



Accreditation Report

Lake Joy Elementary School

Houston County Schools

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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?

Welcome to Lake Joy Elementary School, where the pride of the Lions is strong! We are home to 562 third through fifth grade students and 58 staff members. Our school colors are royal blue, black, and silver. Lake Joy is located in Warner Robins, Georgia. Also known as the International City, Warner Robins was recently named by US News and World Report as one of the top places to raise a family. Many of our Lake Joy families are connected to Robins Air Force Base, our state's largest single employer. Located at 985 Lake Joy Road, just inside the city limits, our facility is flanked by single family, multi-family, and manufactured home residential districts.

Lake Joy is truly an example of community spirit where all stakeholders work together to attain academic excellence. Upon opening our doors in August of 2007, we made it very clear to all of our stakeholders that we would achieve high test scores, expect gains in achievement, and set high expectations for teachers and students. Our staff is focused on assisting the whole child in meeting his or her highest potential.

The ethnic composition of our school is 55 percent Caucasian, 23 percent African-American, 10 percent Hispanic, 7 percent Asian, and 4 percent Multi-Racial. Twenty-seven percent of students at the school participate in the free and reduced price breakfast and lunch program, receiving two healthy meals each school day. Student attendance for last year is noted at 98 percent. Our After School Program provides a safe and enriching environment for 16 percent of our students with working parents.

In 2012, the Board of Education decided to move the alternative program to a more central location where the two classes could be housed within one elementary school or within an elementary/primary combo. Lake Joy Elementary was chosen to house the upper elementary grade alternative program. All students referred to the alternative program serve a minimum of 15 days.

Currently Lake Joy has 58 employees: 40 certified staff and 18 non-certified staff members. One hundred percent of our teachers are Highly Qualified. Of our certified personnel, 41 percent have a Bachelor's Degree, 46 percent have a Master's Degree, 12 percent have a Specialist Degree, and 1 percent has a Doctorate. We have two nationally certified teachers and three teachers who have earned the distinction of being named a Georgia Master Teacher.

The heart of our instruction occurs in 10 third grade classrooms, 8 fourth grade classrooms, and 7 fifth grade classrooms. All classrooms, including the resource rooms, art room, music room, media center, and gymnasium are equipped with an interactive board and ceiling projector. Our lunchroom houses a laptop computer and large screen with projector to assist with presentations. The computer lab houses 30 computers for classroom instruction as well as a teacher computer station, an interactive board, and a projector.

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.

Lake Joy Elementary School's vision is to create a school setting that is World Class. The mission of Lake Joy Elementary is to assist the whole child in meeting his or her highest potential. These statements were developed through a concerted, collaborative effort of the faculty, staff, administration, parents, and community stakeholders.

Our learning community is diverse as we support struggling learners, language learners, as well as gifted learners. The Early Intervention Program EIP permits an additional certified teacher to work with at risk students one hour during the day in reading and/or math. We currently use a co-teach model with each of our EIP classrooms. A total of 60 students receive additional services in EIP reading and/or math. Currently 31 English Learners EL are served by a certified teacher in a co-teach model. Some of our students are referred by teachers and/or parents to our FOCUS or gifted program. This year Houston County implemented the Gifted and Talented Education Program or GTE. Currently at Lake Joy we have two certified gifted teachers per grade level serving our gifted students the entire school day, five days a week. We have one special education teacher and one special education paraprofessional who currently serve 19 students at Lake Joy Elementary. We use both co-teach and pull-out models with our special education students. We have one full-time speech teacher who serves 26 students weekly.

At Lake Joy Elementary, we make every effort to identify and address the instructional needs of our students as soon as possible. We strive to implement Response To Intervention RTI with fidelity through the effective use of data in developing action plans and in acquiring measurable benchmarks of progress. We have established Tier Tuesday, a bi-weekly system that provides RTI training and guidance. Also, it functions as an avenue for collecting data from teachers on students receiving Tier 2 and Tier 3 interventions. The intent of Tier Tuesday is for the team to analyze data and make decisions to continue current interventions, layer interventions, or to move a student up or down the pyramid of interventions.

One program that Lake Joy established to specifically target our low socio-economic community is our Summer Book Mobile. This resource enables students with little or no access to literature in their homes to continue reading throughout the summer. Our Board of Education provided a school bus, community book clubs collected books, and an Eagle Scout built the bookshelves for our Book Mobile. Teachers and staff members volunteer their time to drive, facilitate checkout, and encourage students to complete summer reading logs.

We offer several opportunities to help struggling learners become more proficient. Morning Stars is a computer-based program that is available to children who are self-motivated and want to enhance their basic skills in math and reading. Students selected for this program Did Not Meet standards on the reading and/or math portions of the Criterion Referenced Competency Test CRCT from the previous year. Students receive a pass to go to the computer lab before the morning bell to utilize two software programs, ClassWorks and Kids College. Fifth grade students are used as peer helpers and are available, along with an administrator, for assistance if needed.

Specials Tutoring sessions are offered for students who will benefit from small group instruction to practice and reteach reading and/or math skills covered in the classroom. We have been fortunate to have parent volunteers who are certified teachers, work with these small groups two days a week. Eligibility for this program is based on testing data from prior classroom common assessments as well as county benchmark assessments. Teacher recommendation is part of the criteria as well, but decisions are mainly data driven.

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Beginning in February, we commence an afterschool tutorial program called Blitz. This program meets for one hour after school on specific days each week. The primary goal of this program is to tutor our students who are having difficulties in reading and/or math. Certified teachers assist with the Blitz program. Data drives the student qualification process for this program as well.

Students need to excel in academics, but Lake Joy also wants to promote good character to our students. All teachers, staff, and students are divided into three houses. Members of these houses encourage each other to practice good character. The houses are based on Lake Joy's Essential 10 rules, adopted from Ron Clark's book "The Essential 55." During the course of the school year, students earn points for their house by demonstrating citizenship and good behavior. The house with the most tickets every four and a half weeks earns rewards.

Lake Joy offers several opportunities each year for parent enrichment and involvement. The most successful parent workshops have been our Family Science Nights and CRCT Family Nights. We conduct workshops to explain learning strategies, homework strategies, and to inform parents of new programs being implemented. Parents are encouraged to be a part of the decision-making process at Lake Joy. We have a very active school council that meets regularly each year. In order to ensure we make the most of our parent volunteers' talents and interests, we ask each of them to complete a survey at the beginning of each school year.

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.

Since our establishment in 2007, Lake Joy has experienced an overall average increase of ten points in major subject areas tested by the state. These subject areas include reading, language arts, math, science, social studies, and writing. In 2010, Lake Joy Elementary was named a Georgia School of Excellence in Student Achievement. Lake Joy Elementary was named a School of Excellence for placing in the top ten percent in Georgia for reading and mathematics. Lake Joy Elementary was selected as a School Bell winner for its Real Stories, a reading initiative program encompassing a variety of reading activities throughout the year. In 2011, Lake Joy received the Silver Award for Student Achievement from the Single Statewide Accountability System SSAS. In order to earn this award, schools must have made Adequate Yearly Progress AYP for two consecutive years and have a minimum of 25 percent exceeding standards and at least 96 percent of students meeting and exceeding standards. Lake Joy did not qualify to participate in the SSAS awards system until its fourth year of existence. Lake Joy students consistently score higher in the areas of reading, English language arts, math, science, and social studies, as compared to our system and state averages.

Another notable achievement for Lake Joy is that our Summer Book Mobile program has spread throughout our system. The Board of Education has provided two vans and all schools can participate through this program to reach students county-wide. It all started right here at Lake Joy Elementary.

One area our school needs to address is how to enrich learning for students that exceed our expectations on state standardized tests. We do a great job focusing on how to help struggling learners, but need to do more to extend the learning of high achievers. One way that we plan to address this is changing how our students are served in the enrichment program. Instead of our current method of serving gifted and talented students one day each week, we will begin a schedule in the 2013-2014 school year that will allow these students to be served by a gifted certified teacher each day.

Additional Information

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

Lake Joy has a large, active parent volunteer program. Parents must attend a parent orientation and complete a background check before becoming school volunteers. Volunteers serve as field trip chaperones, tutors, classroom helpers, resource speakers, art project assistants, media center aides or test proctors. Our Parent Teacher Organization plays a very important and active role at our school. Some of the events our PTO sponsors include movie nights, Fall Social, Father Daughter Dance, Mother Son Cookout, Field Day, Faculty and Staff Appreciation Week, Fifth Grade Awards Day, Fifth Grade Day, and ADVANCE graduation. With recent budget cuts, our PTO has been able to fund and assist many programs that we would not be able to continue without their support. Over \$4,000 was given for tutoring in our Blitz program last year. Close to \$2000 in supplemental monies were given from PTO for copy paper. Over \$6000 was given to maintain our Accelerated Reader program.

Our faculty is a caring, loving, dedicated group of people, who give their time and income to ensure that every child has what he or she needs. Clothes, shoes, and gifts have been bought for the disadvantaged. Positive phone calls are made and postcards are mailed to parents praising children's efforts. Our staff voluntarily sponsors more than ten clubs engaging children in academic and extracurricular activities that produce lasting benefits. These clubs include Chorus, Art Club, Drama Club, LJTV Broadcast Team, Kick Ball, Jump Rope, Junior Master Gardeners, PE Club, and the Revolution-Baton Twirling Club. We have a very active Student Council as well. A representative is selected from each classroom by the students. Our student body elects our officers.

The Lake Joy Chorus performed for Governor Sonny Perdue in 2007. In 2009 and 2013, the chorus was selected to perform at the Georgia Music Educators Association GMEA In-Service Conference in Savannah, Georgia. In 2010, our chorus was selected as the first elementary choir ever to perform the National Anthem at the NASCAR Truck Race in Atlanta. Our choral groups participate in the GMEA Large Group Performance Evaluation annually and have received numerous superior ratings.

Our discipline program is called Making Good Decisions. It stresses respect, responsibility, and encouragement. Students and teachers create classroom rules and expectations. Our discipline plan focuses on helping the child admit when he or she did wrong, thinking of positive alternative actions, and then writing an action plan in the Opportunity Room. An administrator helps the student with the action plan then calls parents to keep them informed and ask for their support. If students are referred two or three times in one nine week period, they will go to our all-day time-out program. During this day, they do their work isolated from their peers and receive a visit from the counselor. Children who do not seem to respond are placed on an individual discipline plan approved by their teacher and parents.

The Exceptional Planning for Lake Joy's Outstanding Results in Education or EXPLORE team is composed of ten members representing grade levels, special areas, and administrative staff. Meetings are conducted with an open agenda based on items submitted by staff members. The direct focus is to improve school climate. Summaries of the meetings are provided to all staff members. EXPLORE members also brainstorm and collaboratively plan how to best implement school programs. Also, we have a Better Seeking Team BST at Lake Joy. Comprised of 13 members from our staff and central office, the sole purpose of the BST is the evaluation and implementation of instruction. Each year, representatives attend our system's Summit Retreat while they are off contract. This is just another indicator of the dedication of our employees.

school's overall goals. Several businesses offer student rewards for excellence in academic achievement. Others provide a variety of discounted items for staff as well as students. Our PTO, in conjunction with Shane's Rib Shack, Stevi B's Pizza, Publix, and Box Tops has established Lake Joy Elementary as a recipient of a percentage of sales generated by school families and personnel.

For safety purposes, Lake Joy is equipped with security cameras throughout our building, and all of our doors except those in the front are locked at all times. Visitors must enter the building through the office door and sign in upon arrival. Staff members are issued key cards which allow them access into the building through outside doors. Our school safety plan is routinely assessed to ensure that the best practices are in place to protect our children. This plan has been approved and commended by the Georgia Emergency Management Agency and the Office of Homeland Security. Teachers and students are taught what to do in the event of fire, severe weather, and school lockdowns.

Lake Joy is a safe, child-centered environment that promotes student learning through the support of our teachers and community. The administration and faculty are very proud and thankful for the countless hours our stakeholders spend assisting their children and our teachers. As we all work together, our vision to be World Class will be achieved.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.33

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Student agenda, school website, stationary/letterhead, parent survey, results of survey, student council ballot, student council results, handbook, lunchroom PowerPoint, open house PowerPoint, CRCT night brochure 	Level 4

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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 •RTI PowerPoint, RTI information form, RTI plan, peer teacher evaluation form, BST minutes, Kid's College school report, Specials game for CRCT review, Lake Joy's Essential 10 explanation, Essential 10 PowerPoint, AR school summary report, AR student report, mock CRCT parent letter Jan. and March, STAR reading results, STAR Diagnostic report, annual teacher evaluation, team teaching schedule, teacher grade level meetings, CRCT parent university PowerPoint with CRCT goals 	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 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 •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Parent/teacher conference notes, form for after school "Blitz", homework help in ASP, after-school application, WIDA goals, CRCT online, photo of CRCT goals posted in hall, email of mock CRCT scores, benchmark data, Kid's College school summary, peer teacher evaluation, HCLI parent letter, in school tutoring parent letter, GRASP reports, schedule of Academic Opportunity time, Wednesday folders, parent letter about CRCT mock scores, progress report, CRCT incentives 	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.

George Evans stated, "Every child can learn, just not on the same day or in the same way." At Lake Joy Elementary School LJES, our purpose and direction embodies this philosophy to provide a learning community that is conducive to learning. By providing a learning community that assists the whole child in meeting his or her highest potential, high achievement and student success radiate throughout the halls of Lake Joy.

Lake Joy is firmly committed to all stakeholders. Even before students begin their first day of classes, students and parents are welcomed by administrators, faculty, and staff with an evening meet and greet that includes an ice cream social. During this meet and greet, administrators share with all in attendance our vision, beliefs, and expectations. Administrators convey current Criterion Referenced Competency Tests CRCT results, achievements and awards, as well as the vision for the upcoming year. Teachers explain classroom procedures, expectations, goals, schedules, and programs that will be implemented. In addition, any changes or additions to the curriculum are presented and clarified.

Upon entering the SACS process, one of our biggest concerns was the length of our mission statement. We felt that it needed to be re-evaluated, revised, and shortened while still maintaining the integrity and vision of our philosophy. A survey was sent home to parents and students requesting their input with the decision on both the vision and mission statements. They were given the options of keeping the original statements, selecting the new shortened ones, or creating new statements. After the surveys were returned, results concluded that 87 percent wanted to keep the current vision statement and 13 percent wanted to change it. As for the mission statement, results showed that 45 percent wanted to keep the current mission statement, 49 percent wanted to adopt a shortened version of the current mission statement, and 6 percent wanted to create a new mission statement. The shortened version, our mission is to assist the whole child in reaching his or her highest potential, will become a permanent fixture on the walls of the hallway as well as being posted in each teacher's room.

Walking through the hallways of LJES, parents and visitors can see our mission statement, CRCT data from the previous school years, and Houston County Board of Education board members' pictures with books in hand encouraging students to read. To enhance student instruction inside and outside of the classroom, student expectations are clearly stated by administrators and teachers. Through the recently implemented Lake Joy Essential 10, students and parents alike have become more cognizant of what is expected from all students at Lake Joy. Not only has the Essential 10 boosted morale among students, but it has also increased student peer support across grade levels. This is just one of the many programs being used to promote student achievement and success.

To reinforce regular classroom instruction, students who need extra assistance are given the opportunity to participate in after school tutoring, before school tutoring, and tutoring during school hours. In addition to offering extra educational learning sessions for students, parents are given the opportunity and are encouraged to participate in the learning process. Parental and family involvement are key aspects in the Lake Joy philosophy of fostering a learning community.

At Lake Joy, our mission is to assist the whole child in reaching his or her highest potential. Once students enter the doors of Lake Joy, they are immersed in not only academic opportunities, but also opportunities which foster their entire being. As we reflect on this very powerful and humbling mission, we must also remember and relate it to the African proverb: It takes a whole village to raise a child. We as a whole village are given the task of educating the whole child, providing for the whole child, and assisting the whole child so that he or she may set high achieving goals and reach his or her highest potential.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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 •Houston County Board of Education Policy and Procedures Handbook (County and Elementary School Operations), Lake Joy Elementary Student Agenda, Lake Joy Elementary School Teacher Handbook, email, school website, faculty meetings, principal meetings, School Council, Houston County Board Meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none">•Governing body minutes relating to training•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest•List of assigned staff for compliance•Proof of legal counsel•Assurances, certifications•Governing body training plan•Findings of internal and external reviews of compliance with laws, regulations, and policies•Communications about program regulations•Historical compliance data•Governing body policies on roles and responsibilities, conflict of interest•Governing code of ethics•Signature sheets (Handbook), Board of Education Minutes (website, principal notes), Faculty meetings (agenda, minutes), School Council Minutes/Agenda, Strategic Improvement Plan, Code of Ethics, Professional Development Agendas, Explore Team, Better Seeking Team, Title 9 Sexual Harassment	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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none">•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•Strategic Improvement Plan, Facebook Page, Faculty agendas/meetings, Principal agendas/meetings, School Council agendas/meetings, grade level planning with administration, BOE minutes, professional development, student surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan•Weekly grade level meetings, Tier Tuesday meetings, Better Seeking Team, Explore Team, Georgia RESA Assessment of Student Progress, CADRE (Math and Reading)	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong 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•Home survey, phone call outs, newsletters (PTO, Classroom, LJES), fundraisers, school council, PTO, volunteers, Men's Read-In, proctors, Moms and Math Day, book fair, conferences, GTOI, Electronic Walks (E-Walks), formal evaluations, LJES website, marquee	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports•Formal evaluations, E-Walks, GTOI, Professional Development, MOCK test, Houston County Benchmark Test, Criterion Referenced Competency Test	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 Houston County School Board, the governing body of the district, is responsible for the management, organization, operation and administration of all the public schools in the county. It sets policies that allow each school's administrative team to establish its own set of

policies and procedures for the student body, faculty, and staff. Lake Joy Elementary utilizes Student/Parent and Faculty/Staff handbooks to relay this information.

These policy books contain information relevant to the instructional program, attendance, discipline, extra-curricular activities, and personnel policies. The Student/Parent Handbooks are printed in the front of student agendas and require signatures to acknowledge understanding. Additions and changes to student/parent policies or procedures are addressed as needed and sent home to parents in weekly folders. The faculty understands their roles and responsibilities by reading the Code of Ethics, Certified Employee Handbook, Classified Employee Handbook and LJES Teacher Handbook provided electronically by administrators at the beginning of the school year. All employees are required to acknowledge that they have read, understand and will follow the policies and procedures as stated. Changes to policies and procedures are often addressed in faculty meetings or through email correspondence. However, there is a need to make the policies and procedures enforced by both the Board of Education and by Lake Joy Elementary clearer to all stakeholders. During Pre-Planning, information concerning all policies and procedures will be delivered clearly and directly to best support the school's purpose, direction, and operations. As necessary, changes will be made to the School and Student Handbooks, and any policy or procedure revisions will be communicated to stakeholders.

Lake Joy Elementary School's governing body operates responsibly and functions effectively in accordance with Houston County School System's organizational standards. Our actions are ethical and free from conflict of interest. Teachers are qualified by certifications and endorsements in their specific areas of instruction. Systematic, formal professional development training is provided regarding individual roles and responsibilities. However, additional training is needed in conflict resolution, decision-making, and fiscal evaluation. Furthermore, LJES professional development should include more vertical planning during the school day.

The Houston Board of Education ensures that Lake Joy Elementary leadership is given authority to meet achievement goals by allowing self-governance in its day-to-day operations. Our annual Strategic Improvement Plan serves as our road map to making student achievement a reality. Board actions are communicated in many ways to ensure understanding at all levels. Improvements can be made in this area by developing clearer communication to all stakeholders as it relates to the roles and responsibilities of school faculty and administration.

The staff and administration of Lake Joy Elementary School consistently encourage, support and expect all students to become lifelong learners. To ensure that this happens, all stakeholders must be held collectively accountable for learning. Student success is the ultimate goal of all stakeholders; however, improvements could be made through cooperative collaboration. Teachers should not feel solely responsible for academic success. It must be a true collaboration of all stakeholders involved in the educational process.

One of our primary areas of strength is that our leadership engages stakeholders effectively in support of the school's purpose and direction. This is accomplished through various venues such as our School Council, PTO, and volunteer base where community members and parents are afforded opportunities to work collaboratively with school personnel to guide school direction. Stakeholders are provided information through PTO newsletters, classroom newsletters, student agendas, principal call-outs, the school website, our school sign, and parent/teacher conferences. Feedback from stakeholders is gleaned through surveys, conferencing, and parent nights. Leadership and stakeholders alike are committed to maintaining Lake Joy's positive reputation and strong sense of community.

Lake Joy Elementary School leadership and staff participate in supervision and evaluation processes which result in improved professional practice and student success. Georgia Teacher Observation Instrument GTOI observations and e-walks are conducted by administrators to monitor the implementation of standards-based classroom non-negotiables. Teachers participate in walk-throughs to observe their peers' best classroom practices. The results of this supervision and evaluation are analyzed carefully in order to monitor and effectively adjust professional practice thereby improving student learning.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques •PQRHMS rubric, Kids College summary reports, "BLITZ" tutorial program permission letter, "BLITZ" tutorial rosters, link to shared writing, monthly essay contest through MidState RV, FOCUS, EL, and EIP schedules, writing samples, Accelerated Reader, posted standards, essential questions, survey results from parents, students, and staff. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Standards-based report cards•Surveys results•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum•Math common core pacing information, reading informational books like a fan pacing guide, reading cumulative benchmark assessment, pacing guides for all subject areas, unit previews for math and ELA, teacher cadres, math benchmark assessments, mock CRCT test, mock writing assessments, weekly grade level meetings, 3rd grade Famous Americans Test, math rubric for review process, GRASP	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Agenda items addressing these strategies•Professional development focused on these strategies•Authentic assessments•Examples of 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•SMARTBoard, Dropbox, Glogster, Animoto videos, CPS, Edmoto, Brainpop, Trueflix, agendas from Writescore mock writing test training, Mock CRCT, RTI, GRASP, Healthteacher.com, teacher ipads, Apperson Benchmark data	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Peer coaching guidelines and procedures•Examples of improvements to content and instructional practice resulting from collaboration•Better Seeking Team minutes, ELA collaboration agenda, math collaboration agenda, weekly grade level meetings, faculty book studies, Apperson Benchmark data, after school meeting agenda, peer walk throughs, mentor list	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning•LJE test data, 3rd grade student action plan, 5th grade student action plan, benchmark assessments, mock CRCT, mock writing	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<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•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices•LJE Essential 10, faculty roster of houses, LJE teacher handbook table of contents, sign off sheet for county and school handbooks, eWalks, peer eWalks, TSS	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none">•Survey results•Volunteer program with variety of options for participation•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process•List of parent volunteers with contact information, Fall Social schedule, Men's Read In spreadsheet, Moms as Mathematicians, CRCT Family Night, Writing Night, weekly folders, students agendas, Book Nic, PTO newsletters, Remind 101, principal call outs, Google Voice, Parent newsletters, parent letter about BLITZ tutorial program, parent feedback form, parent conference form, system calendar of report card dates	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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•Faculty/student mentor spreadsheet, LJE Essential 10 Houses, ESOL Breakfast Club	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Open House agenda, Open House RSVP letter to parents, parent brochures, Houston County Elementary Procedures Manual, HCLI parent letter, writing individual student report, standardized testing reports 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Teacher Cadre, grade level weekly meetings, book studies, SMARTBoard training, GRASP training, TIE NET training, CRCT training, Writing test training, Ron Clark visits, Language for Learning Thinking Maps 	Level 3

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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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•GRASP, HCLI, RTI, AR, STAR, mock test scores, writing tests, ACCESS, EIP, EL, SPED, ELA Cadre, Math Cadre, standards based instruction	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.

The faculty and staff of Lake Joy Elementary have a strong understanding and dedication to best practices in regard to the teaching and assessing of learning. Our teachers and paraprofessionals participate in professional learning communities which focus on improving instruction and student learning. Teachers meet both formally and informally throughout the school year. Opportunities to collaborate are given monthly in the core subject areas of reading and math. All teachers are provided opportunities to confer during afterschool unit previews to understand the learning expectations for students, as well as the expectation of how the concepts in coming units will be taught. There are also opportunities built in to teacher workdays to foster capacity of teaching. Two members of each grade level meet monthly to develop new strategies and techniques that will ultimately improve instruction. These representatives redeliver their training to remaining staff members either in afterschool meetings or monthly extended planning days. During these afterschool and extended collaboration meetings, productive discussion about student learning and performance takes place. Data is analyzed from common assessments and student work samples, lesson plans are shared, and teaching strategies are discussed and revised. Professional learning communities also are supported through book studies, faculty meetings, and site-based professional learning days. During faculty meetings, administration facilitates vertical team discussion and hosts book studies. Unfortunately, this is the only available time for vertical team discussion. It is a goal for next year to implement a time to have more cross grade level collaboration.

Another area of strength is the implementation of instructional processes to support student learning. Teachers follow a standard instructional framework in all classes. Lessons are taught through a brief mini-lesson, and then students break out into independent and guided small group work. The lesson ends with a summarizing session to reinforce what was taught and practiced. Teachers also post daily essential questions per subject to guide student learning throughout the lesson. In grade level and team meetings, student exemplars are chosen and used to support instruction in the classroom. Students are exposed to a model of high standard. Various assessments and rubrics are utilized by teachers to guide the creation of strategy groups designed to meet differentiated learning. The K-8 Continuum for Assessing Student Writing is one example of the utilization of rubrics to guide student learning. Strategy groups change often based on student need. Another form of data that drives instruction is the use of student profiles and data disaggregation reports from the Data Link program. Student profiles are created based on previous year CRCT scores. Reports from Data Link show student proficiency by standard and other valuable data to drive instruction. Test talks and teacher-student conferences provide avenues to give specific feedback to

students to help them improve their learning.

Lake Joy is highly supportive of parent participation. Families are involved throughout the year in meaningful ways and communication occurs on a regular basis. There are several programs that connect families to their child's education. We host a Men's Read In to encourage fathers to participate by reading to their child's class. We host a Mom's as Mathematicians day to encourage mothers to come work math problems with their child. Multiple family nights revolving around current education practices are hosted throughout the year. Each fall, a night is devoted to informing parents of new curriculum and how it has changed. This year, the focus was the implementation of the Common Core Curriculum. In the spring, a parent night is planned to inform parents of what they can do at home to help their child succeed on the standardized test. Teachers systematically communicate in various ways throughout the year. Student agendas go home daily, signed paper folders are sent home each week, email and phone calls are utilized, and systematic parent conferences are scheduled. Students involved in the Early Intervention Program are mandated to have at least three conferences each year to keep parents abreast of learning progress. Our school has a webpage, a Facebook page, and many other portals of communication.

Lake Joy Elementary provides and coordinates learning support services to meet the unique learning needs of students in numerous ways. School personnel systematically and continuously use data to identify the learning needs of all students at all levels of proficiency. The staff at Lake Joy effectively maintains and monitors data using Georgia RESA Assessment of Student Progress GRASP screeners, the Houston County Literacy Inventory, Response to Intervention RTI, Accelerated Reader, STAR, mock CRCT tests, fifth grade writing tests, and benchmark tests. Teachers also independently monitor student progress through a variety of web-based programs. Learning styles, multiple intelligences, and personality types are consistently taken into account by various teachers when planning lessons to meet the needs of each individual. As a result, Lake Joy has gifted and talented programs, special education teachers, Early Intervention Specialists, EL teachers, afterschool and during school tutoring, and school enrichment clubs.

Upon reflection of the standards, Lake Joy has room for improvement in several areas. School leaders monitor instructional practices through supervision and evaluation procedures to ensure that instruction is aligned with the school's values and beliefs. While school leaders do facilitate weekly and monthly meetings for faculty and staff, consistent practice is not in place throughout all grade levels. Weaknesses are recognized as administration does not directly engage with all students or consistently oversee learning. School leaders do address concerns for subpopulations and target groups through evaluation and interpretation of data. Systematic, informal five minute walk through evaluations are given by administrators. EWalk data and formal evaluations are the only evidence provided to faculty for areas of strength or weakness.

Lake Joy's mentoring program for individual students is an area that needs improvement. Although we do have a program in place, the structure of the program needs to change. Currently, teachers submit names of students who could benefit from having a mentor. These may be students that are having academic difficulties, experiencing low self-esteem, or are going through a difficult time and need someone to emotionally support them. A school-wide list is compiled and then every staff member has the opportunity to sign up for a particular student. The only expectation of the staff members is that they spend a few minutes each week talking with the student to create a positive and encouraging relationship. At the present time, the main emphasis of this program is to increase performance on standardized tests. In the future, Lake Joy needs to make this program available to all students, not just those recommended by homeroom teachers. Our school should begin the mentoring program at the beginning of the year instead of just before standardized testing. This would allow the mentor more opportunities throughout the year to meet with the student and gain insight into their learning, thinking, and life skills. As a result, a stronger bond could form between the student and adult advocate.

Lake Joy does have a school-wide program in place that has been very beneficial for students and staff alike. Our DIG IT program allows a platform for mentoring and coaching practices throughout the school year. Every student and staff member is placed into a particular group. Each group represents one of the following character traits: Determination, Integrity, or Gratitude. Meetings are held throughout the year

which feature activities that are designed to enhance leadership skills. More one on one time with students would improve this program. One way to do this is to assign each staff member a small group of students from their team to work with on a more individualized, personal basis.

New teachers at Lake Joy are assigned a mentor who has been formally trained on how to coach and guide a new teacher. Lake Joy could improve in this area by having more teachers trained in the Teacher Support Specialist, or TSS, program. Participation in this program has been voluntary in the past, but due to low numbers of TSS in our building, it is the administration's priority to induct new members from the staff into this group. Our staff will be better capable of systematically mentoring and coaching newly hired staff members with the addition of more mentor teachers.

Lake Joy Elementary has high expectations for learning and ensuring academic success for all students. Teachers will continue to collaborate and review data to consistently adjust their instruction to best meet the needs of their students.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.71

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budget, PTO budget, Houston County Schools Allotment, survey results 	Level 4

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 •Boosterthon Fun Run Information Sheet, classroom teacher schedules, resource teacher schedules, paraprofessional schedules, specials teacher schedules, school budget, fundraiser financial report 	Level 3

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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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<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•Safety committee responsibilities, meeting schedules, and minutes•Lake Joy Elementary emergency operations plan, Houston County emergency preparedness plan, school emergency plan, special needs buddy plan sheet, Houston County emergency drills documentation form, custodial inspection form, Lake Joy Elementary floor plan, work order request form	Level 4

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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•Kids College summary report, technology needs report, tutoring sign-up sheet, parent form for tutoring (Blitz), Galileo informational form, Renaissance information form	Level 4

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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•Technology work order form, computer lab schedule, technology request form	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•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•School bus conduct report, opportunity room referral form, vision and hearing form, parent consent for vision and hearing, counselor request form, counselor daily log, attendance conference notification, 504 forms, Georgia Student Health and Physical Education information and score sheet, medication log, hearing impaired student log, school medication log, House information letter, House staff sheet, no bullying student pledge, mentor sign-up sheet	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process•Open house parent letter, parents and guardian release of liability form, middle school visit power point, study and test taking skills power point, fifth grade before school and after school jobs, counselor request form, parent deployment form, child lures prevention informational sheet, children with parents in prison form, core essentials schedule, divorce group informational form, school clubs form, parent volunteer spreadsheet, moms as mathematicians form	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.

Lake Joy Elementary maintains and provides services and resources that support our purpose and direction to ensure success for all students. Our strengths include sufficient resources available to all stakeholders, services provided for students, and adherence to all federal, state, and local policies and procedures.

To sustain these strengths, our administration and Board of Education use a systematic process to ensure all teachers are highly qualified, and our student to teacher ratio sufficiently meets the needs of all learners. Our school budget proves that Lake Joy Elementary sustains fiscal resources to fund all positions necessary to achieve the purpose and direction of the school. For example, teachers are given an allotment to provide classroom supplies, and teachers of specific student subpopulations receive funds for supplemental materials such as an electronic reader. Fundraising monies, from activities such as the Boosterthon Fun Run, 5K Events, and Great American Cookie Company Sales, also are allotted to provide material resources as deemed necessary.

One strength of Lake Joy Elementary is the clean, safe, and healthy environment which is maintained through custodial and maintenance checklists and work orders, implementation and assessment of safety codes and drills, and medical technician records. Furthermore, the health department and fire marshal perform unannounced inspections to ensure the safety of our school. In addition, the administration ensures sufficient numbers of Cardio Pulmonary Resuscitations (CPR) certified staff serve on medical response teams.

Another area of strength is media and informational resources, which are abundantly available to support educational programs, including but

not limited to leveled books, technological resources, including document cameras and Smartboards, and various online resources, such as online texts and subscriptions provided by our media specialist. Web Safari is a catalog system teachers use to access all media resources. The computer lab schedule provides every student with opportunities to implement technology into their educational experience. I know that, Brainpop, True Flix, Galileo, and Discovery Education are examples of informational resources used to support educational programs at Lake Joy Elementary. Teachers also have access to free webinars, virtual field trips, educational blogs, and lesson plans via Discovery Educator's Network.

Lake Joy Elementary also provides services to meet the physical, social, and emotional needs of the student population. Our physical education program uses The Fitness Gram, a quantitative evaluation program, to assess and provide feedback regarding student health and physical abilities. Hearing and vision screenings are regularly given to all students, and parents are notified of results. Our medical technician administers and monitors distribution of medicine, including breathing treatments, prescribed medications, and insulin shots. Some students are accommodated with Frequency Modulations (FM) systems to meet their auditory needs, and these devices are checked daily. In addition, flu shots are available to students and staff members to ensure a healthy environment. The school counselor supports the emotional and social needs of our students through various counseling groups dealing with divorce, military deployment, and Autism. Lake Joy also uses a clearly defined process to enable students to meet with a counselor individually or through a group model. Students receive physical and emotional training through the Child Lures Prevention Program, Caring About Me curriculum, and Core Essential Character Education Program. Specific students are assigned positive adult mentors to enhance their social development as well as academic success. All of these services are measured and assessed through attendance records, counseling records, and discipline referrals.

Finally, career planning needs are addressed through after school club opportunities such as Junior Master Gardeners, Broadcasting, Drama, Chorus, Journalism, and Dance. Fifth grade jobs such as helping in the school store, media center, and office all teach responsibility. Also, students visit middle schools to prepare for the future.

In contrast to the multitude of strengths noted while assessing Standard 4, there are two key areas that need to be addressed. Lake Joy Elementary's best opportunities for improvement should be focused on the protection of instructional time and updating the technological infrastructure. In attempt to motivate students, class time is occasionally interrupted for rewards such as math fact parties. Our school-wide Essential Ten rules, which are measured through team ticket counts, have improved student behavior and their awareness of character. However, rewards that interfere with classroom activities will be reduced. Currently procedures and activities to encourage students are being revised so that instructional time is fiercely protected. Our goal is to motivate without interrupting classroom learning. While our technology infrastructure supports the school's teaching, learning, and operational needs, some aspects are in need of upgrades, such as student work stations and student to computer ratio. These improvements will secure Lake Joy's success in meeting Standard 4.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.2

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

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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none">•Survey results•Written protocols and procedures for data collection and analysis•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning•Data notebooks, graphs in hallways and Data Room, Super Specials discussions, Tier Tuesdays, Academic Opportunity, team planning meetings, administrative e-mails, STAR tests, Blitz, mock test results, daily class performance, classroom formative assessments, benchmark test results.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Policies specific to data training•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data•Data talks, GRASP training, HCLI training, RTI training, grade level meetings, professional learning days, extended planning/Super Specials, DATA sheets, math and language arts cadre meetings, and gifted teacher endorsement training.	Level 3

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Lake Joy Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•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•AC math testing, E-walks, GTOI's, agendas, professional learning days, weekly folders, small group conferencing, academic opportunity, cut scores for CRCT, action plans, school improvement plan, data notebooks, Aperson machine, E-mails containing scores, HCLI, GRASP results, STAR tests, and specials tutoring with contracted person.	Level 3

Accreditation Report

Lake Joy Elementary School

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•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•School council, share test results with teachers, student profiles/IEP, remediation letters, mock tests, weekly folders, progress reports/report cards, agendas, teacher/parent e-mails, parent night, call out system, GRASP postings, BST meetings, news releases (TV/media), school website, Facebook, marquee, board meetings, PTO meetings, PTO newsletters, official test results sent home	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.

Lake Joy Elementary maintains and implements an assessment system that produces data from multiple assessment measures. The assessments include the state mandated tests that are administered to students in third through fifth grade at the elementary level. The CRCT measures how well students acquire the skills and knowledge described in the state adopted curriculum including the Common Core Georgia Performance standards CCGPS in reading, English language arts, and mathematics and the Georgia Performance Standards GPS in science and social studies. The State of Georgia Writing test also is administered to third through fifth grade. The results provide feedback to teachers, students, and parents about individual writing strengths and weaknesses and provide further information on how to improve instruction for the future. Other assessments that are used as systematic processes for ensuring consistent measurement across all classrooms and course studies include the Houston County Literacy Inventory HCLI, county benchmarks given from unit to unit, and the

Assessing Comprehension and Communication in English State to State ACCESS test. LJE regularly evaluates for reliability and effectiveness in improving instruction and student learning. A universal screener is used to support teachers in developing instructional practices to improve student learning.

Data from the state assessments are analyzed at the beginning of each school year. The CRCT results are used to measure academic achievement at the student, class, school, system, and state level. Graphs of this data are placed around the school and in the school's data room as a constant reminder of student progress and high achievement goals. Data notebooks are kept to compare student progress from year to year and teacher accountability. In January, a mock CRCT in the subjects of reading and math are administered to track the progress and monitor specific skills that need attention for each student. Based on the data recorded, our system sets goals for each student, particularly those not showing mastery of skills. A program called Blitz is in place to provide remediation and enrichment to those students. A second mock is administered in March to compare growth. Response to Intervention is in place year round to ensure that students are regularly monitored for progress in areas of weakness and to document student improvement. Our teachers meet every Tuesday during planning with an administrator to discuss the progress of interventions. Lake Joy has implemented Academic Opportunity Time AOT in the mornings to allow specific time for teachers to target instructional interventions to students in need. Administrative emails displaying benchmark results, writing test results, and Kids College results are sent out as reminders to teachers and support staff of student progress. Teachers use classroom summative and formative assessments to monitor student progress. STAR tests are given three times to help show student growth throughout the year in reading and vocabulary development. Teachers are formally evaluated annually by administrators and walk throughs are used to monitor teacher performance. Formal walk throughs are conducted by administrators and peer walk throughs encourage best practice.

Frequent training is conducted for new programs on how to evaluate, interpret, and use data; however follow up training would be beneficial. An example would be our new GRASP assessment. Although teachers were trained initially on how to analyze the data, follow-up training would boost user confidence. Also, with the curriculum moving from GPS to CCGPS, teachers have concerns about the new testing format and how it will impact test scores.

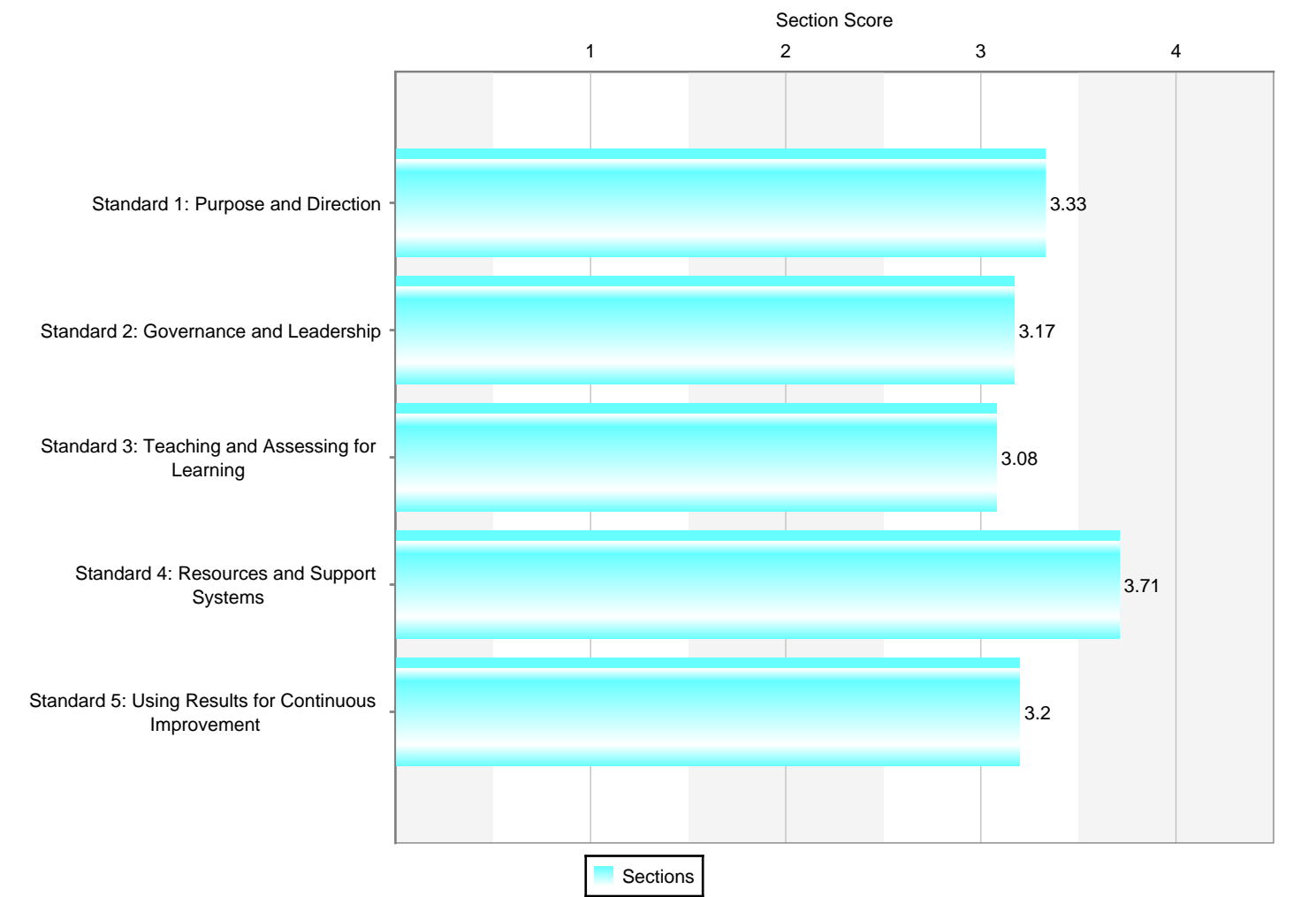
Survey results show that parents, students and staff believe that LJE engages in a continuous process to determine improvement in student learning. The staff believes that most results indicate improvement, and school personnel use these results to design, implement and evaluate action plans related to student learning. Our school has many ways of determining improvement in student learning. Weekly folders are utilized to send home graded papers, letters informing the parents of a student's progress, and tips on how to help a child at home. Agendas serve as a tool for communication between parents and teachers. Also, agendas teach the child more responsibility because they have to keep up with test dates and homework assignments.

Leadership does monitor and communicate information to our stakeholders regarding student performance. The educational professionals at our school find this to be a great area of strength. In order to maintain this strength, we plan to remain focused on regularly communicating results in multiple delivery methods. Our school has a call-out system that allows our principal to reach out by telephone to all parents to relay important information in a timely manner. Teachers stay in constant contact through the agenda and emails. Parents are contacted about student profiles concerning Individualized Education Plans IEPs or possible remediation. The leaders of our school oversee that multiple steps are taken to ensure all parents, teachers, and students are on the same page.

Plans for improvement include ways to make sure LJE staff is using consistent means of assessing data and applying it to higher learning outcomes of student achievement. A comprehensive assessment system is maintained but sometimes underutilized. On several of the indicators, scores were lower because data collection and analysis start strong, but do not remain consistent throughout the year. In order to fine tune or improve student performance, consistency in data collection and usage must be maintained.

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

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Analysis of the 2013 SACS surveys indicates the following data from our school stakeholders. Both our parents and our students strongly agree that our school has a clear focus on student achievement. Over 98 percent of our students agree that "their principal and teachers want every student to learn." This statement received an average score of 2.99 out of 3 possible points. Student responses indicate that over 98 percent of the "teachers wanted them to do their best work." This statement also received a score of 2.99 out of 3 points. Ninety-five percent of the parents either agree or strongly agree that our "school's purpose statement is clearly focused on student success." This question had an average rating of 4.61 out of 5 possible points. This was the highest average score that Lake Joy received on the parent survey. Ninety-six percent of our parents agree or strongly agree that "our school has high expectations for students in all classes." This question received an average score of 4.6 out of 5. The overall analysis of the surveys indicates that stakeholders from Lake Joy Elementary feel that high expectations are set for our students.

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

Survey results indicate a high level of satisfaction in all areas. All indicators were rated above the 70 percent level of agreement.

Parent surveys show a positive trend in stakeholder participation. Over 50 percent of our parents strongly agree that "our school provides opportunities for stakeholders to be involved with the school." The average score for this indicator was a 4.24 out of 5 possible points. Close to 60 percent of our parents strongly agree that "our school communicates effectively about school's goals and activities." This question's average rating score was a 4.52 out of 5. Almost 50 percent of our parents surveyed feel that our school shares responsibility for student learning with its stakeholders. The average rating score for this question was 4.2 out of 5.

Students' surveys showed that over 83 percent of our students agree that "teachers ask my family to come to school activities." This question received an average rating of 2.8 out of 3. Student results also show that over 90 percent agree that "teachers tell my family how I am doing in school." This question received an average rating of 2.89 out of 3.

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

Responses from the open-ended comment portion of the parent survey instrument provide additional evidence that the respondents are satisfied with Lake Joy Elementary and the school environment. It is evident that all of the stakeholders at Lake Joy Elementary have set high expectations for students. A conscience effort has been made to increase the rigor at Lake Joy Elementary and to increase test scores each year.

Lake Joy has a large, active parent volunteer program. Volunteers serve as field trip chaperones, student tutors, classroom helpers, resource speakers, art project assistants, and test monitors. Several volunteers help in the media center with book checkout and book fairs. Our PTO plays a very important and active role at our school. Some of the events in which our PTO participates include, movie nights, fall social, Father/Daughter Dance, Mother/Son Cookout, Field Day, Faculty and Staff Appreciation Week, Fifth Grade Awards Day, Fifth Grade

Day, and ADVANCE graduation. With recent budget cuts, our PTO also has been able to fund and assist many programs that would have been discontinued.

Parents are encouraged to be part of the decision-making process at Lake Joy Elementary. We have an active parent-driven school council that meets regularly each year. Groups with parent representation are the media committee, sex education committee, and our PTO committees that include fundraising, decorating, teacher appreciation and field day.

In order to connect families with their child's education, we host a number of events throughout the year. Our Men's Read In encourages fathers to participate by reading to their child's class. Moms as Mathematicians Day inspires mothers to come work math problems with their child.

Parent workshops are offered each year. Family Science Nights, CRCT family night, and workshops to explain new programs such as the Lake Joy Essential 10 have been the most successful. Each fall, a night is devoted to informing parents of educational changes and the effects on their students. This year, the focus was the implementation of the Common Core Curriculum. In the spring, a night is planned to inform parents of strategies they can utilize at home to assist their child's success on the standardized test.

Teachers systematically communicate in various ways throughout the year. Student agendas go home daily and signed paper folders are sent home weekly. Email, phone calls, and parent conferences are utilized as needed. Students involved in the Early Intervention Program are mandated to have at least three conferences each year to keep parents abreast of their child's learning progress. Our school has a website and a Facebook page to maximize communication with all of our Lake Joy Elementary stakeholders.

Areas in Need of Improvement

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

Analysis of the 2013 SACS surveys indicates the following data from our school stakeholders. The overall results of our parent surveys are very positive with all questions receiving a 4.06 out of 5 average score or higher. The lowest satisfaction ratings from our parent surveys are in the areas of "Purpose and Direction" and "Governance and Leadership." In the area of Purpose and Direction, only 3 percent of our parents feel that our "school's purpose statement was formally reviewed and revised with their involvement." The teachers and staff at Lake Joy Elementary agreed this needed to be addressed as we began the implementation of the SACS process. As a result, all of our parents, students, and staff were surveyed to gather input about our mission and vision statements. The survey results dictated that we keep our vision statement the same and make minor adjustments to our mission statement. Additionally, 3 percent of parents surveyed disagree or strongly disagree that our school's governing body does not interfere with the operation or leadership of our school.

Student surveys show the following results. The lowest rating from students is in the area of Governance and Leadership. Out of 555 students, 5.59 percent disagree with the question that stated "in my school I am treated fairly." The second lowest approval rating from our students show that 2.88 percent of the students disagree with the question that "students treat adults with respect" in my school.

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

Three percent of our parents surveyed feel that "our school's purpose statement was formally reviewed and revised with their involvement." This was an area of concern for staff members as we began the SACS process. Student ratings show that some feel as if they are not being treated fairly and some of the adults in our building are not treated with respect by students.

What are the implications for these stakeholder perceptions?

At Lake Joy Elementary, we pride ourselves on open communication and involvement with our parents and community stakeholders. As we began the SACS accreditation process, we quickly realized that we needed the input of all stakeholders in the revisions of our mission and vision statements. The first part of this process involved surveying our students who currently attended Lake Joy Elementary about both our vision and mission statements. The second part of this process was to survey our parents about our vision and mission statements. The administered surveys gave each of our stakeholders several options to choose from as we worked through the revision of our vision and mission statements. Overwhelmingly, the response was to adopt a shortened version of our current mission statement and keep our original vision statement.

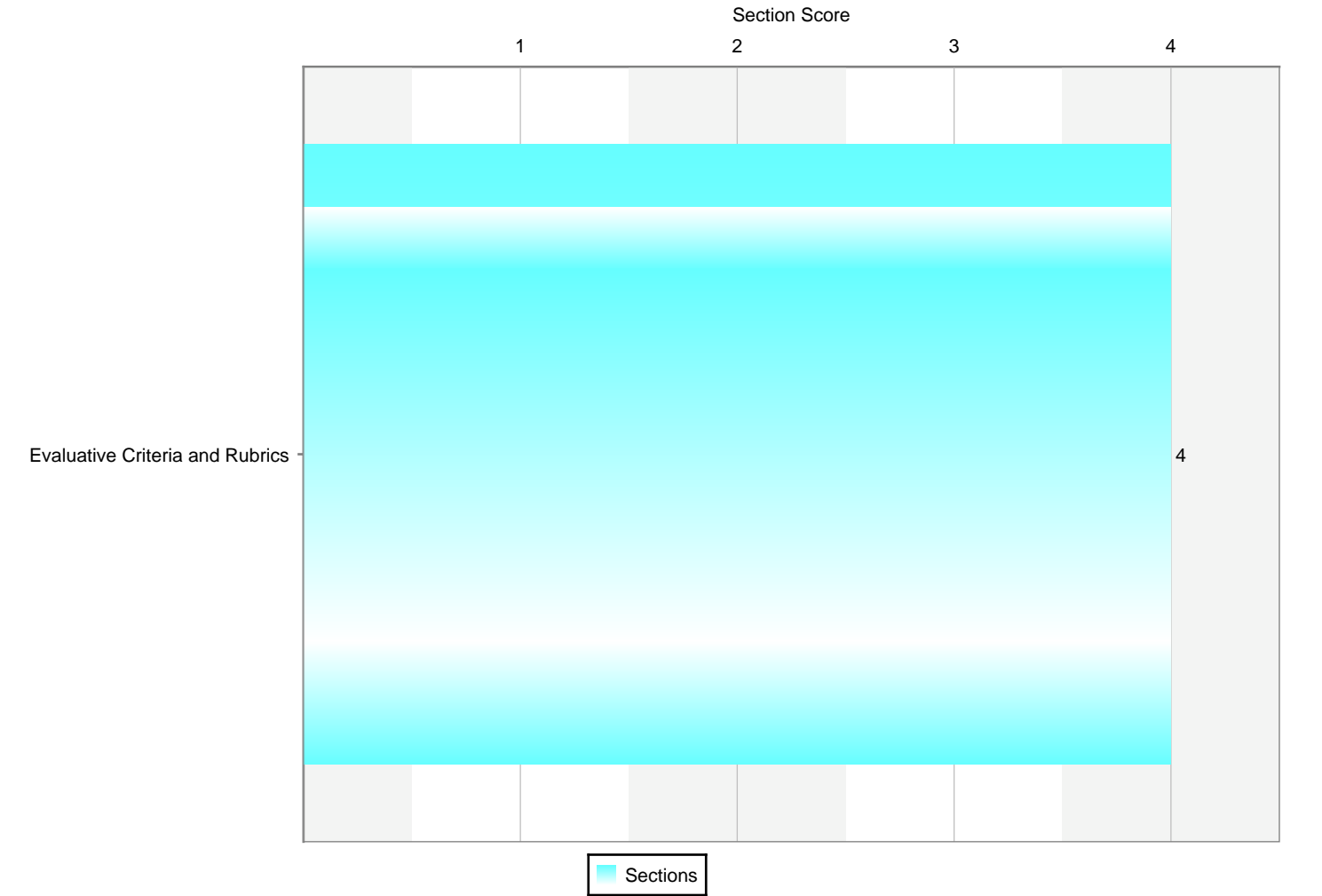
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As a result of the information provided by the stakeholder feedback diagnostic questions, Lake Joy will regularly review its school mission and vision statements. Additionally, we will continue to work with our students and staff on how we should interact with each other. Three years ago we adopted a program called the "Dig It" program. Part of this program was the development of the Lake Joy Essential 10. The

ten rules are non-negotiable principles for all of our stakeholders at Lake Joy Elementary. The first rule of the Lake Joy Essential 10 is Be Respectful. We will continue to reiterate this to all of our stakeholders in order to improve.

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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	See attachment	Student Data.LJES

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 2013, Lake Joy Elementary School had many students exceed in all areas of the state mandated CRCT. Review of data shows that more than 50 percent of our students exceeded in the areas of reading, English language arts, math, and science. The highest percentage of exceeds was in third grade reading with 62.5 percent. One hundred percent of our third grade students passed the reading portion of the CRCT. LJES also has seen great gains in the exceeds category of the fifth grade writing assessment. In 2011 and 2012, approximately 29 percent of students exceeded on the writing assessment. In 2013, over 41 percent of our fifth graders exceeded on the fifth grade writing assessment. Our exceeds percentages in almost every area of the CRCT have increased each year since LJES opened in 2007.

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

Several positive academic data trends have been detected across the board. When comparing LJES to the state of Georgia, LJES has consistently scored above the state average for third through fifth grade. LJES also has continuously scored above other elementary schools in Houston County for third through fifth grade.

Other data trends that show improvement each year are our student subpopulations. Third grade Students with Disability SWD in 2011 scored 76.7 percent meets or exceeds in math on the CRCT. Tracking the same students' math scores over the next two years, they scored 90 percent in 2012 and scored 100 percent in 2013. Overall, scores for SWD in third grade have continued to show improvement each year. In 2011, SWD scored 76.7 percent meets and exceeds in math. In 2012, this increased to 80 percent and in 2013 reached 84.6 percent.

In 2011, African American students in third grade scored 97.8 percent overall in reading. The next year, the same students scored 97.9 percent in reading and continued the upward trend in 2013 with a score of 100 percent passing the CRCT. Fourth grade gifted African American students at LJES showed a positive trend from 2011 to 2013 in both social studies 87 percent, 91.3 percent, 92.7 percent and math 87 percent, 91.3 percent, 92.7 percent. As a whole, the fourth grade gifted students showed a positive trend in ELA over the same three year period 94.1 percent, 94.9 percent, 96.2 percent.

Overall, fifth grade LJES students showed a positive trend in both science and social studies. SWD in fifth grade also showed a positive trend in both reading and science. Fifth grade EL, also showed a positive trend in social studies scoring 25 percent in 2011, 55.6 percent in 2012, and 75 percent in 2013.

Which area(s) indicate the overall highest performance?

There are several areas of high performance at LJES based on the 2013 CRCT scores. Third graders did an exceptional job in reading with 100 percent of all students meeting or exceeding expectations. SWD in third grade improved significantly by raising their ELA score to 100 percent. This score is a 12.2 percentile point increase from the previous year. Fifth graders at Lake Joy Elementary also increased scores in all content areas by two to five percentile points. The entire fifth grade SWD population, as well as the African American student population scored 100 percent in the areas of reading, ELA, and math. This is an increase of eight to fifteen percentile points in specific

subject areas. One hundred percent of EL students in fifth grade met expectations in the area of math with an 11.1 percentile point increase.

Another area of high performance for LJES is writing. The writing score is based on the Georgia Fifth Grade Writing Assessment. Since the establishment of our school, improvement has been documented every year. The most recent accomplishment is 95.48 percent of fifth grade students met or exceeded standards for the assessment. LJES is the third highest in the county with only a .49 percent difference when compared to the highest performing school and third in the county by less than half a point. In addition, LJES led our system with over 41 percent exceeding expectations on this test. Since 2006, LJES has increased its writing test scores each year with an overall gain of 20 percentile points.

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

Review of our EL, SWD, and African American students test scores show a positive trend in growth in various portions of the CRCT. Specifically EL students displayed a strong positive trend in math. In 2011, 75 percent of our third grade EL population met standards. The next year, in fourth grade, these students increased to 77.8 percent in meeting or exceeding standards. Then in 2013, in fifth grade, 100 percent met or exceeded on the CRCT in math. The trend shows that LJES is closing the gap for EL students in the area of mathematics. Similarly, there is a positive trend with SWD in mathematics. Scores for SWD increased from 76.7 percent in 2011 to 90 percent in 2012. In 2013, 100 percent met or exceeded on the math CRCT.

African American students showed a trend of improvement in reading. In 2011, 97.8 percent of African American students met or exceeded on the reading portion of the CRCT. In 2012, that number slightly increased to 97.9 percent. In 2013, 100 percent of African American students met or exceeded reading standards according to CRCT data.

Between which subgroups is the achievement gap closing?

The achievement gap is closing with our populations of SWD, EL, and African American students. The achievement gap closed significantly in all content areas by an average of 6.42 percent when looking specifically at SWD. Science and social studies were two areas that EL closed the gap. We saw an average increase in all content areas of the CRCT of 2.6 percent with African American students. LJES is improving focus on all subpopulations to ensure student success across the board.

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

All of these findings are consistent with data reviewed annually. Data sources reviewed include data at the school level and the system notebook data. Data from the Georgia Department of Education adequate yearly progress was used and consistent with our findings. Data from our College and Career Ready Performance Index was used to determine the above findings.

Areas in Need of Improvement

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

LJES had several subpopulations whose performance on the CRCT decreased from 2012 to 2013. Fourth grade SWD dropped over 5 percentile points in ELA and math. Another critical area of need was noted in LJE's fourth grade EL students. EL students in 4th grade dropped 20 percentile points in reading and 11 percentile points in math. Another critical area noted was reading and science scores in fifth grade EL students. Data reveals that EL students dropped over 15 percentile points in these two subject areas.

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

Tracking students' growth as they progress through grade levels shows a negative trend in SWD in the area of social studies. These same students dropped 10 points in fourth grade and 15 points in fifth grade.

EL students similarly saw a decline across fourth and fifth grade levels in the areas of reading, ELA, and science. The decrease in percentile points ranges from 11 up to 40 percentile points in these areas.

Which area(s) indicate the overall lowest performance?

Overall, there were a few subject areas that saw a decrease in those students meeting and exceeding standards. In third grade, data revealed minor dips in the areas of ELA, math, and science. The largest decrease was in the area of math. In 2012, 95.4 percent of third grade students met or exceeded expectations in math on the CRCT. This declined to 92.7 percent in 2013. This was the largest decrease in scores for third grade students.

In fourth grade, CRCT meets and exceeds percentages went down in reading, ELA, and science. Science saw the most significant decrease with 95.7 percent of students passing in 2012, but 92.4 percent of students passing in 2013. Scores in reading and ELA dropped only two points from the previous year.

Overall scores for fifth grade showed an increase in all subject areas on the CRCT.

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

Data from LJES shows that our EL population is consistently struggling in the areas of science and social studies. In third grade, EL students received an overall score of 75 percent meeting or exceeding in science and 87.5 percent in social studies. Third grade level test scores were 92.2 percent in science and 95.8 percent in social studies. In fourth grade, 83.3 percent of EL students met or exceeded expectations on the science portion of the CRCT in 2013. Only 50 percent of these same students passed social studies. Overall student data from fourth grade averages are 92.4 percent in science and 93.6 percent in social studies. In fifth grade the test data in science and social studies

showed similar results. Forty percent of EL students passed the CRCT in the area of science. In the area of social studies, 75 percent of our EL students in fifth grade met or exceeded on the social studies portion of the test. Data from all students in fifth grade shows that 95 percent of our fifth graders met or exceeded expectations in science. In social studies, 94 percent of our fifth grade students met or exceeded on the CRCT. More than 50 percent of students exceeded in each area of the CRCT with the exception of social studies.

Data shows a negative trend in the performance of EL learners in the area of reading on the CRCT. In fourth and fifth grade, EL test scores have declined the last three years. In 2011, 100 percent of EL students in fourth grade passed the reading portion of the CRCT. In 2012, this percentage decreased to 88.9 percent of our EL fourth grade students passing reading. In 2013, this number declined even further to 66.7 percent. There are similar findings in the fifth grade EL CRCT reading results. In 2011, 85.7 percent of students passed the reading portion of the CRCT. This number declined to 66.7 percent in 2012, and to 50 percent in 2013.

Between which subgroups is the achievement gap becoming greater?

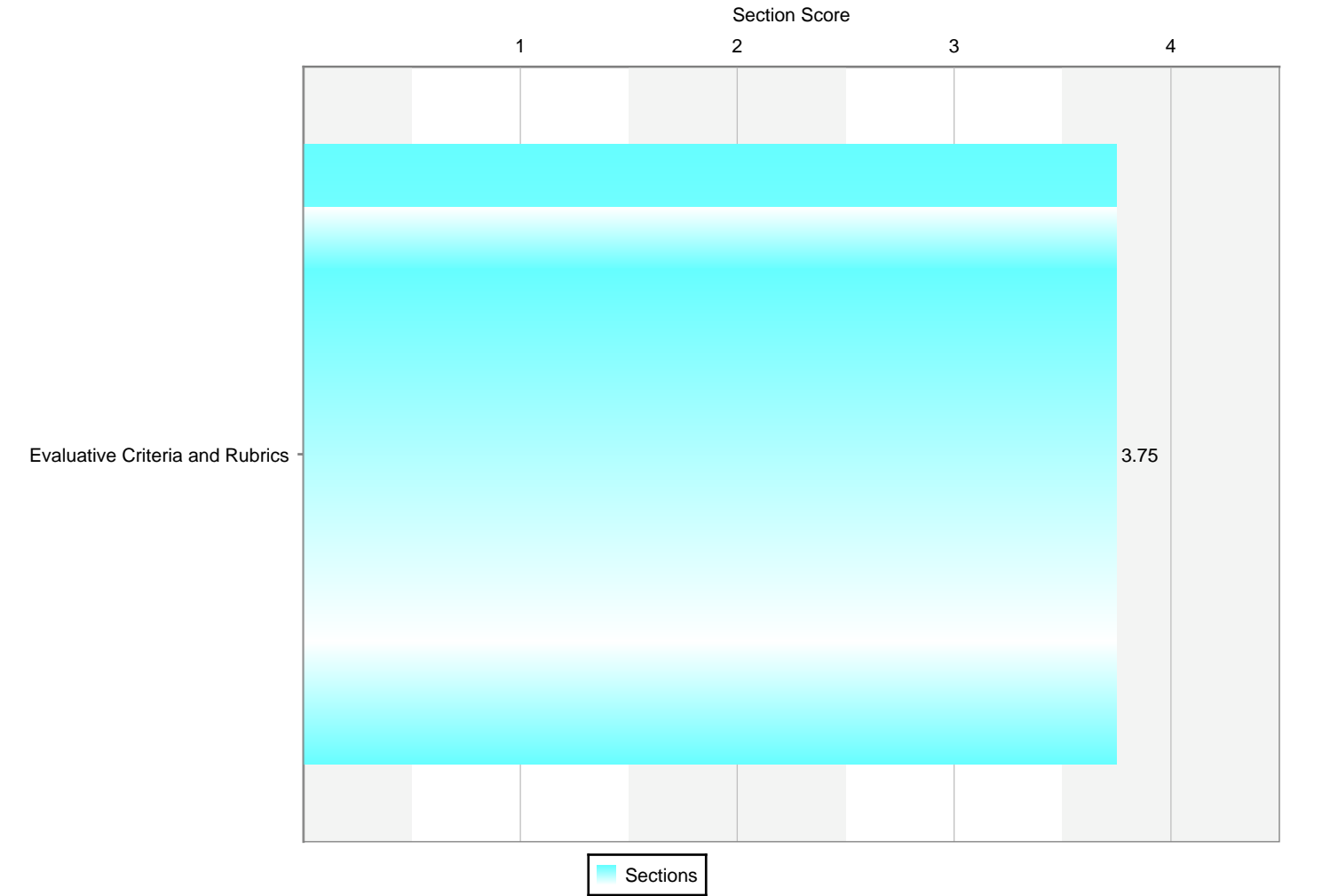
As mentioned in detail above, the largest achievement gap we are facing at this time is with our EL students. This negative trend is especially evident in the areas of science and social studies.

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

All of the aforementioned data is very consistent with the CCRPI score that was given to LJES: 95.9. Our school improvement plan added specific goals this year to support the overall academic success of our EL learners. RTI data is analyzed monthly to make sure that students are making progress toward all academic goals. Lesson plans are developed based on all student data in order to target individualized needs.

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

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
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, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
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, we certify the above assurance.	See Attachment	School Improvement Plan - LJES