the artifacts.

In order to move to a Level 3, the professional learning opportunities offered to staff must be current and up to date on research related to the unique characteristics of learning. OES should maintain our ability to assess and offer various opportunities to students in order to suit their needs. Finally, OES needs more support teachers in order to meet the high needs of students who have unique learning needs. Currently, we only have one full time and one part time EIP teacher to meet the high demands of students in the RTI process. We also only have two full time teachers to meet the needs of our large ELL population. Having the resources and the teachers available is important when meeting the needs of each and every student.

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: 2.29

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 are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	•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 1

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

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •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.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •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.

This indicator was given a Level 1 rating because we feel additional support personnel are needed at OES. School leaders attempt to fill roles and funds as necessary, but funds are not always available to hire all needed staff. Data gathered (that includes percentages for the entire school) supports the requirement of additional personnel to meet the needs of students qualifying in the Early Intervention Program (EIP). (Please see Artifact 4.1 - Percentages of Students Qualifying for EIP Services.) Further evidence to support this rating is that our two special education resource and co-teachers for kindergarten through fifth grades are required to meet the diverse needs of all special education students requiring those services. Their schedules do not allow a planning period, and one of these teachers also assists with tutoring during non-instructional times. In addition, at least one certified teacher from each grade level (three times weekly) offers before school tutoring to students placed in the Response to Intervention (RTI) program to meet their Tier II and III requirements. These teachers serve in addition to our ESOL and EIP teachers who implement the ninety minutes weekly tutoring as well. All of these certified faculty members are utilizing non-instructional time to fulfill instructional tutoring duties. Local level administration has requested another EIP teacher to for reading and math instruction as supported by the percentages of students who need additional help. However, the stop-gap is with county level administration that has not approved funding for the additional EIP instructor.

Oakwood Elementary School students would also profit from having an additional gifted teacher. Since the SEARCH (Seeking Excellence and Reaching Challenging Heights) program is considered a resource model due to students being pulled from their regular classrooms, class loads are technically supposed to be limited to a maximum of 17 students. Currently, SEARCH resource classes can have up to 25 students due to increased class load limits and budget constraints. When students who qualify as a result of November testing begin attending SEARCH classes in January, third, fourth, and fifth grade class counts will be well above the ideal limit of 17 students. With these higher class load numbers, gifted students are not getting the individual attention they should.

Furthermore, OES would greatly benefit from having our parent liaison full-time. Currently her services are shared amongst three schools. Her invaluable interpretation and communication skills are needed on a daily basis, full time, due to our high Spanish speaking population.

In order for Oakwood Elementary to progress to a Level 2 rating, the school would need to hire enough personnel to address the needs of the students without taking additional non-instructional time from certified employees. We currently have a full-time Reading Intervention (RI) position and a half-time EIP reading position. We do not have an EIP math instructor, at all. Our students' needs require a half-time EIP teacher in math and another half-time EIP teacher in reading. Moreover, to better meet the needs of our gifted student population, OES needs add a gifted teacher. Likewise, our Spanish communication needs would be met at a higher level if our parent liaison served our site five days each week.

At OES, instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. The School Improvement Plan (SIP) that is collaboratively developed each year by the School Leadership Team (SLT) drives the allocation of instructional time and delineates material and fiscal resources required to support teaching. Title I and school improvement budgets are then created based on the goals and strategies outlined in the School Improvement Plan. School leaders monitor money spent on resources so that all students in academic classrooms have necessary materials. Resources and materials not utilized on a daily basis are centrally located in the library and inquiry lab so they are universally available to all teachers who need them.

Our School Improvement Plan dictates how administrators provide professional learning for teachers. Professional development is based on expanding our school's vision and mission as well as trends in data and areas of deficit indicated by the School Improvement Plan. In addition, we have funds from Title II A which are allocated for professional development, too. Thus far this school year, teachers have received training on implementing our new Jack and Jilly curriculum; completing Developmental Reading Assessments (DRAs) and

administering running records. Third grade teachers took advantage of professional learning in Accountable Talk to help prepare their students for answering the types of questions that will be included in the new Georgia Milestones Assessment.

In addition to our regular curriculum, our staff provides other challenging learning opportunities to enrich our students such as the Morning News Program, Student Lighthouse Team, Mondays' in Motion, Safety Patrol, Gardening Club, Town Hall Meetings, Friday Specialty Clubs, and Student Led Conferences. Town Hall meetings are held once a month for students to interact across grade levels, celebrate academic successes, and share the progress they have made towards their 7 Habits personal goals. Student led conferences and Town Hall meetings are set up to provide students the opportunity to take charge of their learning and share their achievements. These practices support our Vision and Mission in that if we take time to empower our students, they will step out and lead others in academic and personal growth. Before school tutoring is also offered for students who need extra academic help. For ninety minutes each week, they receive very small group or one-on-one instruction. While we do not use instructional funds for this, our staff volunteers their time for these services in order to meet the diverse needs of our students. This allows for students to participate in these activities while protecting instructional time. We feel our administration has done a great job with spending funds wisely. All spending is based on the goals and strategies outlined in the School Improvement Plan.

To move to the next level, OES will focus solely on supporting the purpose and direction of our school through instructional time, material resources, and fiscal resources. School leaders will exhaust every option, including grant writing, to secure material and fiscal resources to meet the needs of all learners. Administrators, including our principal, assistant principal and instructional coach, will significantly demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. In addition, the School Improvement plan, which is developed each year, will continue to drive the distribution of resources including instructional time, funds, and materials.

As indicated in our Mission and Vision statement, Oakwood Elementary School is orderly, safe, and welcoming as designated by our level 3 status.

School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions with stakeholders. OES has a committee that has written an Emergency Preparedness Plan. Everyone has a copy of the plan with duties and responsibilities outlined. We practice the plan so that school personnel and students are accountable for maintaining these expectations.   As a part of our Emergency Preparedness Plan we have monthly fire drills. We have periodic lock down and severe weather drills. We also practice lockdown procedures and evacuation drills in coordination with the Oakwood Police Department. Having adequate administrators and personnel properly trained and certifications kept up-to-date in CPI (a non-violent Crisis Prevention Intervention plan to safely manage disruptive behavior if it arises) ensures another fragment of maintaining safety.

In addition to emergency planning, our school has measures in place to ensure cleanliness and a healthy environment. These measures include an onsite custodial staff who maintains the entire building and campus at Oakwood Elementary School. The staff ensures handicap ramps and lifts are in proper working order. The Hall County Board of Education has a maintenance staff who works in conjunction with onsite custodial staff to inspect and monitor conditions. The two groups evaluate the results of improvement efforts.

The cafeteria is inspected and scored by the GA Department of Public Health twice each school year. Over the last two years, OES cafeteria staff has scored a grade of 100 on all inspections. Healthy options are served in our cafeteria each day. Students have multiple fruit and vegetable options to choose from in order to promote better, more nutritious habits when eating. PowerAde and other sugary drinks have also been removed from drink machines and replaced with bottled water.

In an attempt to create a healthier student body, our PE teacher has started a" Mondays in Motion" club. During this time each Monday afternoon, teachers will lead classes in health, nutrition, and exercise. We are also taking steps to become an award winning school for the healthier generation school status.   https://www.healthiergeneration.org/

Building, equipment, and cafeteria inspections are in place that allow for continuous tracking of the safety, cleanliness, and health of our school environment. Improvement plans are developed and implemented by personnel as necessary to improve these conditions. Each year the emergency plans (AED Response, weather, lockdown, fire and tornado drills) are reviewed and improved to create a safer environment for our students and teachers.

To move to the next level, OES will collaboratively create more clear definitions and expectations for maintaining a safe, clean, and healthy

environment. These definitions and expectations will be shared with all stakeholders.

Students, faculty, and staff at Oakwood Elementary do have access to media and information resources necessary to achieve the educational programs of our school. Our media specialist, media clerk, and computer lab instructor are qualified and available to assist students and school personnel in learning about the tools (print and electronic resources) and locations (appropriate Internet sites) for finding and retrieving information. The media center schedule is flexible to accommodate classroom visits for book checkout and lessons as well as drop-in visits from individual students and teachers. The schedule also allows the media specialist to visit classrooms and conduct collaborative lessons with teachers.

Resources used to convey information include the OES morning news show, school web page, and Techy Tuesdays. Each morning, students conduct a news show to inform faculty, staff, and students of current and upcoming events, as well as to highlight the Habit of the Week from our Leader in Me initiative (see artifact 4.4 Overview). The computer lab manager continually updates the OES webpage (http://oes.hallco.org/web/) showcasing current happenings at the school as well as informing parents and other stakeholders of upcoming events. The media specialist conducts Technology Professional Learning assemblies for all school personnel throughout the year on current technology topics and initiatives such as using Google Drive, GALILEO and PebbleGo for collaboration and research, updating Teacher Web Pages, and using digital/video cameras. Most of these sessions take place on Tuesdays after school. Additionally, she has crafted a webmix containing hyperlinks of commonly used websites and online software specific to Oakwood Elementary through symbaloo.com (http://www.symbaloo.com/home/mix/13ePQJFQc6). This webmix allows patrons to go to one place to access our most beneficial websites. In order to stay up-to-date on current technology and learning trends, the OES media specialist participates in ongoing staff development (see artifact 4.4: Media Specialist PLUs) that is pertinent to her position. She returns information and skills gained back to school personnel and students through re-delivery during faculty meetings and collaborative lessons scheduled with teachers. Also, three Wednesdays each month, the media specialist teaches standards based lessons to two grade levels each Wednesday: Kindergarten and First, Second and Third, and Fourth and Fifth.

The media clerk facilitates the running of the media center while the media specialist is collaborating or teaching. She serves teachers by locating requested materials, helping them with technology issues and training them on various equipment and technology. The clerk also runs the circulation desk, shelves books and materials, and conducts lessons with classes through oral reading at teachers' requests. Throughout the day students drop in to conduct research with books and/or computers. The media clerk assists the media specialist in helping them with their endeavors. Additionally, when she is not committed to other responsibilities, the media clerk aids students in locating books on their independent reading level as well as books based on their interests.

In order to move to the next level, the OES media specialist will continue to upgrade our collection of media and information resources based on current curriculum needs and the CCGPS. The media specialist will continue to support the OES Vision & Mission by offering rigorous lessons involving technology and information literacy to equip students with the skills and knowledge needed for success in their future career. Furthermore, due to the ever changing technology and informational needs of our population, the media specialist will continue to attend seminars and take advantage of professional learning opportunities to enhance her knowledge regarding standards and research-based lessons. Being persistent in professional development will enable the media specialist to update her schema regarding new tools for finding and retrieving information in order to deliver the newest and most up-to-date material and resources to students and staff.

The technology available at Oakwood Elementary School is extensive and being utilized by staff and students every day for teaching and learning. Currently, in our school, there are 107 desktop computers, 119 laptops and 70 tablets available for use by students. There are ActivBoards (interactive whiteboards) in 12 classrooms, 55" TV displays in 12 classrooms, and document cameras (real-time image capture devices used to display something to an audience) in 28 classrooms. Also, available for student and staff utilization, are a plethora of digital and video devices including Flip Cameras (35), Kodak Play Sport Cameras (32) and Samsung Digital/Video cameras (48). Our specials classes, Art, Music, and Physical Education, are each equipped with Apple TVs, iPads, and large screen displays (55"+) for instructional use in these specialized areas. Additionally, on hand in the media center for teacher checkout are five sets of 32 Pad Classroom Performance System (CPS) clickers. These student devices allow each learner in a classroom to be actively engaged in the lesson and receive immediate feedback from their responses to questions asked.

During this school year (2014-2015), more technology will be added to OES. Technology purchases are based on needs addressed in our School Improvement Plan (SIP) and Title I Plan and funded with budgets from those plans. Proposed purchases this year include 24 iPad Minis, 2 additional sets of CPS clickers, and 73 sets of computer headphones with mics. Hall County SPLOST funds will be providing 17 new Interactive Projectors two of which will be placed in SPED classrooms, two in resource rooms, and the other 13 will go into regular education classrooms. When teachers get new laptops in January, their old laptops (43) will be reimaged for student use and assigned to areas where the need is greatest. Also, we plan to place big screen displays in the cafeteria in order to play educational videos and programs for students while they have breakfast and lunch.

Even though OES has a considerable amount of technology, we rated this indicator a level 1 due to our lack of a technology plan to address our technology services and infrastructure needs. Another inadequacy is the lack of an instructional computer lab for teachers to utilize when they have a whole class who is ready to create or produce a final product. Our current computer lab is always being utilized for instruction as part of our specials rotation (computer, music, art, and PE). A further need is someone on staff who is dedicated to repairing technology and completing work orders since county technicians have such a vast workload. As far as operational needs go, classrooms lack a phone in order to contact the front office or other staff in the case of an emergency.

In order to move up to the next level, Oakwood Elementary School personnel will generate a five-year technology plan to address technology needs and improve our technology infrastructure. To aid in developing the plan, school personnel will design and administer needs assessments and use the resulting data to put the plan into action. Furthermore, we will strive to supply the necessary equipment and technology to help students gain the skills and knowledge essential for them to flourish in school and society. As funds become available, additional laptops, tablets, and other student devices will be added to grade levels and classrooms. To compensate for the additional computer lab that is needed, we will put together a laptop cart of 25 computers that can be checked out by classroom teachers.

The school has a comprehensive school counseling program that is aligned with the ASCA national model. The mission of the counseling department at Oakwood Elementary is to provide a high quality, data driven comprehensive school counseling services to all students. The programs are designed to help all students develop and enhance their academic, social, career and personal strengths in order to become responsible productive citizens.

The school counseling department delivery system ensures that all students obtain access to appropriate services by providing monthly classroom core curriculum, individual student planning, responsive services such as individual and small group counseling, crisis counseling, referrals to outside agencies and strategic classroom interventions based on specific needs. The focus areas for student enrichment include increasing self-awareness, social skills, safety skills and developing self-efficacy.

The school counseling department has a Student Crisis/Immediate Threat Action Plan in place in the event that there is a student crisis or threat on campus. The school counselor and administration are familiar with protocols and procedures.

The counseling department provides a yearly core curriculum schedule that is in alignment with current classroom standards to reinforce the subject material that is being taught in the classroom. Classroom guidance lessons are centered around the three domains identified by the ASCA nation model which include academic development, personal/social development or life skills, and career development

Another important component in the development of the three domains and core standards is the implementation of Wednesday Wheel. This is a monthly rotation where each grade level has the opportunity to spend additional time acquiring skills for improved learning, creating plans to achieve school success, and acquiring interpersonal skills. Wednesday Wheel also provides the opportunity for students to cover research standards as stated in CCGPS for grades K-5 in ELA, Reading and Writing.

The counseling department provides brief responsive services in the form of individual and family support counseling services. Some circumstances may include family issues, classroom concerns, potential abuse or neglect, discipline referrals, or parent/teacher concerns. The school counselor will become involved with students based on teacher, parent, student, or administration requests.

The counseling department also offers a variety of small group counseling based on the needs of the students. It is important for the school counseling department to link the intervention to school---meaning that a perceived need must be impacting the child's academic success in order to provide this service. Some of the types of these data driven small groups offered in the counseling program include resiliency skills by grade level, academic/goal setting, lunch bunches or social skills, and coping and loss specific groups.

Also, to better meet the social and emotional needs of our students, we offer special interest clubs. A list of possible clubs has been created based on teacher interest, and students make their choices from this list. These clubs meet on the last Friday of each month during the regular school day so that every student can participate without worries of transportation issues. Students choose from clubs such as Just Dance, Holiday Crafts, Golf, Drama, Little Critter Garden Club, etc.

After school clubs likewise aid in meeting the social and emotional needs of our students. Teacher led, these clubs start at the end of the instructional day and run until 3:30. Clubs include Garden Club and Drama Club. Students in the Garden Club plan, plant, cultivate, and harvest vegetables from our Outdoor Classroom. Drama Club members practice music and learn scripts in order to perform for their parents, the school, and the public in the spring.

In order to move to the next level, the OES school counseling program will utilize school data and stakeholder surveys to implement a yearly school counseling improvement plan that is aligned with the school's improvement plan in order to enhance the program's efficacy and ensure the needs of students are being met. One avenue that will be attained on the improvement plan is for the counselor to coordinate and lead a school counseling advisory committee. This would enhance the counseling department and improve support services provided to more effectively meet the needs of the student population being served.

The school counseling department incorporates the sixteen CCRPI career cluster lessons into the core guidance curriculum. CCRPI is a comprehensive school improvement, accountability, and communication platform that promotes college and career readiness for all students.

Additionally, our school collaborates with the local high school to further explore college and career readiness with the students. The high school students present "Paws in Jobland" an interactive presentation where students learn more about specific careers and find unique ways to become more college and career ready.

The school counseling department also plans to incorporate a "Career Day" where students dress up in a career oriented outfit that the student might want to be in the future. During the Career Day, the school will have representatives from a variety of career clusters come to the school to talk about their careers in order to enhance college and career readiness.

Furthermore, a plan to move to the next level and assist our students in further becoming college and career ready is found in our specialized teaching efforts. This cross curricular effort will encompass a variety of ways the students can be exposed to the support of college and career readiness. Some examples of this unique aspect include the art department painting college pennants, the music department teaching school theme songs, and the physical education department exploring college athletics with the students.

Moreover, the fifth grade students participate in creating a career portfolio that aids them in looking at careers they might want to obtain in the future. This unique opportunity has each student choose an occupation from one of their top three career clusters and explore in-depth what it takes to get the career and what it will look like once they have the career of their choice. They are also introduced to GA411 where they will look further at how to become college and career ready.

The school partners with several community organizations/churches such as Backpacks of Love which provides needy families a back pack of food each week. Each back pack contains enough food to feed a family of five. Families can request the assistance or are identified by teachers, staff, etc. Letters describing the program are sent home and families must agree to participate in the program. This year, the school receives between 95-100 bags of food each week.

Chestnut Mountain Church of Christ donates coats to our school every year. Teachers and staff refer students that may need jackets; parents are notified and if they agree, we provide their student with a jacket. Jackets that are not donated are kept on campus for students that need one at any point during the school year. This year we have requested 50 jackets.

Last school year, Oakwood Elementary helped about75 families with some form of holiday assistance. We partnered with the Home Depot, We Care, University of North Georgia, the City of Oakwood and Flowery Branch Chiropractic's to provide families with holiday help. Families

were identified by self-referral, teachers and staff. We worked with parents to collect clothing size and special gifts ideas for students and then provided these lists to the different organizations. Once all items were collected, families came to the school to pick them up or, in some cases, we delivered goods to their homes.

Health care needs: When students present some form of health care need, our first step is to involve the parent and school nurse. For example, if a student demonstrates a need for glasses, the nurse can perform a vision screening. If the student fails it and the family is not able to go to the eye doctor for financial reasons, there are organizations/groups that can assist. Typically the school nurse connects the family with the organization. If necessary, our school social worker can assist the family in setting up appointments and has, on occasion, gone with the family to the appointment. Both the nurse and our school social worker can refer families to low cost medical facilities.

Mental Health Concerns- Teachers and staff refer student concerns to the counseling department and they follow up with the student to determine what level of support they need. If a mental health referral is necessary, the counseling department can provide parents with that information. The department has a community resource guide that provides information on mental health organizations, in addition to other support agencies.

Attendance Recognition- Good school attendance directly affects student progress. The counseling department collaborates with the social worker to review attendance on a weekly basis. Contact with parents is made regularly and the school works to recognize good attendance. Every month, information on good attendance is included in the parent newsletter. Perfect Attendance is highlighted each month. (We recognize this monthly so that kids focus on healthy attendance habits and not just perfect attendance for the entire school year.) We have an attendance wall, and attendance incentives for students that are present for 20 consecutive days.

Student Leadership Activities- The school has a variety of leadership activities that students can participate in throughout the year. The Safety Patrol helps with safety and or during the arrival of students each day. They report to the counselor each morning at 7:15 for a morning post and stay until the first school bell. They are responsible for the safety of the students arriving in the mornings so they do get to the classroom safely. The School Store Volunteers sell various school supplies every morning at 7:30am. The student volunteers are responsible for daily store set up, sales and inventory.

Caught and Soarin'- The school recognizes students who have been "caught doing good and or soaring with The 7 Habits" without anyone looking. We all like to have our positive efforts acknowledged and will usually show more of that behavior if it brings us some sort of encouraging acknowledgement. Here at Oakwood, we concentrate on the good things our students are doing for the betterment of our school community. Whenever a student is "caught being good or soaring with the 7 Habits," they are recognized on the Friday morning news and have their picture taken and placed on a board in the front hallway.

Mentor Program-The school collaborates with the mentoring program at CenterPoint in Gainesville, GA. Mentors from this agency coordinate with the school counseling department to mentor students at Oakwood. The mentors typically mentor the student for the entire school year, (or sometimes longer) and will meet with them at least once at week at the school.

The school counseling program utilizes school data and stakeholder surveys to implement a yearly school counseling improvement plan that is aligned with the school's improvement plan in order to enhance the program's efficacy and ensure the needs of the students are being met. One avenue that will be attained on the improvement plan is for the counselor to begin an "Outside Resource Center" of information for Hall County. This will ensure that the school is providing proper referrals to outside agencies when needed.

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: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel 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.	•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 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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •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 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 2

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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •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 •Executive summaries of student learning reports to stakeholder groups	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.

Oakwood Elementary School personnel use an assessment system that produces data from multiple assessment measures that is generally consistent across classrooms/courses. Data is collected from a variety of sources in each type of curriculum. To begin, each grade level uses DRAs (Developmental Reading Assessments) to collaboratively plan lessons and then differentiate them to meet the needs of each student

in reading. These assessments are collected up to three times a year, depending on the reading level status of the student. In addition, teachers complete running records/DRA short forms on a monthly, every two week, or weekly basis, depending on the child's reading level. Guided reading groups are taught in each grade level based on the data collected from DRA's and running records/DRA short forms. Writing is assessed based on Hall County guidelines and grading rubrics. Students produce on demand writings at different times during the year and end of unit writing assessments, as well as their daily writings. Data gathered from rubrics is used to differentiate instruction in the areas of style, organization, ideas or conventions. In math, teachers across the building utilize Hall County pre-assessments to differentiate math groups and reassess students' abilities at the end of math units based on the Hall County unit assessments, teacher observation, and student performance. Teachers can also administer the Developmental Math Assessment (DMA) to struggling students. Once needs have been identified, students are then placed in the appropriate tutoring or RTI group based on need. Each grade level in the building also demonstrates math fact ability on a data display in the hallway. Once students have mastered their determined criteria, they get to add to the display for their class. In addition, every teacher utilizes the Every Day Counts (EDC) Calendar kits to enhance math instruction. In addition to the core subjects, many grade levels and teachers assess and differentiate with subjects such as spelling, using Words Their Way, a research based spelling system that provides spelling inventories for individualized spelling instruction, Spelling City, a computer based program for spelling and vocabulary development that allows students to take their differentiated assessments and see their results instantaneously, and science and social students units located on the Georgia Standards web site. In spring, students in third through fifth grades take the approved Georgia standardized assessment. In the past, this was the Criterion Referenced Competency Test (CRCT), but is currently changing to the Georgia Milestones Assessment (GMA).

Although assessments and differentiation occur throughout the school day, teachers often arrive early or stay late to offer before or after school tutoring. Many of the pre/post assessments administered in classrooms allow teachers to find students who continue to struggle with grade level standards. Tutoring groups offer flexibility and can be adjusted at any time the teachers deem necessary. During the 2014-2015 school year, tutoring was offered before and after school. Currently, tutoring is offered before school to all students identified as below grade level or having difficulty with certain subjects or standards. Tutoring is 30 minutes three or four days each week.

The School Improvement Plan (SIP) was updated in the summer of 2014-2015. Data was analyzed based on current CRCT results. Strengths and weaknesses were determined. Professional learning opportunities, curriculum needs, and logistics were considered to maximize instructional time and learning opportunities to further improve our students' learning potential and ability to differentiate and meet students' needs. For example, the SIP includes "PL in the areas of: DRA, Running Records, (Reading for Information) RFI (grade 3), Vocabulary (grade 4) and Literary Comprehension (grade 5)" in reading. In addition, the master schedule for the 2014-2015 school year was arranged in a manner to maximize instructional time for all grade levels. The schedule allows many opportunities for EIP, ELL, and Special Education Teachers to co-teach across multiple grade levels. This allows a higher teacher to student ratio and, in some cases, helps reduce class size. The master schedule also affords SEARCH students the opportunity to visit Mrs. Ingram one full day each week as part of a pull-out program. The SEARCH program allows students the chance to dig deeper into enrichment/extension problem solving activities. As you can see, schedules are arranged to provide equitable and challenging opportunities for students at all levels of proficiency allowing for improvement of instruction, student learning, and the conditions that support learning.

In order to consider being Level 3, we would need to ensure consistent measurement across classrooms and courses. The system does regularly evaluate unit assessments by seeking teacher input and changing assessments over the summer for the next academic year which addresses the need to be evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. In addition, concern for consistency exists since teachers are currently given the freedom to dissect assessments and give them in increments rather, than all at one time. In addition, assessments can be left to personal interpretation based on how each teacher scores the assessment, even though grade levels do collaborative grading sessions to confer and discuss grading processes.

Our School Improvement Team worked extensively this summer pouring over student data from a variety of sources: attendance, CRCT, DRA, GKIDS, SLO, End- of Unit-Tests and other common assessment data. Primarily this team focused on CRCT results and trend data from the past two years. As stated in the School Improvement Plan, (SIP), these teams delved into the data and its various subjects and

domains, identified strengths and weakness; not only in those subject areas and domains, but also within our sub-groups. In brainstorming and discussion, we identified that although gains were made in the 2013-2014 school year; some of them being very significant, there is still much work to be done with our Hispanic population. There is much work to be done schoolwide, as indicated by our CCRPI score, as well as the fact that the vast majority of our students fall into the low-socio-economic range.

As seen above, we have rated ourselves a Level 2 in this area, as we strive to become more systematic in our processes and procedures for collecting, analyzing, and applying learning from multiple data sources. We are working to improve the consistent analysis of trend data, to enable us to create a clearer picture of student learning, instruction, and effectiveness of programs and instruction. This year, the entire professional and support staff are working in a variety of ways to design, implement, and evaluate continuous improvement in all areas. Oakwood Elementary, since the beginning of the 2013-2014 school year, has a renewed, intensive commitment to solid Standards Based Instruction, as evidenced within instructional lesson plans. Our intentional focus on common planning time is time for collaboration between grade levels, co-teachers and support teachers. Although our CRCT data indicates that this focus increased our student performance tremendously in the 2014 school-year, one grade level that stood out as underperforming was our fourth grade. There were the fewest gains at that grade level. Strengths that were identified in each of the three teachers, but our analysis of this data caused us to strategically change the organizational structure of this grade level and departmentalize the grade level this year. By changing the instructional format for students, we are looking for increased outcomes for our fourth grade students in 2015.

Our data analysis also identified the following trends: A need for more consistent assessment in the areas of DRA and GKIDS; a greater focus on "the basics (facts and spelling)", Earth Science, Economics, Number Sense, Problem Solving, Fractions Research and Application and the Writing Process, not to mention the need for overall increased student attendance.

Differentiation of instruction is another intentional focus to support increased student learning. Teacher lesson plans reflect differentiation in a variety of ways: ability levels, targeted skills, enrichment, small group instructional time, student needs as determined by assessments (DRA, spelling inventories, Developmental Math Assessments, individual student conferences, student choice interest groups for "Fun Friday", RTI interventions and strategies, and curriculum unit assessments).
Also, as a result of our data analysis, we are continuing to place an emphasis on: Collaboration among and across grade levels so that there is a true understanding of the Standards; solid lesson plans and solid Standards-based Instruction that is differentiated, flexible and based on student data. The school improvement team suggested providing job embedded professional learning in the areas of the writing process and Number Talks, as well as providing for opportunities for teachers to attend conferences in the areas of Science, Social Studies, Literacy and Technology.

Teacher effectiveness is directly correlated to student achievement. In order to increase teacher effectiveness, teachers participate in the Teacher Keys Effectiveness System, or TKES. Each year, teachers and administrators discuss the TKES standards and expectations, and then choose 2 areas in which the teacher will work to improve or increase mastery in these areas. These standards included: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism and Communication. Teachers receive feedback in the form of Walkthroughs(4) and Formal Observations(2), throughout the year to show their proficiency in their target areas, as well as proficiency in all ten standards.

For students who have individual academic issues, our school Response to Intervention (RTI) team works to establish individual goals, strategies, conduct consistent progress monitoring, and meet monthly to determine student progress and adjustment of goals.

The Leader in Me program adopted by Oakwood Elementary in 2010, has increased student awareness of personal goals and achievement with the implementation of individual student leadership data notebooks. Each student at our school is asked to write personal goals in

Reading and Math, as well as other goals grade levels or individual teachers may emphasize. Twice a year, students conduct Student-Led Conferences, where the students review their goals with their parents, recorded data; student leadership responsibilities, and their own work they choose to include as a success or completion of their goal(s). Parents are asked to complete surveys after the conference and give feedback in different areas concerning the conference. Each grade level celebrates math achievement of basic math facts (specific to the grade level standard) with data displays in their respective halls. Students are excited to see their improvement as the displays are updated regularly.

In an effort to improve overall school attendance, we recognize 20 day perfect attendance and whole class attendance. At least once a month, generally on a Friday, over-all perfect student attendance and classroom perfect attendance, is announced through the morning announcements. Students and classrooms announced have their picture taken for the front hallway bulletin board.

As our school continues to implement our School Improvement Plan, the procedures for data collection and analysis will continue to create a foundation of evidence of consistent practices, procedures and achievement. This data will continue to build continuous improvement in student achievement, instruction, program effectiveness and organizational conditions.

In order to consider being Level 3, we need time to consistently use systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources by both professional and support staff. More trend data will be available after the completion of the 2015 school year, and the effectiveness of organizational changes and effectiveness of programs can be further investigated.

Oakwood Elementary School, OES, offers opportunities for all staff members to be trained in the use of state-wide, county-wide, and school-wide evaluations to drive instruction. Professional Learning opportunities are offered all school year long for professional and support staff. Professional staff are required by the state of Georgia to earn ten PLU credits as part of the qualification to be recertified as a teacher. Support staff are required by the state of Georgia to earn ten PLU credits as part of the qualification to be recertified as a paraprofessional. State-wide data is used to develop our school improvement plan. In the past, OES gave the state mandated Criterion-Referenced Competency Test, CRCT, to students in 3rd - 5th grades to determine competency of standards, and in turn, if standards were rigorously taught. Before the test, 3rd - 5th grade teachers and needed support staff were trained in the purpose and application of the test. Once scores were reported from the state, the Leadership team used the data of Reading, ELA, and Math scores to determine the instructional focus for the following school year. Faculty meetings were a means to report and address the entire staff of the school improvement plan. Teachers' effectiveness were also measured through the Teacher Keys Effectiveness System, TKES, using the class CRCT data. Once information and training is made available from the state, the same process will take place using the new end of grade level assessment. County-wide data is used to not only assist in developing our school improvement plan, but to also measure present academic levels, which determine the need for Response to Intervention, RTI, and differentiated instruction within individual classrooms. County wide data includes Direct Reading Assessment, DRA, to assist in RTI and reading instruction, Direct Math Assessment, DMA, to assist in RTI and math instruction, and End of Unit Assessments to drive instruction. Hall County offers professional learning opportunities throughout the school year in these evaluations and more. Professional Learning opportunities are based on common core standards, curriculum training, evaluation training, ways of collecting data, and ways to interpret and use data to drive instruction. Teachers are also given the opportunity to relate information to colleagues during grade level meetings.

School-wide data is collected by all staff in their designated grade levels. Grade level initiatives are created based on evaluations, such as DRA and CRCT. Data is collected and displayed through students' leadership notebooks and grade level data charts. Professional Learning was required in our school's 7 Habits of Happy Kids initiative where development training was used to apply growth models through leadership notebooks and grade level data charts. Our school data room was developed to show school growth in the areas of math and reading.

Oakwood Elementary School personnel continuously search for ways to improve the education of their students. Processes including RTI, Tier 1 running records, IEP goal sheets, Developmental Math Assessments (DMA), GKIDS, grade level data displays for math, unit assessments, and CRCT scores are in place for analyzing data to instruct students at or beyond their levels and remediate students who may be falling behind. Teachers instruct students on their instructional levels through differentiation and collaboration with other co-teachers

and departments (i.e. Special Education, Gifted, Early Intervention or Reading Intervention specialists, ELL). Students who are in need of intense remediation are placed in the RTI process where they receive specific interventions and instruction above and beyond what the regular classroom students receive. These interventions address specific student weaknesses and monitoring continues on a weekly basis. Monthly grade level RTI meetings are held to discuss the student's progress and appropriate adjustments are made to the interventions to ensure continued growth. Teachers are creating and providing high-achieving students with contracts to enrich their learning environment.

Teachers at Oakwood Elementary School are also using the Teacher Keys Effectiveness System (TKES) to set goals for them to improve instruction. Lesson plans are differentiated and include essential questions that focus on the standards. Standards are posted in classrooms and referred to continually during the lessons and units of study.

As indicated above we believe that Oakwood Elementary is currently functioning at a Level 1. We communicate the achievement of school improvement goals to stakeholders by informing the parents of our students that we are an Alert school. We did this by sending letters to all parents to let them know about schools of choice in the area.

Oakwood host an Open House in the fall. This meeting serves as an opportunity for the parents to meet the teachers. The teachers explain the expectation for the students and discuss with parents how they can assist with the education of their children. Oakwood works very hard to establish an open door policy for parents to access the staff. Our school is very open and parents know that the teachers are available upon request. Teachers will be available to meet with parents before school, after school, and during planning times. We maintain daily/weekly contact with our parents (it varies by grade level) through the use of student agendas, newsletters, e-mails, phone calls, text messages, webpages and work folders.

We also have a curriculum night in the fall after the first 9 weeks. We inform the parents about the subjects at each grade level. Teachers inform parents about the importance of homework and how the parents can help the students at home.

We have also held informational meeting for the parents to let them know about expectations and goals for kindergarten and 4th grade. We send home monthly newsletters to parents to inform them about upcoming events and to let them know strategies to help their students in different areas.

Use of the agenda establishes a means of daily communication with the parents. Parents are also encouraged to use the agendas to ask questions and inform the teacher of things that may be beneficial to the child's education. In addition, we have access to contact parents through the student information system, Infinite Campus. Progress reports are sent home every 9 weeks.

In order to guarantee student success, partnerships among schools and parents are vital. Parents participate on school committees such as the PTO Executive Board, Event Volunteers, and Grade Parents, and Parent Involvement Committees. At Oakwood Elementary, we recognize that parents are their children's primary teachers and their support is critical in our efforts to provide a quality education to the children at our school. Oakwood Elementary shares responsibility with parents/guardians for high student performance by developing a school-parent-student compact and the Parent Involvement Policy. Parents, students, and staff review the compact and policy each year.

The Leader in Me program adopted by Oakwood Elementary in 2010, has increased student awareness of personal goals and achievement with the implementation of individual student leadership data notebooks. Each student at our school is asked to write personal goals in Reading and Math, as well as other goals grade levels or individual teachers may emphasize. We have two times a year that stakeholders can come in for student led conferences. 100% of our students will participate in a fall and spring student led conference. Parents may also set up a meeting at any time with their child's teacher or the administration to discuss their child's progress.

We also have two leadership days (one in the fall and one in the spring) that stakeholders can come tour the school, talk to students, see data graphs and notebooks, listen to the students. They can also ask the students on the school Lighthouse team questions about the school and their goals.   Students discuss their academic and personal goals and demonstrate steps towards mastery of the goals.

In order to be on the student Lighthouse Team , each one fills out an application and is elected from within their homeroom classes. We have a Lighthouse Team for students. This team works together to come up with goals to work on for the year. They do various service projects for the community and school, such as a coat drive, food drive and pennies for patients.

The school also has a school wide Lighthouse team that meets to discuss how to promote the 7-Habits school wide. Parents and community leaders are welcome to come the 4th Thursday of every month to discuss these same issues.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 2.08

Standard 4: Resources and Support Systems — 2.29

Standard 5: Using Results for Continuous Improvement — 2
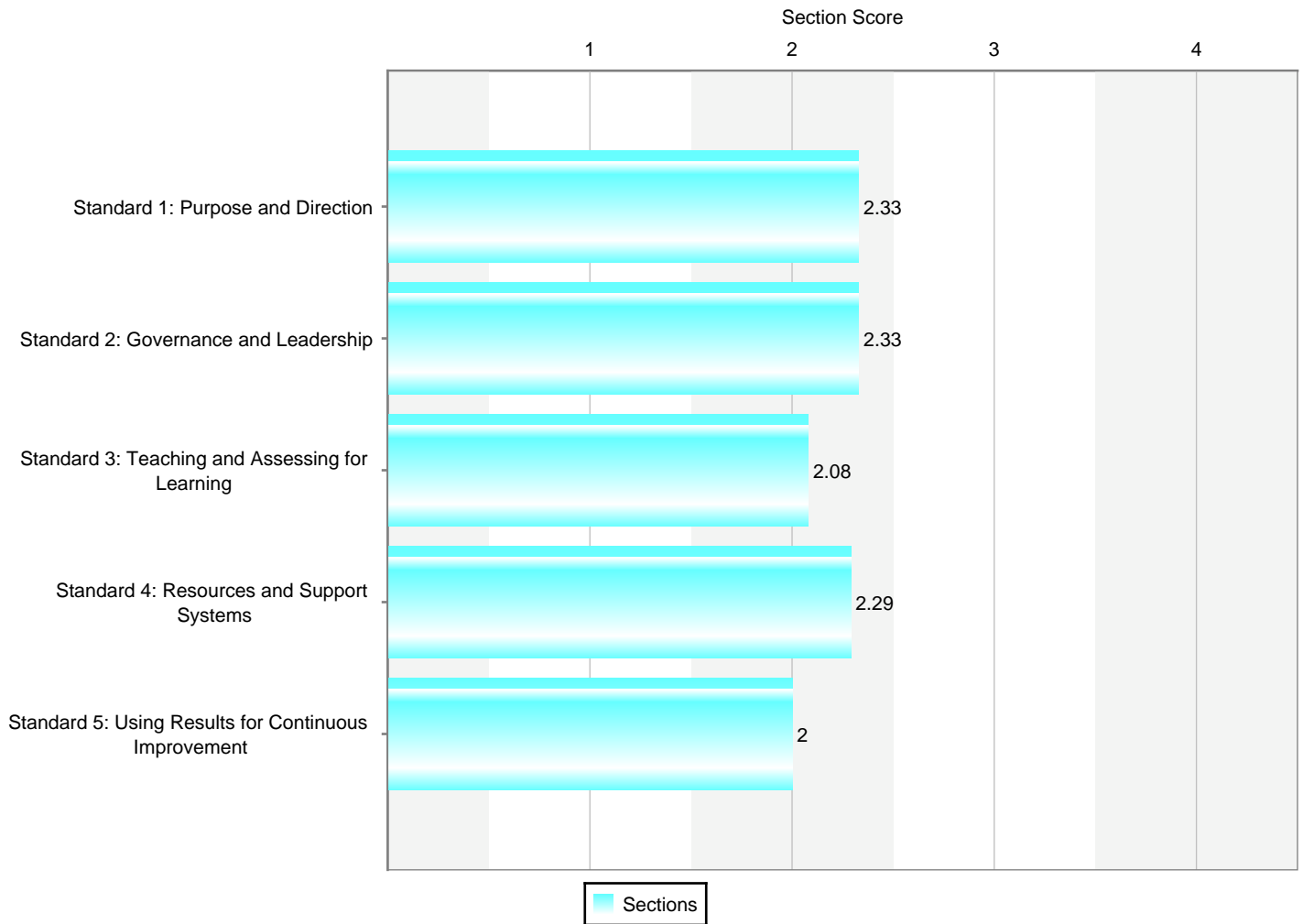
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Standards 1 and 2 yielded the highest approval rating for OES staff.

Standards 1 and 4 yielded the highest approval rating for OES parents- barely nudging out the other standards. Overall we were rated highly by parents.

Standard 1 was overall rated highest by students.

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

Overall Standards 1 and 2 see overall stakeholder approval. Also Standard 4 seems to be a strength overall.

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

Standard 1 is seen overall as consistently strong by all stakeholders. Standard 2 is rated high by both parents and staff. Overall, resources seem to be seen as a strength by all stakeholders.

Areas in Need of Improvement

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

Even though it is not a weak area, standard 3 -as seen by staff is an area to be improved in.

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

Standard 3 by staff and students.

What are the implications for these stakeholder perceptions?

Overall, stakeholders believe that there is a strong vision and mission for Oakwood that goes along with a strong administration (1 and 2). There is evidence of a need for better assessment practices and uses (standards 3 and 5). This emphasizes the need for future focus on assessments and assessment uses, as well as the need for the refinement of the SIP.

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

For the parents there is a desire for more communication on levels of academic expectations and overall achievement of the students.

For the staff there is a desire for more refined assessment practices and continued refinement of the School Improvement Planning process which has been newly implemented at OES.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
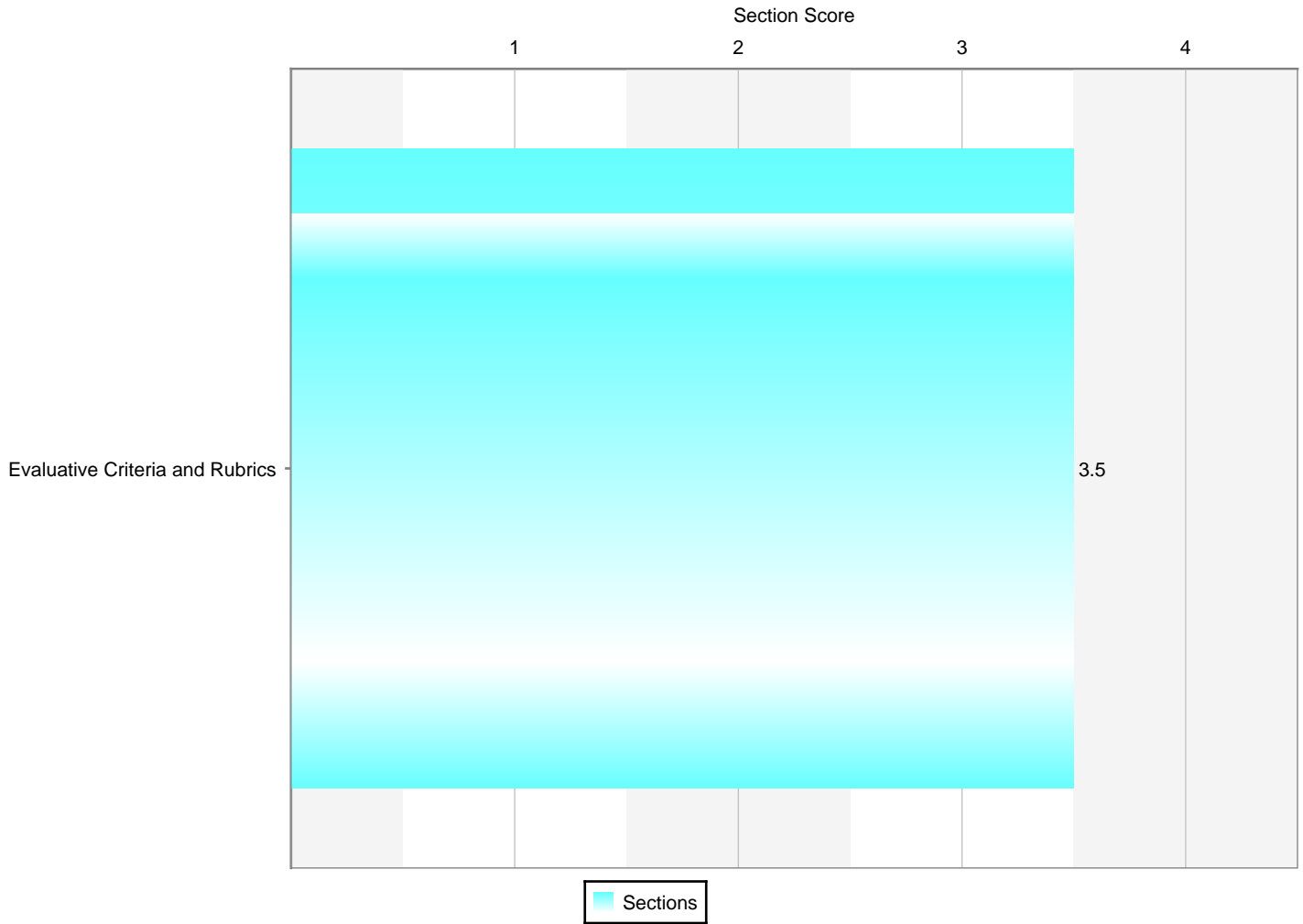
Student Performance Diagnostic

Introduction

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

Student Performance Data

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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

In the 2013- 2014 school year gains were made across the board, but significant gains were made in the area of math in grades 3 and 5. Some gains were as much as 29%.

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

All areas on last year's CRCT showed a positive increase. However, one year's increase does not make a trend. Again the most encouraging trend was mathematics in grades 3 and 5.

Which area(s) indicate the overall highest performance?

The highest levels of performance were overall in third and fifth grade, with math in third and fifth showing great gains, as well as reading in fifth grade. Our fifth grade reading scores were the highest in the county/

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

Our Hispanic group has improved, as did all of our children. Prior to last year no one group was doing really well, as was indicated by our past CCRPI. However one year of wonderful gains does make a trend.

Between which subgroups is the achievement gap closing?

The achievement gap, according to 2013-14 data shows that the achievement gap between our Hispanic and our "All" group is closing.

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

CRCT, End of Unit Tests, DRA and SLO assessment are consistent in their findings of increased student achievement in the 2014 school year at OES.

Areas in Need of Improvement

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

Overall fourth grade at OES seems to perform below third and fifth.

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

Prior to last year, Math, Science and Social Studies.

Which area(s) indicate the overall lowest performance?

Fourth grade math-

Science and SS have improved, but still have a great deal of room for growth.

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

Prior to last year- Hispanic is particular, but really our ALL population needed improvement.

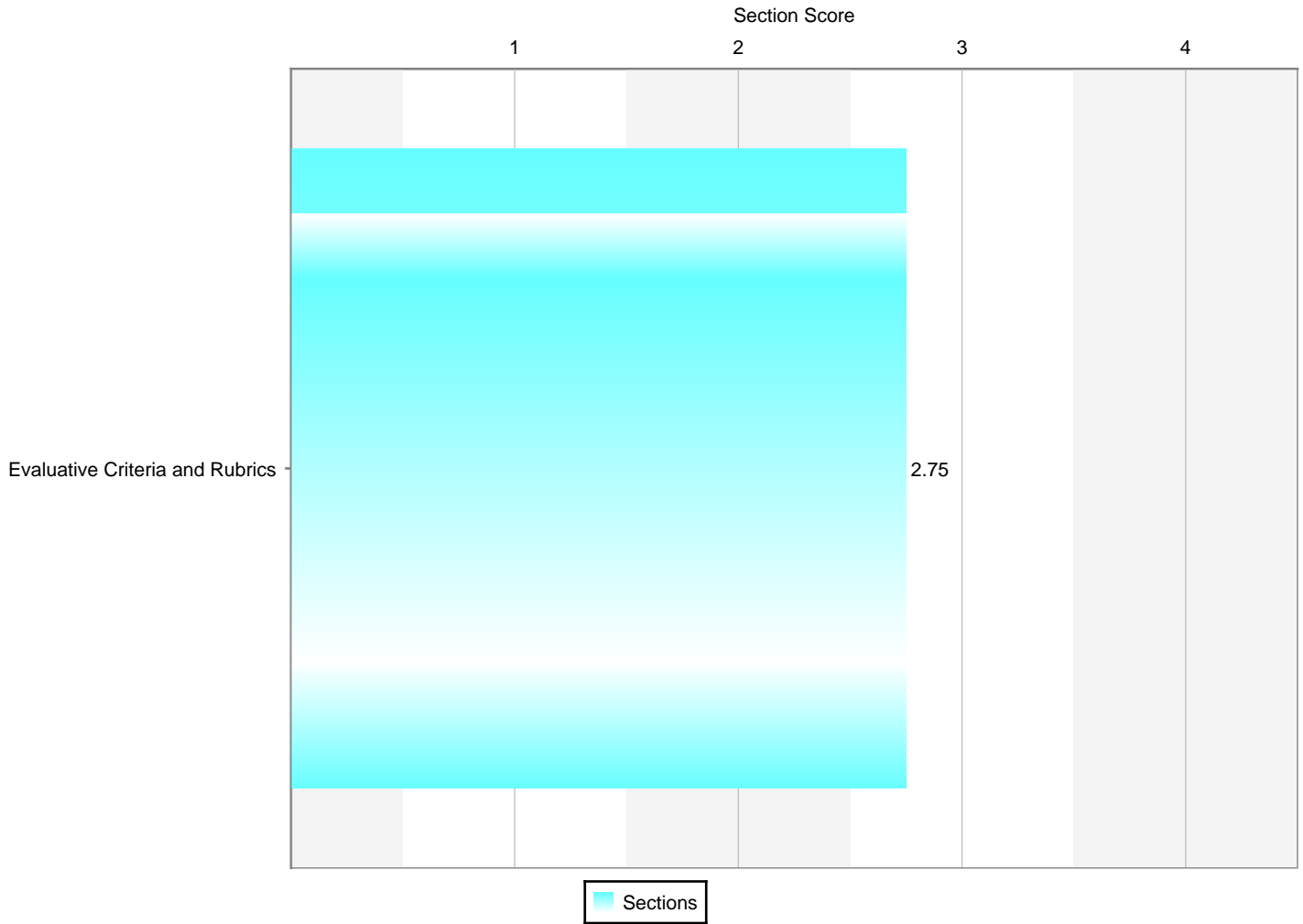**Between which subgroups is the achievement gap becoming greater?**

Prior to last year our Hispanic subgroup.

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

All

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.75

Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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