



Accreditation Report

Shoal Creek Elementary School

Rockdale 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?

Shoal Creek Elementary is a Title One Distinguished school, dedicated to the success of all students. Shoal Creek is one of 11 elementary schools in Rockdale County, opening its doors in 1993.

Shoal Creek is a unique learning institution; we serve students in grades K-5 with diverse backgrounds and learning abilities. Shoal Creek Elementary, fondly referred to as "The Creek," is a place where students come to study, learn, work, play and "show what they know." Our beautiful school facility includes 38 homerooms, of which three are self-contained Emotional Behavior Disorder (EBD) classes, a gymnasium, two technology labs, two science labs, a media center, and a parenting center. In addition, our outside area includes an outdoor classroom, softball and track field, and a picnic area for lunch, playground and ten modular resource type classrooms.

Currently, our school serves approximately 721 students from various backgrounds and cultures. Our school community is 71% African American, 18% Caucasian, 6% Hispanic, 1% Asian, 1% Pacific Islander, and 3% two or more races. Over the past years, our economically disadvantaged population has steadily increased; currently 77% of our student population is disadvantaged. In addition to diversity in student culture, 9% of our student population receives special education services. Shoal Creek houses the self-contained program Emotional Behavior Disorder (EBD) K-5 for our county. At Shoal Creek, our students receive services in one of the three service models: Inclusion, Self-contained and Resource. In addition to our students with disabilities, 10% of our students are identified as Gifted. Four percent of students are identified as English Speakers of a Second Language (ESOL).

Shoal Creek Elementary prides itself on the fact that 100% of our teachers are 'Highly Qualified'. Our certified staff includes 47 females and 2 males, of this number 15 are black and 34 white. The staff prides itself on having continuing their education, 14 have Bachelor's degrees and 32 have advanced degrees. The 27 members of the staff at Shoal Creek have ten or more years of experience.

Additionally, there are thirty-five classified staff members who help support students learning, nutritional needs, environmental needs, and overall support. All together the faculty and staff at Shoal Creek Elementary is 33% African American, 63% Caucasian, 2% Hispanic, and 1% two or more races.

Shoal Creek Elementary is located on the south side of Rockdale County. According to the 2010 Census, the median income for the area is approximately 75,000 and most have a Bachelor's degree. As the time has passed the neighborhoods surrounding Shoal Creek have decreased in younger families. Some apparent changes in our population were in the number of economically disadvantaged students, students with attendance issues and students requiring additional support academically and behaviorally. To help alleviate some of these changes and making sure that students are successful, the faculty and staff participate in ongoing, collaborative professional learning communities in order to: receive relevant professional learning, to analyze data and plan engaging, rigorous, differentiated lessons. Teachers also participate with Response to Intervention (RTI) teams. Our RTI teams implement scientific research-based interventions in order to close gaps with students who may have deficits or behavior issues. In addition we have an Attendance Support Team (AST) that meets to monitor students' tardies and absences. When our students are in school; receiving instruction tailored to their needs they are successful.

School's Purpose

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

"The mission of Shoal Creek Elementary School, a nurturing family that is committed to student success, is to ensure that each student performs at his/her highest academic level through a rigorous and diverse curriculum."

Belief Statements:

- We believe that a safe and supportive environment is essential to learning.
- We believe that the school is a necessary vehicle to make accommodations that meet personal, emotional, and academic needs.
- We believe that differences in culture are valuable tools for learning and understanding.
- We believe that each individual is accountable for the choices he/she makes.
- We believe that students learn best when they take an active role in their learning process.
- We believe that students excel when they have multiple and diverse opportunities to learn and showcase talents and achievements.
- We believe that the involvement of staff and parents is important for student success.
- We believe that all students have unique abilities, and are capable of learning, achieving and succeeding.

Objectives:

- Every student will pass local, state and national assessments.
- Every student will participate in activities that will develop life skills.
- Every student will be a participatory member, engaged in a rigorous and diverse curriculum.

Parameters:

- We will only make decisions that are aligned with our mission statement.
- We will transcend external factors when pursuing our standard of excellence.
- We will use current data and research to make decisions.
- We will expect the best of everyone.
- We will promote academic exploration and risk-taking.
- We will use technology to enhance learning.

At Shoal Creek Elementary we strive to embody our mission along with the mission of Rockdale County Public Schools so that we can focus on success for all students. We are constantly looking for creative methods for closing the achievement gaps.

Our mission, beliefs, and objectives are closely aligned to those of our school system as we seek to provide a high quality education for all students. Shoal Creek teachers along with our district continue to be "fearless advocates for students."

Some ways that we provide opportunities for our teachers and staff to ensure that we are providing the best learning environment to meet the needs of all students:

- The Shoal Creek faculty meets as a Leadership Team, a Strategic Planning Team, a School Council, as grade level teams, and as a faculty to review and discuss options for the best possible service for our students.
- During PLC meetings and collaborative planning teams, we review school programs, standardized test scores, and student work to plan individualized lessons.

- Both the Building Leadership Team (BLT) and Attendance Support Team (AST) meets to discuss, student enrollment and withdrawal trends, SY 2013-2014

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teacher observations and classroom performance to determine the overall instructional plan.

- Special services at Shoal Creek include a Response to Intervention Program (RTI), an Early Intervention Program (EIP), an English Language Learner Program (ELL), Special Education Programs (SPED), and a Gifted Education Program (GE).
- As a school, we are committed to recognizing and rewarding students for positive behaviors. This is done through our school-wide behavior plan of "Good Shark Behavior" Sharks are provided to every member on staff at the school. Anytime a student is witnessed performing outstanding behavior and actions, they can be awarded a shark. Every adult in the building will need to look for these behaviors, as we are encouraging children to exhibit a positive change in behavior.
- Our students can also participate in our mentoring program called "Fin Friends" Our mentoring program provides students with a caring adult who is concerned for their academic, emotional and social well-being. Teachers participate in this program along with community members. They plan lunch dates, reading time, study time, or just play a simple game while learning more about the student.
- The Counselor along with the Response to Intervention (RTI) team and the School Social Worker work diligently to help students overcome family concerns which interfere with their academic performance. Difficulties that students face such as frequent moves due to financial hardship, homelessness, absentee parents due to incarceration, and frequent custodial changes. To help overcome these difficulties, we reach out to various community agencies and churches to obtain: donations of clothing, shoes, food, help with paying utility bills, holiday toys, coats, book bags, and many other items so that the families can feel comfortable and students can focus on learning.
- At Shoal Creek, we also recognize academic achievement through our Academic Excellence Assemblies, which are held twice a year. We also have an Honors Wall, where students work is displayed on a monthly basis. Our county has quarterly benchmark assessments, after the results are analyzed, we identify students who have met or exceeded on all three benchmarks and we have a "meets and exceeds" party for those students; this is done three times a 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.

Shoal Creek Elementary (SCE) has been recognized as being fully accredited by the Southern Association of Colleges and Schools, being a Distinguished Georgia Title 1 School for the last six consecutive years from 2006-2012. We became a RAMP (Recognized ASCA Model Program) school in 2011, adhering to ASCA (American School Counselor's Association) standards in Personal/Social, Academic, and Career domains within our guidance program. Our school has 21st Century technology throughout the building. Students and teachers have access to technology through interactive Smart Boards in all classrooms, slates, document cameras, two computer labs, lap tops, and I-pads.

Shoal Creek Elementary is proud of their students, school, and community. Our students exhibit respectful and responsible behavior. Classroom expectations, our guidance program, and our administration work together to model and reward behavior expectations and address behavior challenges. Students have also placed for the district and regional Reading Bowls for Helen Ruffin for the last three years. Our second graders were first in the county last year in the First in Math competition!

Shoal Creek teachers were leaders in our district with implementing student-led conferences thus enabling students to take ownership for their learning and behavior. One hundred percent of SCE's teachers are highly qualified according to standards set forth in the No Child Left Behind. Our teachers participate in Professional Learning Communities (PLC) and professional educational conferences to build teacher capacity and efficacy and stay abreast of best practices in education. Our Response to Intervention program also received county-wide acclaim as teachers and administrators came to mentor with our teachers. Teachers participate in weekly RTI meetings, so that students receive individualized instruction based on their needs. During our PLCs and RTI meetings, we construct lessons and assessments as well as review student data /work samples to guide our instruction so that curriculum and students' needs and goals are clearly aligned. Our areas of strength include Reading and English Language Arts school-wide. We continue to improve in the areas of Math, Science and Social Studies. In the area of science, we have added two science labs with a certified teacher that has been added to the specials rotation. The teacher collaborates with grade level teachers in order to support our efforts to increase student achievement in the area of Science.

Our administration has changed three times in the last three years, creating some inconsistency in our ability to move forward toward goals. Creativity was dampened a bit. Curriculum changes and learning curves offered additional challenges.

We have two administrators committed to our strategic plan. Our vertical teaming will make a huge difference in creating seamless learning experiences. Our newly appointed Parent Liaison will be empowering our parents in a way that they will bring new life to our school. Our non-readers will be able to get one-on-one assistance from a parent mentor. Our science curriculum will be broadened and enhanced with more "hands-on" opportunities through our two science labs.

Shoal Creek is a family that works together well. Our parents know that. Our students know it. There is no doubt that we will become more savvy and stronger in the next three years!

Additional Information

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

As a part of our continuous improvement, this year Shoal Creek Elementary has begun the process of identifying a school choice program. We began our grassroots process of putting together a committee that included all stakeholders; parents, students, teachers and community entities. Our first Town Hall meeting was held on September 19, 2013 at this meeting we discussed our mission in providing a rigorous and academic environment and wanted to specialize in an area. We identified several models for a potential school choice. We surveyed the stakeholders to determine their strengths, weaknesses and interests.

Our next steps include:

- o Analyze results from the surveys
- o Narrow down the choices to two models
- o 2nd Town Hall meeting on November 14, 2013 @ 6:00 pm
- o Schedule visits to several school sites
- o Conduct feasibility study
- o Vote to choose our school specialty
- o Presentation to the cabinet members for final approval

Highlighting some of our school programs that students can participate in afterschool as well as during the day:

- o Helen Ruffin Reading Club- This club meets all year to prepare for the reading bowl. Students select books to read from the Georgia Book Award nominee list, which are usually fictional novels. The reading bowl is held in January, the bowl is in a game format using the award nominees. Teams are comprised of students from different schools around the district and regions across Georgia; they compete to test their knowledge of the selected books. Our students have competed very well, usually placing in district and participating in regional competitions.
- o National Junior Beta Club- Our club is committed to recognizing and promoting high academic achievement, rewarding and nurturing worthy character, fostering leadership skills and encouraging service to others. Shoal Creek students have participated in various community service projects, our signature events are "Empty Bowls" raising awareness and can food for the Rockdale Emergency Relief Food Bank and the Water Bottles for Veterans.
- o Chorus club- students will take part in two musicals; one at Christmas and the other one at the end of the year.
- o Other Academic competitions and Showcase opportunities that our students have participated in are: Spelling Bee, Young Georgia Authors Writing competition, Oratorical Showcase, Law Day poster and Essay, Science and Social Studies Showcase, Math 24 competition, Read for America.
- o We also participate in teaching students about Healthy Living with our Wellness Week, Relay for Life, Shark Run, and Jump Rope for Heart, Clean Air Campaign.
- o Career Day, showcasing the 18 College and Career Clusters
- o To help our students with independence and responsibility, our students participate in Student council, Safety Patrol, and Shark Watch News.

Again, as we continue to improve, one area for improvement is to provide more opportunities for students to participate in afterschool programs. We anticipate bringing a running club, art club, robotics club, 4-H Club, Drama club, Peer Tutoring club, and Mentoring club.

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Survey results •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite

sources of evidence the External Review team members may be interested in reviewing.

Shoal Creek Elementary provides rigorous and challenging learning opportunities that include social and behavioral skills necessary for success. This is evidenced by the standards based integrated lesson plans created by the teachers. Our faculty's commitment to rigorous and challenging learning practices, our students' are consistently engaged in hands on instruction whereby they are learning how to transfer skills from the classroom to life. Teachers participate in various professional learning opportunities to enhance their instructional skills. They are excited to implement this new learning into classroom learning centers, projects, Interactive board activities, and student led conferences to meet the academic and social needs of their students. Our Teacher Keys Effectiveness System (TKES)/ Rockdale County Public Schools (RCPS) growth plans and collaborative team planning meetings are instrumental in keeping our faculty focused on our school's goals, ultimately attesting to our teachers' overall commitment to their students' academic and personal success.

At Shoal Creek, we use the Cycle of Results as a continuous model for improvement. Data is documented in a continuous and systematic manner, so that it can be analyzed for the use of planning for instruction, setting goals, providing enrichments and remediation, so that all students can succeed. Our Response to Intervention process assists our teachers in identifying measurable performance targets and to implement appropriate interventions for improving both academic skills and social behaviors. These interventions are reviewed and evaluated for effectiveness in a student's overall performance.

At Shoal Creek, we are committed to best practices and provide rigorous and challenging learning opportunities for each individual student. To ensure this quality of education, we currently employ the following incentives to sustain our collective areas of strength.

- Peer Observations
- Stakeholder Surveys
- Professional Learning
- Vertical Teaming
- Professional Learning Communities
- Response to Intervention
- Collaborative grade level planning meetings
- Teacher Incentive Programs: (i.e. Teacher of the Year, Technology Teacher of the Year)

One area of needed improvement is engaging and communicating relevant information to all stakeholders. We believe it is essential to student achievement for all stakeholders to be committed to a set of shared beliefs and values about teaching and learning. In order to keep all stakeholders fully engaged, we will employ the following:

- Stakeholder representation on the school council
- Stakeholder representation on the Building Leadership Team (BLT)
- Stakeholder representation on the Safety Committee
- Monthly newsletter to all parents and partners of Shoal Creek Elementary
- Web updates within grade levels and departments
- Parent Teacher Conferences
- Monthly parent workshops

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •School handbooks 	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership 	Level 2

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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 communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Involvement of stakeholders in a school improvement plan	Level 3

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

The governing body of Rockdale County Public Schools has policies and practices that support the direction and purpose of Shoal Creek Elementary School. The board of education places importance on the Strategic Planning process, which is the document that guides the daily interactions and future planning for the school. There are procedures in place that ensure the development of certified and some classified staff. The Chief Financial Officer provides stringent guidelines for school budgeting, and there is direct oversight of fiscal practices at the school site. Some examples of this include documented rules in student, school, and staff handbooks, written financial guidelines, professional learning credits, and school council meeting notes.

The school board ensures that decisions and actions are in accordance with defined roles, stated code of ethics, and free of conflicts of interest. The board members participate in ongoing trainings that are supported by district initiatives. The school board is recognized as a board of distinction and all policies, meetings and minutes are viewable by the public on the website (eboardsolutions). Additionally, the school system employs an attorney that oversees daily operations of the school system and answers individual questions/concerns from employees.

The school board protects, supports, and respects the autonomy of individual school leadership. This is evident in the individual strategic plans facilitated by each site. The school board frequently communicates with school personnel and stakeholder input is welcomed at public meetings and face to face contact.

Leaders encourage all staff to align school based decisions and actions towards continuous improvement to achieve the school's purpose. This is evidenced in the development of the site strategic plan and school improvement plan. The school supports collaboration for student

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learning, and this is evidenced in collaborative planning team minutes, strategic planning notes and meetings, review of SAI survey's and vertical team meeting schedules. The school council meets to oversee and approve of building initiatives.

School leaders communicate with stakeholders and request stakeholder input in various forms. The strategic plan is developed with stakeholder input, the school council reviews and provides input regarding school events, partners in education work with the school to provide student incentives and support for the community, and the website communicates events with the school community.

The school and county has adopted the TKES (Teacher Keys Evaluation System) as a primary tool for observation and feedback. Frequent observation and post-observation conferencing improves teacher practice and awareness of best practices. Frequent walkthrough observations are evidenced in True North Logic, and teachers are able to view frequent feedback.

There are definite strengths and weaknesses noted within the ratings of the standard . In regards to strengths, the school board has tremendous support of building level initiatives. Policies and guidelines are clearly communicated in a timely manner via email and documentation on eboard solutions. There is little data evident to support professional growth of all staff members. There are considerable opportunities for growth of certified staff, but not all classified staff are provided consistent opportunities for learning and growth. Policies are in place regarding certificate renewal for classified and certified staff members. These policies are developed by the state and enforced by the district. The board of education protects, supports, and respects the autonomy of individual schools, and each school is allowed to develop a plan that meets the needs of their unique attributes. Our comprehensive Professional Learning Plan is devised to ensure consistent learning for certified and classified staff members.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.5

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules •Course descriptions 	Level 2

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 •Standards-based report cards •Curriculum writing process •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures 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 •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures 	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 2

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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 use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 2

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

All students are provided with challenging and equitable learning opportunities through the use of course descriptions provided by GA Department of Education and Rockdale County. In addition course schedules (pacing guides), and representative samples of student work across courses (student portfolios), and learning expectations for learning courses (enduring and understanding). Systematic collaborative processes are used to ensure alignment by using curriculum guides, lesson plans aligned to the curriculum, curriculum maps, assessments, survey results and standards-based report cards.

Teachers personalized instructional strategies and interventions to address individual learning needs of students when necessary through the use of technology, survey results, professional development, and student work. Instructional practices are monitored consistently and formally by school leaders by using Teacher Keys, drop-ins and focus walks. School leaders ensure that instructional practices are aligned with the school values and beliefs in reference to teaching and learning. A formal process that promotes discussion about student learning has been implemented by trained staff members. This is implemented through the use of agendas and minutes of collaborative learning committees (county and grade level meetings), calendar/schedule of learning and community meetings (county and school calendars), common language, (lesson plans and report cards), and cross curricular projects, interdisciplinary instruction and classroom action research project, (county menu of assessments). In order to inform the ongoing modification of instruction and provide data for possible curriculum revision, the instructional process includes multiple measures; these measures include formative assessments, samples of exemplars, examples of learning expectations, examples of assessments and survey results.

Programs are designed and implemented to engage families in meaningful ways in their children's education. They are engaged by volunteer programs with a variety of options for participation, parental/family/care-giver involvement plan, including activities, timeframes and evaluation process. Families are informed on a regular basis by school personnel of their children's learning progress, in order to inform parents of their child's progress, they are given a list of varied activities and communication modes with families (Infinite Campus Parent Portal, Shoal Creek Web Page, Teacher Newsletters, Parent Resource Center, Academic Nights, Open House, Student-led conferences, Calendar). Strong relationships between students and school personnel are built over time by participating in a formal structure that supports the students' educational experiences through Fin Friends, Special Education, Early Intervention Program and English Learners. All students may participate in this formal structure by being matched to an adult advocate. Based on clearly defined criteria which represent each student's attainment of knowledge and skills, teachers use common grading in reporting policies, processes and procedures which are consistent across grade levels and courses and regularly evaluated. The clearly defined criteria is implemented through policies, processes and procedures on grading and reporting (County Standard Based Grading Booklet given parents and teachers), sample report cards for

each grade level and for all courses, and evaluation process for grading and reporting practices and survey results.

The school's purpose and direction is aligned with a continuous program of professional learning in which all staff members participate. All students, at all levels of proficiency, as well as other learning needs (such as second languages) are provided instruction by school personnel using data to identify unique learning needs. This is evident through data used to identify unique learning needs through students, a list of learning support services and student population served by such services and survey results.

Teachers can better engage students in learning by consistently planning and using instructional strategies that require student collaboration, self- reflection and development of critical thinking skills. All members of the staff shall participate in collaborative communities to improve instruction and student learning. This can be accomplished by regularly using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching. All teachers shall systematically use an instructional process that clearly informs students of learning expectations and standards of performance. To better support student learning, exemplars should guide and inform students each time. All school personnel should engage in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. As a result, these programs will establish high expectation which will include valid and reliable measures of performance for school personnel.

In order for Shoal Creek personnel to meet the unique learning needs of students, school personnel must stay current on research related to unique characteristic of learning (such as learning styles, multiple intelligences, personality type of indicator) and provide or coordinate related learning support services to all students.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	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•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Assessments to inform development of technology plan•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Survey results	Level 2

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

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 the External Review team members may be interested in reviewing.

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Shoal Creek strives to provide teachers and staff with a plethora of resources and support systems to support its purpose and direction to ensure success for all students. The staff is sufficient in number to fulfill responsibilities to support the school's purpose and direction. The administration has worked hard to put the resources in the classrooms; this is evident by the way the classrooms configured. In addition our master schedule has helped us to maximize instructional time by providing an intervention/enrichment block and to streamline personnel to support struggling students. Shoal Creek presently participates in a Clean Air Campaign to ensure that our school facilities are safe, clean and a healthy environment for all students and staff.

Our greatest strength within this area is standard 4.4, "students and school personnel use a range of media and information resources to support the school's educational programs." Our media specialist and Instructional Technology and Data Specialist provide in-house instructional and technical support for our teachers and students in addition to assisting staff with locating standards-based resources. Our school INTEL provides prompt hardware support and our media clerk assists with media check-out, shelving and other duties. Teachers schedule the media center and a computer lab using a computerized resource scheduler which provides usage reports. The district is currently trying to improve the technology infrastructure in order to support the school's teaching, learning, and operational needs.

Shoal Creek staff works to provide support services to meet the physical, social and emotional needs of our student population. Support services are coordinated through the Shoal Creek RTI process and the counseling department. Shoal Creek can improve its processes and programs by regularly measuring the effectiveness of the programs we are using.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel 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 •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •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 	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

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

Shoal Creek strives to meet the needs of all learners through data-driven instruction. Student assessment data is analyzed collaboratively by teachers and administrators through the RTI (Response to Intervention) process to derive instructional plans tailored to meet each student's learning needs.

According to the AdvancED surveys, 89.40% of our staff agree or strongly agree that our school uses multiple assessment measures to determine student learning and school performance. Additionally, 87.77% of our parents believe that their child is given multiple assessments to measure his/her understanding of what was taught. Standardized assessments include CRCT, G-Kids, CoGAT, ITBS, and the Georgia Writing Assessment while local assessments include school pre-/post- tests administered for each math unit, district benchmarks and the RCPS Standards Based Assessment Portfolio Menu. As a result of this data and our evidence, we believe our score for indicator 5.1 is 2.25. One area for improvement is to assess students not only in the core courses but also art and music. While standardized assessments are proven to be reliable and bias free, and district assessments are developed by a psychometrist, Shoal Creek should work to improve the reliability of local assessments. While Shoal Creek strives to meet the needs of all learners through data-driven instruction; the RTI process used to accomplish this goal needs to be systematically evaluated for reliability and effectiveness.

According to the AdvancED survey, 74.25% of our staff agree or strongly agree that all staff members are trained in the evaluation, interpretation, and use of data. We look to improve our 2.0 score through our Strategic Plan (Strategy I, Action Plan I) by creating an online professional learning platform for all staff; which will include the use of student assessment data (as evidenced in the survey of staff for this action plan).

According to the AdvancED survey, 89.39% of staff agree or strongly agree; 87.5% of parents agree or strongly agree; and 96.12% of upper elementary students agree or strongly agree that they are demonstrating readiness for success at the next level. Through the RTI, vertical teaming processes and Student Performance Goals (TKES) data is analyzed for verifiable improvement in student learning. Plans, such as the School Improvement Plan, are updated annually to develop new School Improvement Goals. School data revealed, 92.6% of Shoal Creek students met promotion criteria for the 2012-2013 school year; 93.63% of Shoal Creek students met promotion criteria for the 2011-2012 school year. Note that the criteria changed when we transitioned from the Georgia Performance Standards (GPS) to the Common Core (CCGPS) during the 2012-2013 school year.

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According to the AdvancED survey, 81.61% of parents agree or strongly agree that administrators and teachers monitor and inform parents of their child's progress. Previous school administrators communicated progress towards School Improvement goals as a component of the weekly principal's email. Currently, parents receive letters informing them of their child's benchmark scores along with the report card. To improve, Shoal Creek will become more conscious about communicating results using multiple delivery methods to all stakeholders. Additionally, we anticipate that parents will be able to receive push alerts, in real time, as standards are input into Infinite Campus.

Overall, standard 5 provides opportunities for Shoal Creek to grow and develop in areas of professional learning, communication with stakeholders and an evaluation piece for local assessments. The leadership and staff at Shoal Creek believe that strengthening data-driven instruction will improve mastery for all students.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •School budgets for the last three years •Staff License/certification/qualifications •Personnel evaluation forms •Professional and support staff/child ratios 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Staff License/certification/qualifications •Personnel evaluation forms 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> •Staff License/certification/qualifications •Personnel evaluation forms 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 8 and meets state licensure requirements for student-to-adult ratios.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and meets state licensure requirements for student-to-adult ratios.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and meets state licensure requirements for student-to-adult ratios.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> •Personnel evaluation forms •class rosters 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning 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 young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children 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"> •School calendar •Budget for authorized expenses and activities •Student Portfolios 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •CPR/1st Aid Certification/health safety trainings •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> •Stakeholder results •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	<ul style="list-style-type: none"> •Facility and equipment specifications 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> •System for maintenance requests 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	<ul style="list-style-type: none"> •Curriculum standards, guides, expectations 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"> •System for ordering/maintaining sufficient supplies •Curriculum standards, guides, expectations 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve most of the educational program's goals and objectives. Personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Technology and interactive media inventory 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Hardware and software inventory 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> •Curriculum standards, guides, expectations •Displays pictures/photos 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> •Special classes/activities for children with disabilities •Intervention services referral •Lists of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	•Handbooks, procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	•Handbooks, procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of many young children and their families. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.	•Parent opportunity information sheets	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school partially meets the expectation with some variations.	•Handbooks, procedures •Parent/Staff communications procedures and expectations	Level 2

Accreditation Report

Shoal Creek Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	•Observations of student and adult behaviors concerning safety practices	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 the External Review team members may be interested in reviewing.

Our Early Learning program consists of one pre-k classroom, with two staff members, including a lead teacher and teacher's assistant. The class ratio is 1:11. The school day spans from 7:35-2:10. The students participate in academic centers, small group and whole group learning. The early learning program has a number of resources and services that promote student success.

There are numerous areas of strength within this program. The school employs qualified administrators/directors for each administrative position, qualified teachers and teacher assistants. All administrators and the teacher have an advanced level degree or higher. The assistant teacher has a High School Diploma/GED or higher, or the equivalent credentials to meet governmental requirements, and two years of experience.

All learning environments have substantial furniture, equipment, and resources to meet student needs and support implementation of an effective program, as evidenced in photographs provided. These resources are in excellent condition and suitable for their purposes. The classroom displays are appropriate in content and relate to the current learning activities, and change with each theme/unit. All children have examples of their work displayed at levels at which they can be seen.

Each child receives individual personal care by staff members who promote the child's well-being, nutrition, health and safety. As seen in photos, each child has access to child size toilets and sinks, as well as strict sanitary conditions for toileting. In the café, students are provided with child sized eating utensils, along with access to a well-balanced and healthy diet according to state/governmental guidelines.

Class size ratios support the care and developmentally appropriate learning, growth and development of young children. At this time the school does not serve students that are not eligible for pre-k. Our program begins at age 4.

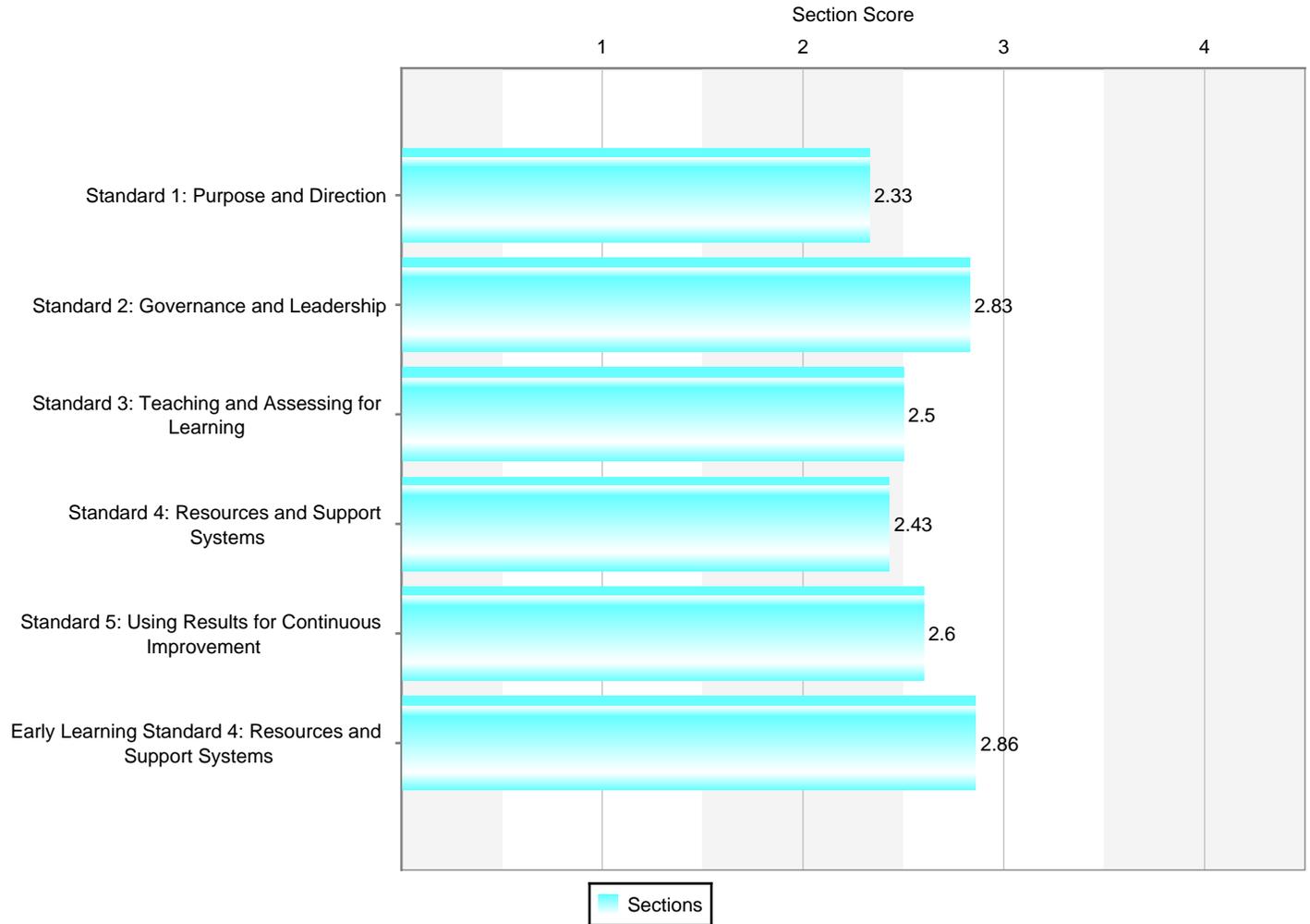
An area of improvement is technology within the pre-k classroom. Commencing with the 2013-2014 school year, an Activboard and projector will be in the pre-k classroom. This will provide the students with 21st century technology. As a result, students will have access to a broader range of interactive media and information resources. While the district provides specialized technology for classrooms (Ipad), the school should include pre-k needs in the school technology plan. The district has increased (summer 2013) the bandwidth from 100 MB per second to 250 MBPS. This increase, along with the necessary infrastructure updates will provide more technology opportunities to improve student achievement.

The final area of concern was pre-k being involved in the counseling, assessment, and educational referral needs of students. As a school, we will strive to educate parents about academic, and social norms, as well as developmental milestones. These parent opportunities will begin to take place during our annual KinderCamp, and continue throughout the year by utilizing parent educators. This will help to increase

parental awareness of the educational referral process. KinderCamp and other educational opportunities will be evaluated by a parent survey.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Our overall highest level of satisfaction was with standard 1 Purpose and Direction the school and standard 5 Using Results for continuous improvement.

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

The area of Standard 1 (Purpose and Direction of the School) shows a trend toward increasing stakeholder satisfaction.

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

The above reported findings of highest level of satisfaction with standards 1 and 5 were consistent across all stakeholder categories.

Areas in Need of Improvement

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

The area of Governance and Leadership was the lowest standard across all stakeholders. Shoal Creek has had a turnover in the administration, we have had 3 principals with in the last three years.

We believe that one method of improving the quality of our school is to increase parent satisfaction. Our action plan for parental involvement and increasing parent satisfaction include:

- Hiring a parent liaison and creating a parent center
- Make our PTA more visible and active in our school
- To do climate checks with our stakeholders
- Have more opportunities for parents to have a say in the operations of the school
- Making sure we keep the lines of communication open: newsletters, emails, conferences, school council meetings

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

The area of standard 2 (Governance and Leadership) show a trend toward decreasing stakeholder satisfaction. Several surveys of parents indicate they want more opportunities to have a voice in the decision making process.

We analyzed the results from the surveys and found that parents want more of a voice in their children's education. We have created school-based parent involvement center that recruits and trains volunteers and visitors, so that teachers can make the best use of them.

We also have hired a full time parent liaison to run the center, and to make connections with the community leaders. Our school council meets quarterly to discuss what is going on in our school and to include stakeholders in the decision making process.

What are the implications for these stakeholder perceptions?

Some implications for these stakeholders' perceptions are: the new current leadership will need to make sure to engage the community, students, staff, and parents in the decision making process in order to ensure the effectiveness of Shoal Creek.

The new administration, has made it a goal to reach out to all stakeholders and to seek their input with decisions. In addition to putting the structure in place for parents to be in our building, we send out monthly newsletters, schedule quarterly parent meetings, host celebrations for parents at our Academic Excellence Assemblies, and have a parent volunteer breakfast.

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

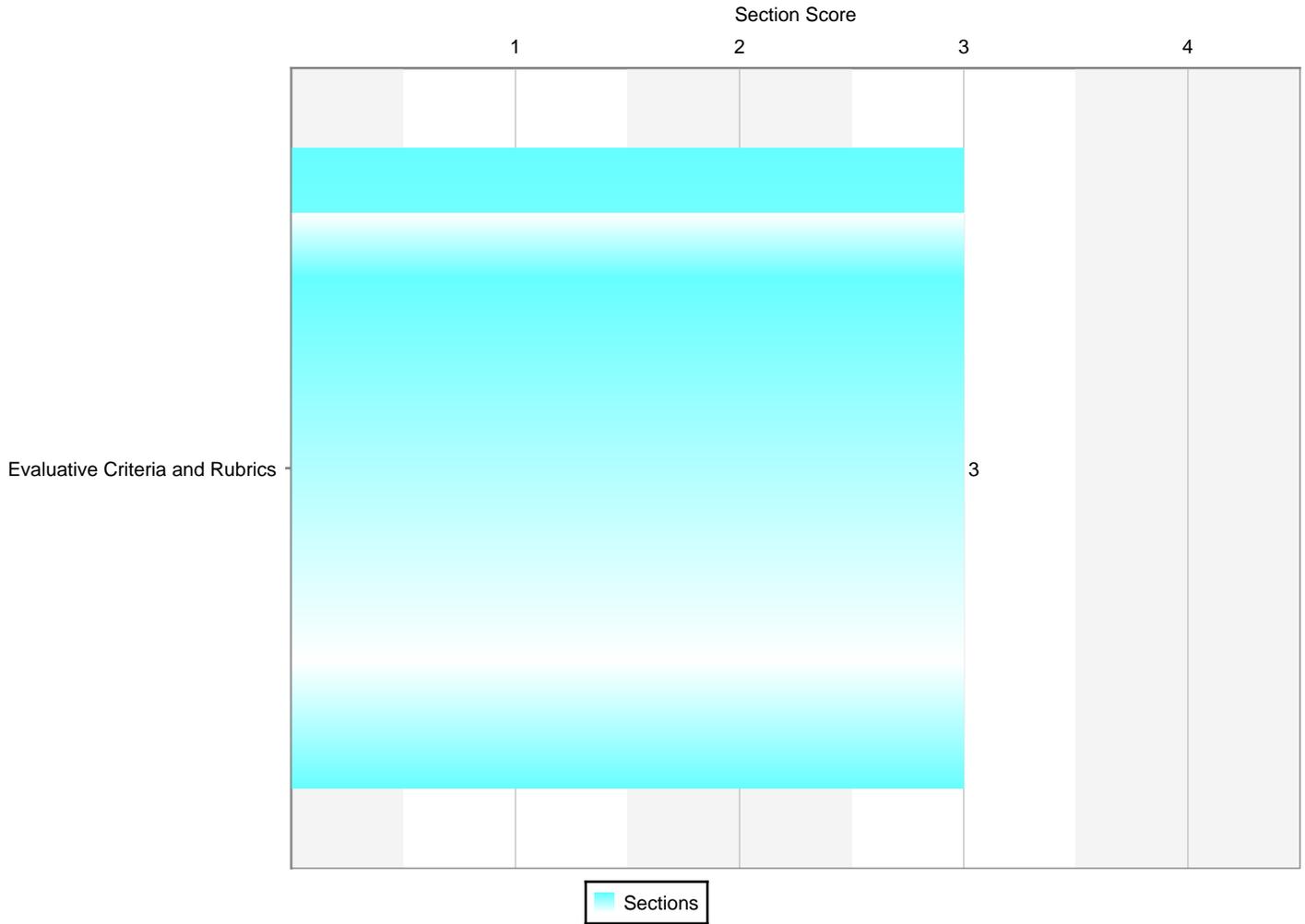
The above reported findings of lowest standard of satisfaction(Governance and Leadership) was consistent across all stakeholder

categories.

This is area that the new administration if focused on.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Based on 2012-2013 CRCT the following areas are above expected level of performance:

CRCT 3rd grade- Reading

CRCT 4th grade- Reading and English Language Arts

CRCT 5th grade- English Language Arts and Math

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

The following areas below show a positive trend in performance.

CRCT Math

CRCT Social Studies

CRCT-M Reading

CRCT-M ELA

Grade 5 Writing

Which area(s) indicate the overall highest performance?

CRCT 5th grade English Language Arts indicates the overall highest performance.

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

The English Language Learners (ELL) show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the White and the English Language Learners (ELL).

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

The reported data is consistent with findings from other academic data sources.

Areas in Need of Improvement

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

Based on our 2012-2013 CRCT results, the following are below the expected level of performance:

CRCT Reading 3rd grade(Reading for information)

CRCT Math 3rd grade(Measurement)

CRCT Science 3rd grade(Earth/Life science)

CRCT Social Studies 3rd grade (Geography, Government and Civics)

CRCT 4th grade Reading(Information, Media and Literacy)

CRCT 4th grade Math(Measurement, data analysis, and Geometry)

CRCT 4th grade Science(Earth/Physical)

CRCT 4th grade Social Studies(History, Geography, Government and Economics)

CRCT 5th grade Reading(information/Media literacy)

CRCT 5th grade Science(Earth/Physical)

CRCT 5th grade Social Studies(History, Geography, Government and Economics)

The 5th grade state Writing exam also indicates a need for growth in the following domains: Ideas and Organization across genres.

Our continuous plan of improvement included:

- Creating a master schedule, to ensure teachers are maximizing instructional time.
- Created PLCs and common planning time for teachers to receive quality professional learning and to analyze test data, and view student work to help individualize instruction built around our district's model of "Cycle of Results"
- Our RTI team meets weekly to discuss interventions for students to help provide early, systematic assistance to children who are having difficulty learning.

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

Based on our data analysis of CRCT,:

Third grade students showed a negative performance trend in Reading, English Language Arts, Math, and Social Studies.

Fifth grade students showed a negative performance trend in Reading, English Language Arts, Science and Social Studies.

Which area(s) indicate the overall lowest performance?

From the CRCT data, 5th grade Science showed an overall lowest performance.

In addition to teachers providing differentiated instruction, participating in PLCs, we have two science labs in which teachers and students can use to have more hands on experiences with Science.

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

Black and SWD subgroups showed a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

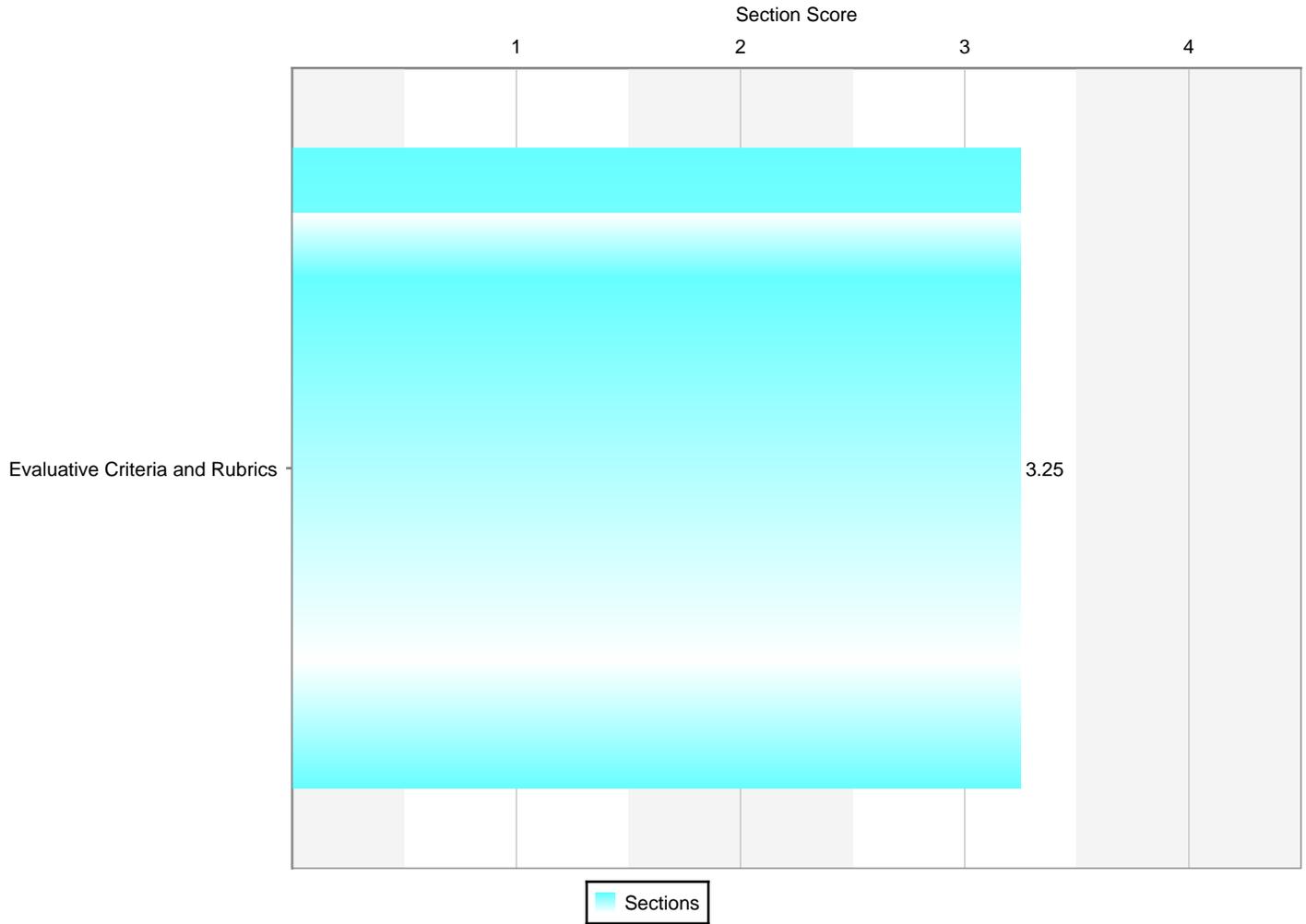
The Black and White subgroups show that the achievement gap is becoming larger.

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

The above reported data is consistent with findings from other academic data sources.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		Shoal Creek 2013-2014 Emergency Preparedness Plan Part 1 and Part 2

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

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