



Accreditation Report

White Sulphur 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?

At White Sulphur Elementary School, our primary focus for the past few years has been to provide enrichment and rigor for all students. In the past, struggling students were the focus of instruction while average and high achieving students were not engaged in activities that expanded their thinking. White Sulphur staff members have implemented several instructional components to provide enrichment as well as intervention to meet the needs of all learners. Our Learning Enrichment Activity Period, Enrichment Clubs, a school wide leadership focus, and a common goal of increasing wellness through Alliance for a Healthier Generation are several unique features that White Sulphur offers. Our professional learning focus for the 2014-2015 school year is aimed at creating an "Academically Challenging Environment" in each and every classroom. Teachers are also differentiating lessons across the curriculum using readiness, student interest, and student choice. It is our goal that rigorous expectations will increase student achievement for diverse learners at White Sulphur Elementary School.

White Sulphur Elementary School is a rural Title I neighborhood school that serves over 480 students. It is located in Gainesville, Georgia, about 60 miles Northeast of Atlanta. Ninety-four percent of the White Sulphur student enrollment qualifies for free or reduced lunch. White Sulphur has one of the most diverse populations in Hall County: forty-eight percent of students are Hispanic; thirty-seven percent of students are Caucasian; four percent are multi-racial; and about eleven percent of the population are African American. White Sulphur has high enrollment in Special Education with two self-contained classrooms and two resource teachers that provide co-teaching in regular education classrooms as well as direct instruction. About half of the students at White Sulphur Elementary School participate in the English as a Second Language (ESOL) program. While the Gifted and Talented program (SEARCH) enrollment is very low, around two percent, WSES also serves almost five percent of our high achieving students in the BRIDGES program. BRIDGES is a program designed to foster growth and enrich the education of students who do not meet the requirements for SEARCH but demonstrate the potential to qualify for the Gifted program with additional support.

All teachers at WSES are highly qualified in the areas in which they teach. Out of forty certified staff members, twenty-nine percent have a Master's Degree; twenty-nine percent have a Specialist Degree; and 2.5% have a Doctorate Degree. Several staff members have or are pursuing Gifted, Reading and ESOL endorsements.

School's Purpose

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

The vision of White Sulphur Elementary School is to encourage academic excellence and development of individual strengths in order to foster leadership and respect for one another. Our Learning Enrichment Activity Period segment, wellness and student leadership initiatives, and enrichment clubs are examples of ways the staff at White Sulphur strive to enhance our students' learning experiences. These activities provide our students with life experiences they would not otherwise have.

Four days per week for 45 minutes per day, staff members offer enrichment as well as remediation activities to students based on individualized needs during the Learning Enrichment Activity Period (LEAP) time. Currently, our LEAP segment provides teachers a specific time of day to offer enrichment activities and intervention strategies to students. Teachers analyze data periodically to form these flexible groups to best meet the students' needs and interests based on Common Core Georgia Performance Standards.

White Sulphur's Wellness initiative results from The Alliance for a Healthier Generation's program. We also received a grant through the Health mPowers Program. Our goal is to create and sustain a healthy environment where students can learn and flourish. Through these programs White Sulphur Elementary strives to incorporate both health education and physical education into our daily routines. White Sulphur also offers an afternoon Wellness Club option for all students. Through this initiative, White Sulphur Elementary School has created a sustainable change in the ways our students live their daily lives.

White Sulphur's student leadership initiative resulted from a book study of Stephen Covey's book *The Leader in Me*. The school's character education program focuses on incorporating the seven leadership habits into the daily practices of students. We have formed a committee of teachers working to support students as they learn to practice the seven habits and grow as leaders in every aspect of their lives. The Student Leadership Committee continues to develop ways for students to be recognized for their leadership efforts and celebrate their growth.

With an increasing focus on rigorous education for all students, White Sulphur recognizes the need to incorporate more student choice and interest based opportunities. As a result, our staff has begun offering Enrichment Clubs where students are able to select service based learning experiences based on their interests. These clubs are offered one day per week during LEAP (Learning Enrichment Activity Period).

The school's purpose will always incorporate the belief that all students can learn and deserve engaging, rigorous academic experiences. We believe that relationships between staff members, students and parents are paramount. We encourage these relationships by holding 4 parent conference weeks per year and quarterly Parent Night meetings with a program that includes a student performance and an academic make and take session for parents.

As we move ahead with our focus on student achievement data, rigor and enrichment, our mission and vision will evolve. Over the past two years, the staff at White Sulphur has changed drastically. We have had 18 new staff members, which includes 14 new certified teachers and a new Principal. With a staff change this large, the need to review and revise the school's mission and vision is necessary. The Leadership Team plans to start this process soon.

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.

White Sulphur has made several notable advancements in the last three years. These include the enrichment clubs, wellness club and initiative, and LEAP.

Teachers have taken leadership roles within the school to lead student enrichment clubs and an after school wellness club. Both of these opportunities are based on students' interests and well-being. At White Sulphur, we feel it is necessary to educate the whole child. When students are healthy, their performance in school improves.

In the past three years, White Sulphur has become a "Wellness School" winning accolades for our efforts at both the state and national levels. These awards include attaining Bronze and Silver levels through the Alliance for a Healthier Generation initiative and the Georgia Governor's Gold SHAPE award. Over 80 students regularly participate in Wellness Club after school one day per week where they exercise and learn healthy habits for eating.

The Learning Enrichment Activity Period has given teachers a setting in which to focus on hands-on learning based on the CCGPS. Students engage in project based activities in different content areas during this time. Students who need interventions also receive help during this time.

In the last three years, White Sulphur Elementary School has been working to improve student achievement in all areas. In 2013, based on the 2012 CRCT data, White Sulphur was listed as a Title I Alert School due to students in the white sub-group performing more than three standard deviations below the state mean on content area tests. With the CRCT scores from 2013, White Sulphur Elementary has moved off the Alert School list.

White Sulphur Elementary School continues to utilize data to make instructional changes and monitor student growth. Each month, each grade level meets with administrators and the Instructional Coach to examine a variety of data sources (Developmental Reading Assessments, CRCT, Hall County Unit Assessments, state Readiness Indicators, etc.). During these monthly data chats, staff members collaborate to develop strategies for moving students from below grade level to on grade level as well as moving students from on grade level to above grade level. The WSES Leadership Team also meets monthly to review data and develop and revise school improvement goals.

Based on this regular analysis of data, White Sulphur will be focusing on the following areas for improvement over the next three years:

Due to reading weaknesses, WSES will strive for 90% of students to be reading at or above grade level at the end of each school year.

Due to low performance on the CRCT over the past several years, WSES will strive to have the percentage of students scoring in the on track or commendable level at or above the state mean on readiness indicators in all content areas based on Georgia Milestones performance.

Due to a low percentage of students scoring in the Exceeds category on the CRCT over the past several years, WSES will strive to increase
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the number of students scoring in the "Exceeds" category on the Georgia Milestones by 10% in all content areas.

Additional Information

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

See above.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school 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.	<ul style="list-style-type: none"> •Survey results •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •school website, Parent Involvement Policy, Student Leadership Team minutes 	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.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •School Improvement Plan; Data Chat Agendas 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan•Parent Involvement Plan; School/ Parent Compact	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 school leadership team has a systematic review of the school improvement plan to improve student learning. Stakeholders participate and give feedback. Examples of stakeholder involvement include: the Parent Involvement Policy, surveys, parent contract, Title I advisory meetings, parent conferences, PTO Board, and School Council. We also have a full-time parent liaison to assist in communication with stakeholders. WSES implements a variety of challenging educational programs including LEAP, enrichment clubs, and hands-on learning experiences. Staff members meet regularly to develop instructional practices and promote high expectations for student learning.

School leaders implement a continuous improvement process monitored by the school leadership team during a monthly review of the school improvement plan. Staff meets monthly to review existing data and track student growth. Instructional decisions are based on review of student achievement data. Parent and school council meetings are scheduled for the remainder of the school year.

The school purpose needs to be more clearly articulated via an updated mission statement. Communication of our mission statement to stakeholders and formalizing a process for reviewing the statement are areas in need of improvement.

WSES will review, revise, and communicate our mission statement to stakeholders. We will ask stakeholders to participate in revising the WSES mission statement.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

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

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing code of ethics •Title I requirements 	Level 3

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

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 4

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

Standard 2: Operating under governance and leadership that promote and support student performance and school effectiveness

As we reviewed and scored ourselves in the area of operating under governance and leadership that promote and support student performance and school effectiveness, areas of strength were noted in standards in 2.3 and 2.6. Our staff protects supports and respects the autonomy of school leadership to achieve goals for improvement. We constantly review our School Improvement Plan in order to ensure that we improve our instruction and student learning. Our leaders consistently share agendas and minutes of meetings with all staff. Our leadership consistently maintains academic oversight through data chats, attendance at collaborative planning, TKES, Professional Learning Tracts and resource allocation. Through the use of analyzing data, self-assessments, and Professional Learning tracts that are directly linked to our purpose we effectively adjust our professional practices to ensure student learning.

In areas of 2.1, 2.2, 2.4 and 2.5, we also noted strengths. As a staff we rated ourselves as a level 3 in these areas. As a school we communicate effectively with all stakeholders and continuously collect, analyze, and use student learning data to drive instruction. We constantly review our School Improvement Plan and make revisions that reflect our purpose. We have communication plans in place for all stakeholders, such as school, staff and student handbooks; Monthly newsletters, Remind 101 and Weekly Monday folders. We are constantly involved in professional learning that promotes effective instruction and assessment for all students. Our staff participates in mandated Code of Ethics training. Our teachers maintain proof of legal counsel and appropriate certifications for the areas they teach. Our staff participates in collaboration efforts continuously to build and maintain a sense of community within our staff and students. We participate in weekly RTI meetings, collaborative planning and vertical planning. We also participate in learning labs both with our instructional coach as well as with the county instructional coaches. Our leadership consistently and fairly evaluates each staff member to ensure our primary focus of improving professional practice and student success is at the forefront of our instruction. Results from these evaluations are shared in a timely fashion and are expected to adjust our professional practice to ensure student learning.

There are many things that we are doing to sustain our strengths. In order to ensure the continuation of best professional practices our leadership will continue to ensure that we are given the opportunity to learn through professional learning tracts on a consistent basis. We will

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also continue to analyze data to adjust and drive our instruction on a daily basis. Collaboration will continue to be utilized to evaluate student work, share best practices and strengthen our sense of community. We feel that our focus on professional learning, analyzing data, and collaboration we will sustain our strengths easily.

Even though we do not have a standard that is need of improvement based on our rating scale, our ultimate goal is to achieve a level 4 in all domains. In order to achieve a higher rating as a staff we will continue to look for areas of weaknesses upon which to improve.

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: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	<ul style="list-style-type: none"> •Teacher evaluation criteria •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 •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.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs 	Level 3

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

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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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction 	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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Meetings with Instructional Coach 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Rosetta Stone Visitor Log; Remind Texts; Report Cards; Progress Reports; Parent Liaison Meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•List of students matched to adult advocate•Survey results•Description of formal adult advocate structures•Panther Pals; Enrichment Clubs; LEAP; Wellness	Level 2

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.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders about grading and reporting•Staff Handbook	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•TKES; Peer Observations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of 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.	<ul style="list-style-type: none">•Survey results•Data used to identify unique learning needs of students•LEAP 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.

What were the areas of strength you noted:

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The staff at WSES noted that the curriculum provides all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. The committee ranked WSES as a Level 3 based on evidence provided from instructional techniques, posting learning objectives, lesson plans, and samples of student work. The committee also notes that WSES shows a strength in using assessments and instruction to ensure alignment to the school's goals for achievement and instruction and statement of purpose. Possible evidence to prove that WSES is a level 3 are as follows: curriculum guides, lesson plans aligned to the curriculum, common assessments, scope and sequence, and standards-based report cards.

In addition to curriculum and assessments, the WSES staff notes a strength in monitoring of staff improvement of instructional practices. This is evident through peer or mentoring opportunities and interactions, administrative classroom observations and feedback. This also aligns with our strength in collaborative learning communities to improve instruction, which is evident through collaborative learning committees, peer coaching guideline and procedures.

We also demonstrate programs consistent with the school's values and beliefs about teaching and learning by providing on going support meetings and feedback with administrators and instructional coaches. We also collaboratively review the school's handbook and discuss expectations for all school personnel. WSES is scored at a Level 3 for standard 3.8 for the programs that are provided to engage families in meaningful ways. The evidence provided is as followed; volunteer programs, parent classes (Rosetta Stone, Text and Twitter accounts), report cards, progress reports, parent conferences, and varied activities that promote family communication.

At WSES all staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. WSES uses tools for professional learning such as peer observations, and TKES. The trends of these observations are shared with staff and stakeholders.

What were the areas in need of improvement:

The staff at WSES noted that the instructional strategies sometimes require student collaboration, self-reflection and development of critical thinking. The committee would like to work towards a learning environment where students are applying knowledge and skills more frequently and across all grade levels. WSES staff also noted a weakness in informing students of learning expectations and demonstrating an exemplar. 'Most' but not 'All' teachers use this process.

Another area of improvement that we believe would be beneficial at WSES is holding 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. We also need to improve on standard 3.10 by ensuring that 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.

WSES needs to focus on providing and coordinating learning support services to meet the unique learning needs of ALL students, not just identified students. In the past, high achieving students are not always challenged in the classroom. Lessons are also targeted toward the lower performing students in the classrooms instead of students who are on grade level and working above grade level.

What actions are you implementing to sustain the areas of strength:

WSES will continue to focus lessons on the CCGPS. The lesson objectives will be posted in classrooms and communicated to students.

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Teachers will also implement common assessments within the grade levels to monitor growth throughout the year. We will also continue with peer observations throughout the year which includes all staff members (certified and classified).

WSES will continue to communicate learning goals and progress towards the standards with parents. The staff will also provide meaningful ways for parents to stay involved in their child's education through parent meetings in the evenings quarterly, parent conferences throughout the year, newsletters, etc.

What plans are you making to improve the areas of need:

The WSES staff want to meet the needs of all learners in their classroom, not just the lower level students. Also, communicating with students how to meet and exceed the standards and performance levels will be addressed by grade levels.

WSES staff members will continue to meet with their Panther Pals but an emphasis will be placed on the student's educational experience not just on life skills and thinking skills.

Grade levels will work implement a protocol to examine student work to clearly define the mastery of standards. This protocol will also be used in grade levels as well as vertically to determine content knowledge and skills across grade levels and courses to address the inconsistency of grading policies among grade levels.

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: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •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 •Maintenance schedules •Wellness Initiative Documentation; Health mPowers Documentation 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •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 •SLDS Access Data 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process 	Level 2

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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.

As we reviewed and scored ourselves on the rubrics in the area of Resources and Support Systems, areas of strength were noted in Standard 4.2, 4.4, and 4.5. Administrators and the Leadership team work together to determine how Title I funds are allocated. They ensure that these funds are spent in accordance with the needs targeted in our School Improvement Plan and staff reported needs. Our school stakeholders have plentiful resources in the areas of technology and media. School personnel have been made aware of website licenses purchased at the county level as well as within the local school. To maintain strength in these areas, WSES will continue to monitor the way we spend our funds so that they are equitable to all students and all needs. We will also continue to survey our stakeholders to determine needs.

Our scores also indicated several areas in need of improvement. Standards 4.1, 4.2, 4.3, 4.6, and 4.7 were scored as 2's on our self-assessment. We did not score at Level 1 in any area. We noted the need for improvement in the safety of our playground and parking lot areas. We also noted a need to continuously improve our technology resources and infrastructure. We determined a need for our Safety plans to be communicated to our after school groups and the need to practice evacuation drills with the entire school. In the area of safety, we also determined a need to update and maintain our playground grounds and equipment to ensure student safety. Instructional time needs to be balanced between instruction and assessment as sometimes it feels assessment heavy. The social, emotional and physical needs of our population are great. While we try our best to meet the needs of all of our students, sometimes the needs overwhelm our resources. We will continue to seek out more resources and meet as many needs of our students as possible.

Going forward we will communicate these areas of need to our School Improvement Teams for recommendations on ways to improve. We will include goals for these areas in our School Improvement Plan and monitor our progress and growth regularly.

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: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Data chat agendas; Monthly Math Checks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

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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.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans	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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•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•School Compact	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.

As we reviewed and scored ourselves in the area of using results for continuous improvement, areas of strength were noted in standards 5.2 and 5.5. As a school we communicate effectively with all stakeholders and continuously collect, analyze, and use student learning data to drive instruction. We use county created pre and post assessments, DRA's, running records, DMA's, monthly math checks, and student conferences to form instructional groups. Students move in and out of groups as their needs change. Ways that we can sustain these strengths are to continue data chats, data notebooks, bi-annual and as needed parent conferences, as well as weekly teacher newsletters and monthly school newsletters.

Areas in need of improvement were noted in standards 5.1, 5.3, and 5.4. We scored ourselves as level 2 in each of these areas. As a school we see the need to seek ways to make assessment more unbiased and equalized across grades and classrooms. Also all

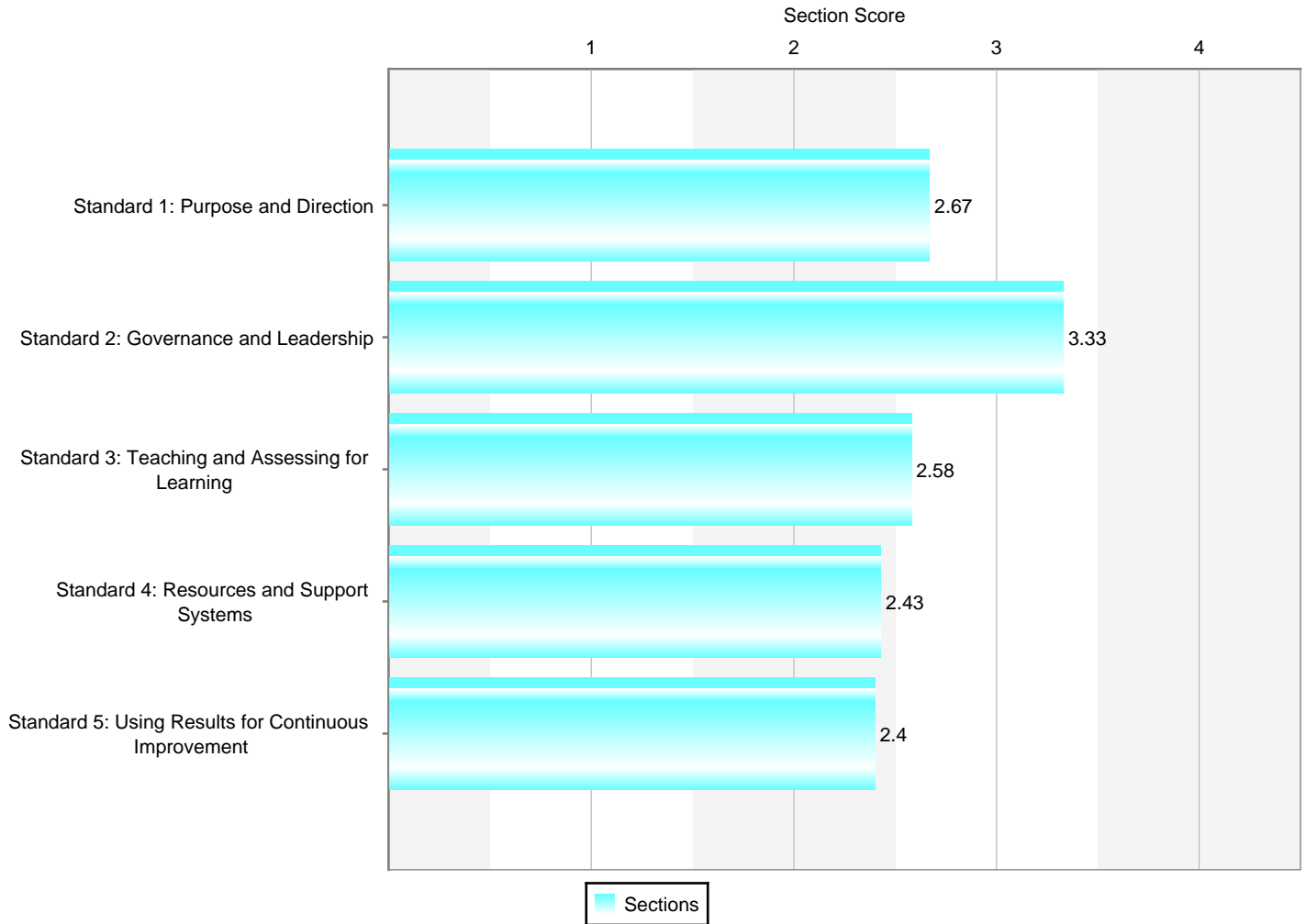
Accreditation Report

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professional and support staff would benefit from more training and evaluation in the use of data. The greatest area of need we identified is in standard 5.4. As a school we need to analyze data and change instruction and verify improvement in student learning. At this point, WSES does a great deal of data collection and study. However, this has not transferred to improvement in student learning. In order to show improvement in this area, attention has to be paid to assessing and evaluating changes made in instruction based on collected data.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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?

White Sulphur's overall highest level of satisfaction was in the area of Resources and Support Systems. At WSES, we provide a safe learning environment with qualified staff members who support learning for all students. Also at WSES, stakeholders indicate a high level of satisfaction in the area of Purpose and Direction. Stakeholders share the opinion that WSES staff desire students to be successful. WSES continues to monitor student achievement data to develop learning goals to improve student achievement.

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

Using Results for Continuous Improvement is an area that could be trending toward increasing stakeholder satisfaction, as parents and staff members become more accustomed to interpreting data.

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

After comparing stakeholder survey information from our GAPSS (Georgia Assessment of Performance on School Standards) Review and Title I Parent Survey with our AdvancED survey, we discovered several consistent themes. All stakeholders believe that we have created a positive learning environment at WSES. Stakeholders believe our staff members have high expectations for all students. We want all students to learn and succeed not only during the time they are with us, but also as they grow into productive citizens. Our stakeholders also believe our school is a warm, caring and safe place to send their students to learn each day. They are confident in the abilities of our staff to protect and nurture their children while they are with us. Parents noted that they feel welcome in our school as well.

Areas in Need of Improvement

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

White Sulphur's overall lowest level of satisfaction was in the area of Governance and Leadership. Specific areas in need of improvement include providing opportunities for stakeholders to be involved in establishing a purpose and direction for the school and creating the school's goals. Parents in particular noted a weakness in WSES communicating the school's goals with them. Our staff results noted areas of weakness in the school leaders holding themselves accountable for student learning and also ensuring that staff members use feedback they are given to improve student learning. Student survey results noted an area of weakness that was not evident on the parent and staff surveys. This area was the manner in which students treat adults with little respect.

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

Our stakeholders had decreasing satisfaction in the strand of Teaching and Assessing for Learning. Staff members were particularly dissatisfied with areas of professional learning. Staff members noted a need for professional learning that includes opportunities for peer coaching, extra support for new staff members and building capacity for all certified and support staff. Parents were becoming less satisfied with how WSES communicates with them about their students' progress throughout the year. All stakeholders were dissatisfied with parent involvement in the school as a whole.

What are the implications for these stakeholder perceptions?

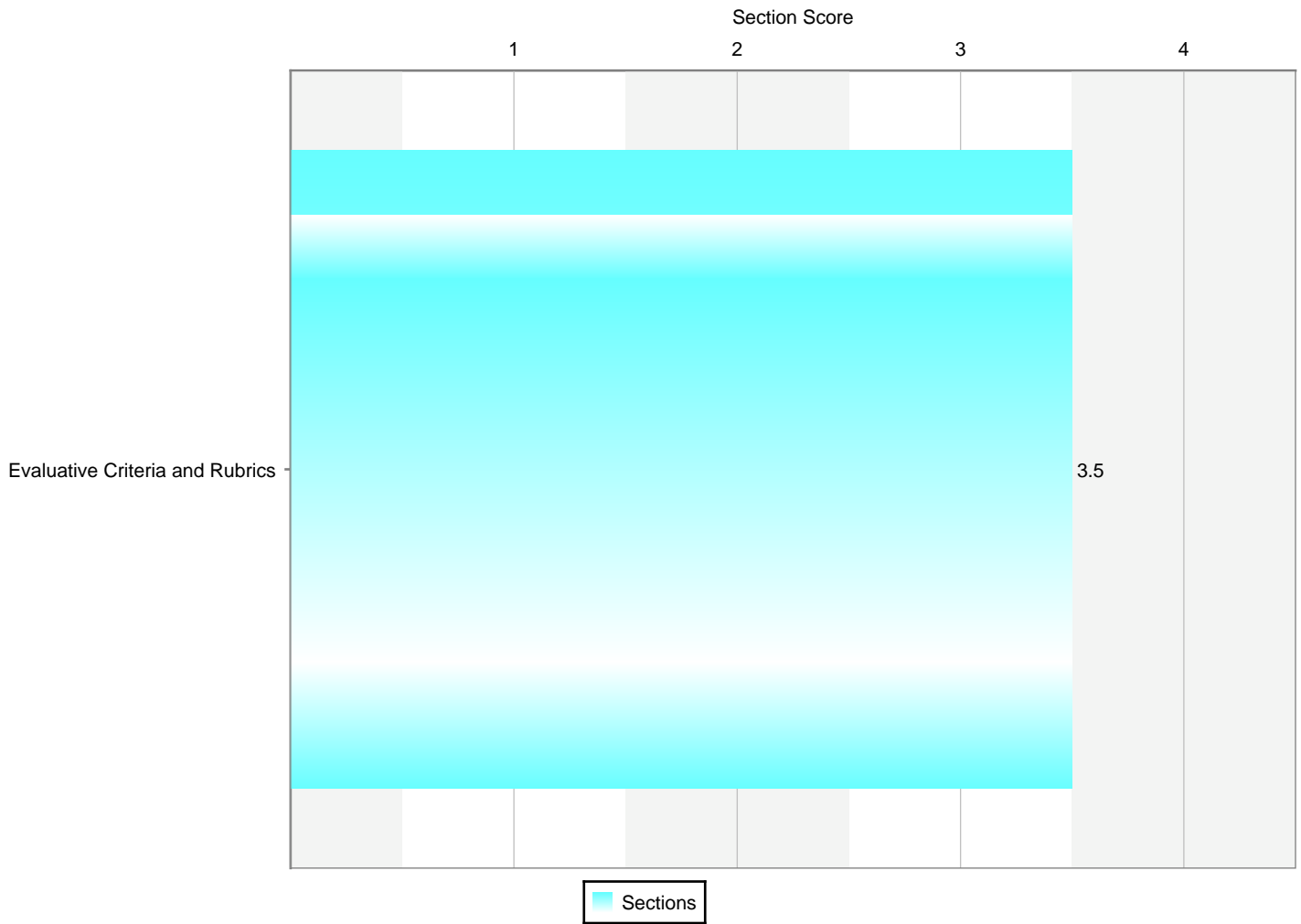
The school improvement plan was written with a goal to address these areas of dissatisfaction. The school leadership team reviews the school improvement plan goals each month. WSES parents were invited to the annual Title I parent meeting in October. The school improvement plan goals were shared and discussed with the parents in attendance, as well as with parent representatives on the WSES School Council. Grade level data meetings, led by administration, are held monthly to monitor and discuss data. Homeroom teachers and support teachers attend these meetings.

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

After looking at additional stakeholder satisfaction information, there were several areas that were consistent with the AdvancED information. One idea that was consistent among these surveys was the need for staff members to use data to provide differentiated learning for students based on needs. Looking at how students perform in the classroom should guide future lessons. Our stakeholders believe this is an area that would benefit the students of WSES and improve student achievement. Along these same lines, stakeholders reported that students should be self-monitoring and evaluating their performance towards learning goals. WSES students need to set learning goals based on the grade level Common Core Georgia Performance Standards. These goals should be frequently monitored by teachers and students, and the progress should be reported to parents. In addition to setting and monitoring learning goals, stakeholders consistently saw a need for WSES staff members to use instructional strategies that require students to self-evaluate, collaborate, and think critically. These strategies will help to improve student achievement and create students who will be ready for the future.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

The WSES data has helped us to reach conclusions regarding achievement or other related data. The major strengths we found in our student performance were Reading- specifically Reading Skills and Vocabulary Acquisition, Math Numbers and Operations and Geometry, and Economics.

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

Science and Social Studies demonstrate a positive trend in student performance at WSES.

Which area(s) indicate the overall highest performance?

Reading Skills and Vocabulary Acquisition; Number and Operations; Geometry; and Economics indicate the areas of overall highest performance at WSES.

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

Hispanic subgroup students show performance higher than all student group performance.

Between which subgroups is the achievement gap closing?

Hispanic subgroup students show performance higher than all student group performance.

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

We have reflected current achievement data above from CRCT results. This data helps WSES understand the subjects and skills in which teaching and learning need to be improved. We have also used Hall County's Unit Assessments, monthly math checks, and teacher input to analyze student performance. Anecdotal DRA data supports the findings that WSES students perform well in reading skills, accuracy, and fluency.

Areas in Need of Improvement

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

The major needs we discovered from CRCT data were Reading for Information, Information and Media Literacy, Measurement & Data Analysis, Earth Science, History, and Geography.

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

All 2014 CRCT domains showed an increase from 2013 scores.

Which area(s) indicate the overall lowest performance?

The lowest performance areas are: Reading for Information, Information and Media Literacy, Measurement & Data Analysis, Earth Science, History, and Geography.

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

SWD students continue to perform significantly below other subgroups as well as all students.

Between which subgroups is the achievement gap becoming greater?

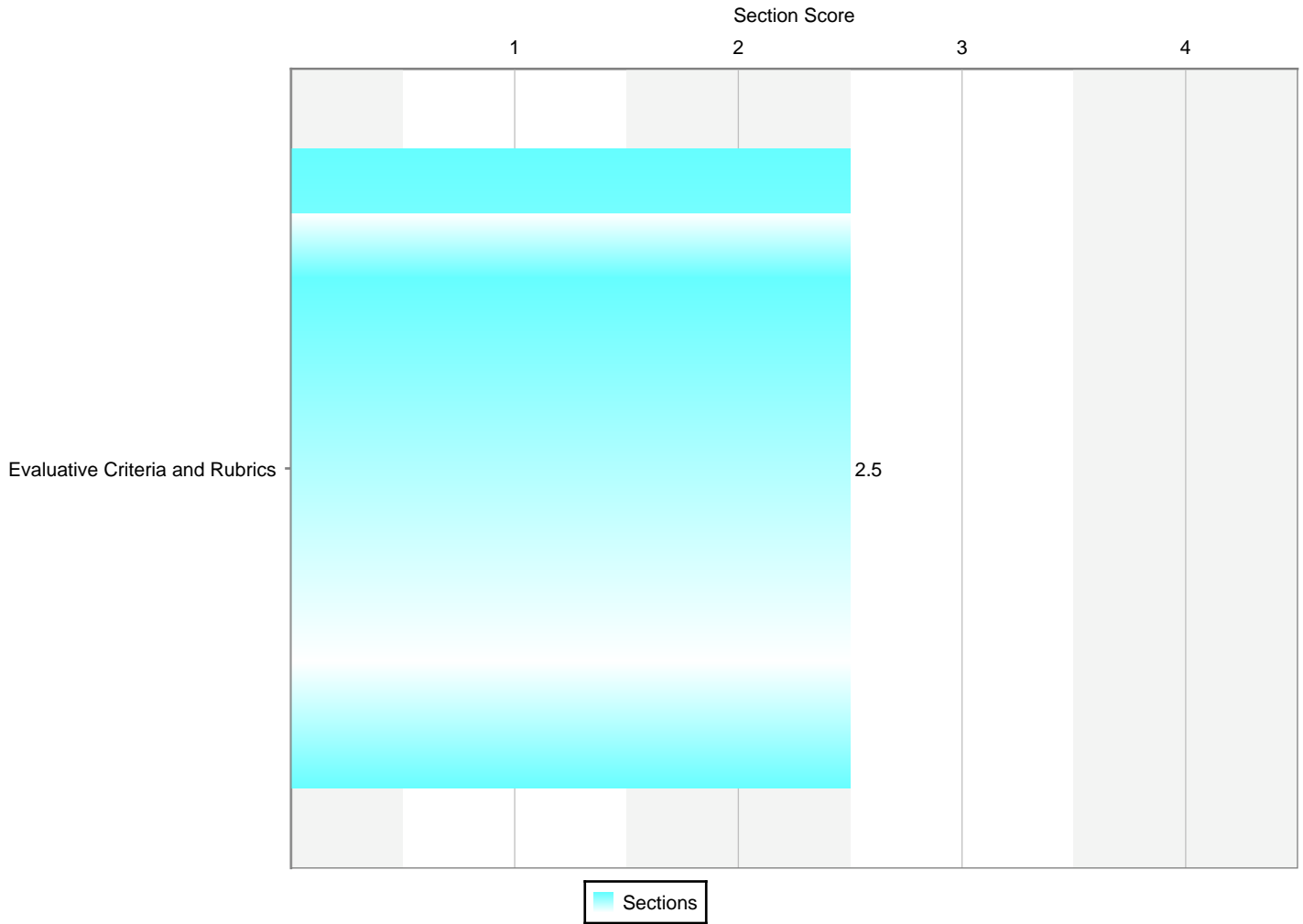
SWD students continue to perform significantly below other subgroups as well as all students.

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

We have reflected current achievement data above from CRCT results. This data helps WSES understand the subjects and skills in which teaching and learning need to be improved. We have also used Hall County's Unit Assessments, monthly math checks, and teacher input to analyze student performance. Anecdotal DRA data supports the findings that WSES students continue to struggle with comprehension and higher order thinking skills.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		WSES SIP 2014.15