AdvancED

Accreditation Report

Honey 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?

Honey Creek Elementary School is a Title 1 school recognized for its excellence, vision, dedication, and approach to learning aimed at encompassing both the intelligence and the character of the whole child. In 1974, Honey Creek Elementary School opened its doors as a member of Rockdale County Public Schools. This unique learning community is comprised of a variety of specialty preschool through fifth grade classrooms. The sprawling campus includes numerous outdoor facilities, a school garden, two technology labs, an elementary science lab, two visual and performing arts classrooms, a media center, a detached gymnasium, and space for 36 Twenty-First Century equipped classrooms.

Currently Honey Creek Elementary serves approximately 567 students from diverse backgrounds. This community microcosm is 59% Black, 27% Caucasian, 7% Hispanic, 4% Multi-Racial, and 3% Asian. Over the past few years, the percentage of students participating in the free and reduced lunch program has steadily increased; this rate is currently 63%. In addition to diversity in student backgrounds, there is also variance in student overall ability levels. Honey Creek Elementary houses self-contained programs for students with Mild Intellectual Disabilities. As a result, 10% of the student population receives special education services in one of three service models: self-contained, resource, or inclusion. On the other hand, 11% of Honey Creek students are identified as Gifted. In like fashion, these students receive instruction in one of two service models: self-contained or collaborative. Rockdale County Public School has also allowed Honey Creek Elementary to establish a school-wide STEM (Science, Technology, Engineering, and Math) focus. This school choice program has increased the overall number of students in fourth and fifth grade. At present, 99% of the student population is English Proficient.

The faculty and staff of Honey Creek Elementary work diligently to balance the needs of an ever-challenging curriculum with the prevailing needs of students. There are presently 45 highly qualified faculty members who together have accumulated 621 years of classroom experience. Thirty-seven faculty members (82%) have also earned a Masters Degree or higher. Additionally, there are 21 classified staff members available to meet the needs of students including office staff, paraprofessionals, custodians and food service members. Together the faculty and staff is 77% Caucasian, 21% African American, and 1% Hispanic.

Honey Creek Elementary School is located in an area of Rockdale County known for its well-established neighborhoods. As the years have progressed, the number of young families within these homes has steadily decreased. This aging population resulted in declined school enrollment. According to the 2010 United States Census Bureau, the median household income for Honey Creek Elementary families was $61,457 and the median age was 40. Over 90% of individuals within this zone had an educational attainment of high school graduate or higher. The individual poverty rate for this area was estimated to be 7.4%. The demographics of the Honey Creek Community have changed over these past few years. When the economy began to change, the overall feeder community also began to change. There was a sharp increase in the number of rental homes available within the feeder communities. This has slowed the enrollment decline, but directly influenced other programs within the school. Some areas of notable change were in the number of economically disadvantaged families, increased percentage of students with attendance concerns, and increased percentage of students requiring additional support for academic and behavioral success. Through the support of an active PTO along with a strong faculty and staff, Honey Creek has been able to maintain a high level of student achievement by continuously establishing high standards and expectations for all learners.

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.

Mission:

The mission of Honey Creek Elementary School, a diverse, innovative, and resourceful family community with students of varied exceptionalities, is to provide a fundamental foundation to ensure that all students achieve their highest potential as compassionate, confident, life-long learners through a system distinguished by:

- Customizing learning opportunities, goals and measures;

- Providing a challenging, rigorous curriculum;

- Fostering a safe, nurturing environment conducive to learning;

- Advocating fearlessly for students;

- Maximizing family and community alliances for student success;

- Teaching, modeling, and requiring responsible character values and behaviors;

- Employing and developing a diverse, creative, and caring faculty and staff;

- Empowering students to actively shape their own future; and

- Celebrating milestones of success for all Beliefs:

We believe that:

- Family and community are the most important factors in the development of the individual

- A safe and orderly environment is essential to teaching and learning

- Education is the most important asset in maximizing the opportunities of an individual and community

- Every person deserves a voice and is worthy of respect

- All human beings have the capacity to learn

- Every person deserves the opportunity to succeed

- Each person is responsible for his or her own actions

- Faith gives meaning and purpose to life

- Students are at the core of all educational decision-making

- Diversity strengthens our community

Objectives:

1. All students will pass local, state and national assessments at levels which exceed established standards.

2. All students will receive a fundamental foundation that promotes compassion, confidence, and life-long learning.

3. All students will become part of a learning community that promotes creativity, collaboration, and independent thinking.

Strategies:

1. We will customize learning opportunities for all students.

2. We will provide rigor to all students regardless of their ability level or exceptionality.

3. We will foster a safe and nurturing environment that maximizes family and community alliances.

4. We will maximize student, teacher, and staff capacities to actively shape their own future.

Honey Creek's pervasive mission, dedicated to goals and aspirations for all its stakeholders, generates a full spectrum of opportunities for achievement and success by seamlessly integrating Common Core Georgia Performance Standards (CCGPS) with Science, Technology, Engineering, and Mathematics (STEM) components.   Our unique approach to learning hinges on rigorous, relevant, real-world cross-curricular units. Through meticulous planning, teaching teams, in collaboration with subject matter experts, community partners, Master Teachers and curriculum coaches design student-centered exploratory units to include: (a) interactive project-based learning; (b) support advanced classroom and laboratory experiences; (c) student collaboration; (d) numerous field studies; (e) service learning components; (f) 21st Century Technology Tools; and (g) enrichment opportunities for all. This hands-on approach to STEM is designed to spark a learner's desire to explore, investigate, examine, and question real-world topics. Students work independently and cooperatively to discover solutions and expand their knowledge and skills in fun and interactive learning environments. By maximizing community partnerships, students see how STEM is part of every day living.

This Pre-K through 5th Grade STEM approach is designed to improve student achievement and close learning gaps among all populations. We believe that when students are provided a strategic, comprehensive continuum of opportunities for STEM career awareness, exploration and preparation, they will increasingly access more rigorous and applied STEM coursework and improve the likelihood of pursuing postsecondary study and careers in STEM fields. Our dynamic and unique learning environment is designed to foster an interest and aptitude in science, technology, engineering, and math. Through inquiry-driven research, hands-on activities and project-based teaching, PK - 5th grade students are exposed to STEM in innovative and interesting ways which allow them to investigate a broad range of topics.

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.

Honey Creek Elementary has a long tradition of academic excellence. The school has made Adequate Yearly Progress (AYP) every year since the inception of No Child Left Behind legislation. Honey Creek Elementary has consistently been recognized as a Title I Distinguished School since 2009. In 2009, Honey Creek was awarded the Georgia School of Excellence in Student Achievement Merit. That same year, the US Department of Education awarded Honey Creek Elementary the Blue Ribbon School Program Distinction.

In order to ensure each student experiences rigor within his/her zone of proximal development, the faculty and staff of Honey Creek Elementary live by John Stuarts' mantra, "The pupil who is never required to do what he cannot do, never does what he can do." With appropriate support, all students are given the opportunity to achieve at high levels. A review of Honey Creek Elementary's Summative Annual Yearly Progress results reveals all subgroups have surpassed the absolute bar (meets and exceeds) consistently over the past few years.

Math Scores:

*2009 Absolute Bar>= 59.5%; HCE All Students 95%; Students with Disabilities 92.3%; Economically Disadvantaged 89%
*2010 Absolute Bar>= 67.6%; HCE All Students 94.9%; Students with Disabilities 87.5%; Economically Disadvantaged 91.2%
*2011 Absolute Bar>= 75.7%; HCE All Students 94.5%; Students with Disabilities 94.1%; Economically Disadvantaged 94%
*2012 Exceeding Bar>=90%; HCE All Students 95%; Economically Disadvantaged 99%
*2013 Exceeding Bar>=90%; HCE All students 91%

Reading/English Language Arts Scores:

*2009 Absolute Bar>= 73.3%; HCE All Students 97.3%; Students with Disabilities 100%; Economically Disadvantaged 94%
*2010 Absolute Bar>= 73.3%; HCE All Students 97.9%; Students with Disabilities 95.3%; Economically Disadvantaged 95.6%
*2011 Absolute Bar>= 80.0%; HCE All Students 96.7%; Students with Disabilities 89.7%; Economically Disadvantaged 95.9%
*2012 Exceeding the Bar>= 90%; HCE All Students 99%; Economically Disadvantaged 99%
*2013 Exceeding the Bar>= 90%; HCE All Students 99%; Students with Disabilities 92%; Economically Disadvantaged 98%

As Georgia has recently switched accountability measures to the College and Career Readiness Index (CCRPI), Honey Creek was pleased to be designated as a Highest-Performing Reward School by the Georgia Department of Education for the 2011 - 2012 school year. This designation is reserved for the top 5% of Title 1 schools in the state of Georgia. The recent release of the CCRPI scores for the 2012 school year revealed Honey Creek Elementary has an overall score of 94.3.

In August of 2013, The Technology Association of Georgia (TAG), announced that Honey Creek Elementary is a Finalist in the Elementary School category for the 2013 Georgia STEM Education Award. The Georgia STEM Education Award recognizes schools, programs, and companies for outstanding efforts and achievements in supporting and promoting STEM (Science, Technology, Engineering and Math) Education in Georgia.

In November of 2013, Honey Creek Elementary was recognized as the 2012 - 2013 PACE Clean Air School of the Year at the Clean Air Campaign's company-wide awards ceremony. PACE and the Clean Air Campaign honored Honey Creek for their efforts to incorporate air quality and transportation education into the STEM curriculum.

We measure our success not only through awards and recognition, but through our reputation within our community. Our record of success has allowed us to serve as a pilot Choice School within our district. Students in fourth and fifth grade around the county were given the opportunity to apply to attend Honey Creek regardless of zoned school.   The response from the district stakeholders has been quite favorable. We are looking forward to the chance to expose and even larger population to the principles of STEM.

Room for improvement is inevitable in any organization; therefore, the Honey Creek Community embraces the opportunity for growth through change. As our record of academic achievement is already high, we strive to achieve 100% meeting and exceeding in all grade levels and core content areas. As we sharpen our laser-like lens on student achievement, we are looking to increase the number of students who exceed on standardized assessments. While moving toward STEM certification, we can identify many areas in which we are striving to improve based on our Strategic Plan. Some areas of focus include basing instruction on learning styles of the student, creating multiple labs to address learning goals in the areas of science, media, engineering and reading. We are extending career exploration with attention to student character development by implementing career day, the PATHS program and bully free schools. In addition, we are updating our safety protocols, building infrastructure and visitor policies to maximize family and community alliances while fostering a safe and nurturing learning environment. We will also maximize student, teacher and staff capacities to explore and implement innovative instructional strategies to increase academic success and to expand student knowledge of the world with a focus on CCGPS and STEM.

Additional Information

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

The faculty and staff of Honey Creek Elementary believe in the mantra "It takes a village." As a result we use a Professional Learning Community approach coupled with the "RCPS Cycle for Results" to design learning experiences promoting success among traditional and non-traditional student populations. Our master schedule is designed to allow teaching teams daily common planning time. In addition, every 8 days, teaching teams get a double planning time. This allows teams to create quality STEM units that include project-based learning opportunities, support laboratory experiences, require varying levels of student collaboration, and differentiate the learning based on individual student needs. In order to create effective units, teaching teams rely on a process known as the "RCPS Cycle for Results." This process begins by collecting and analyzing multiple data sources aligned to standards while exploring opportunities to infuse STEM into the learning. After careful reflection teachers plan, design, and deliver instruction. Professional Learning Communities allow teachers to effectively collaborate, research best practices, explore careers utilizing skill sets, and strategize on how to meet and exceed the needs of a variety of learners in highly engaging ways. During the instructional unit, numerous opportunities are planned to move students from concrete concepts to more abstract forms of processing in real world ways. Instructional practices involve a combination of cooperative, interactive, guided, small group, and direct lessons. With a combination of 21st Century Technology and hands-on manipulatives, student learning is differentiated. This delicate balance of rigor, relevance, and relationship allows students to move from knowledge acquisition to synthesis and evaluation. Throughout the instructional process, teams of teachers rely on formative assessment data to monitor progress and reflect on ways to improve. Instruction is then adjusted to allow for intervention and enrichment as needed. Students requiring intervention are given opportunities to receive the instruction in smaller groups by the teacher on the grade level who had the best initial success rate. Students exhibiting mastery are given opportunities to extend their learning through completion of a variety of real world problem based learning tasks. Professional Learning Community teams continue to collaborate as they assess for mastery and repeat the cycle in additional units.

Through a process of creatively thinking about the unique needs of students, Honey Creek Elementary was able to design a STEM program that engages students in both content and method of delivery. This innovative design focuses on instruction, advanced classroom and laboratory experiences, and enrichment opportunities for all.
- Instruction - The most notable difference in our program are the types of activities students are engaged in to master concepts. Lessons involve numerous interactive projects. Students are also encouraged to work in teams to discover the learning. As many concepts discussed in an elementary school span numerous grades it is important for students to view learning in a connected way. We look for opportunities to extend the learning in creative ways. Some extensions included: Career Day, Healthy Foods Parade, Family Fitness Night, Rainbow Foods Week, Jump Rope for Heart, Pi Day, Dr. Seuss Day, Relay for Life, Invention Convention, Black History Month Wax Museum, Market Day, Engineering is Elementary, Art Show, Whatchamacallit Performances, Technology Showcase, Social Studies/Science Showcase, Oratorical Showcase, Geo-Caching, Lemonade and Hot Chocolate Wars, All Around the Farm, Clean Air Campaign, STEM Day, and Field Day.
- Advanced classroom and laboratory experiences - There are many levels of learning that can occur within a school. The goal of instruction at Honey Creek is to promote deeper levels of learning through advanced classroom and laboratory experiences. In order for this to yield the desired results, there must be a system of continued collaboration between the STEM lab teacher and each classroom teacher. Each week, the STEM teacher meets with grade level teams to discuss plans for upcoming units. Together, teams discuss how to expand learning to include deeper understanding of concepts. Whenever possible, field experts are invited to extend the learning of a concept. Sometimes this is the introduction to a unit and other times they are an integral part of the culminating unit activity.

- Enrichment opportunities for all - Honey Creek Elementary takes an approach to learning aimed at encompassing both academics and the character of the whole child. Students naturally build character through increased social and intellectual experiences. This school year we were pleased to offer In-School Enrichment Clubs for all. By revamping the master schedule, 100% of our students are able to participate in a bi-monthly 45-minute club of their choice. Sample clubs include 4-H Club, Arts and Crafts, Bee Boards, Board Game Strategies, CHAMPS, Chess Club, Club Play-Doh, Club Tech, Cooking Club, Dance Club, Drawing Class, Friend Fun, Games Galore, Green Team, Helen Ruffin Reading Bowl, Intramural Sports, Jigsaw Puzzles, Legoville, Lively Line Dancing, Math 24, Mileage Club, Minute to Win It, Music/Art Club, Origami, PE Challenge, Practical Solutions Engineering Club, Recorders, Safety Patrol, Show Me the Drama, Snap N' Scrap, Spanish, Speed Stack Cup Stacking, Student Council, Trash to Treasure, Virtual by Design, and Whatchamacallit.

Our experiences have shown us the key to student success among elementary student populations is to ensure STEM makes sense to their current lives. By integrating the learning in highly engaging activities, students from non-traditional backgrounds experience much greater levels of success.

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: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Minutes from meetings related to development of the school's purpose •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Minutes and agenda from school council meetings, Strategic Plan meetings, Title 1 meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •SPLAT, 24 Game, Robotics, Science Olympiad, Reading Bowl, Technology Night, Science/Social Studies Showcase, grade level meeting minutes, staff meeting minutes, BLT minutes. Communication includes observations' feedback, admin coaching (diff), after school tutoring. Learning for all students includes STEM, Sci Lab, Tech Lab, lesson plans, Career Day, Character Ed, org skills, classroom management. Committment to instructional practice: engineering,garden,foldables,journals,rubrics,student proj	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Benchmark analysis, Intervention/Enrichment groups, OAS, SRI, and CRCT feedback, professional development, SPLAT after school tutoring, Math Masters morning math tutoring. Stakeholder involvment includes surveys from admin, teachers, parents, and students; conference notes, differentiated instruction, RTI meeting notes. Student portfolios, gradespeed/Infinite campus. Title I notebook, academic showcases, report cards, rubrics. Action planning includes pacing guides, lesson plans.	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.

1.1 - The school's process for review, revision, and communication of the purpose statement is documented as evidenced by school-wide professional development both on and off campus, communication through teacher and student handbooks, and the school website. The process is implemented however improvements with implementation can include mounting the mission statement in each room and sharing the mission statement with students at the opening of school assembly. The purpose statement clearly focuses on student success as evidenced through analysis of benchmark data to guide instruction, lesson plans that include rigor and differentiation, and behavior plans meet individual needs. School staff are student advocates and reach out to families through RTI, conferences, student-led conferences, PTO programs, and parent nights. Stakeholder involvement is encouraged through activities such as Grandparent's Day and inviting board members and community members to programs (STEM). Values education includes guidance lessons by our school counselor, classroom behavior plans, teacher modeling of appropriate examples of respect. Staff members give students opportunities to shape their futures through goal-setting and work evaluation and fifth grade career portfolios. Academic assemblies, clubs, and various types of reading recognition empower students to continue striving for success. Honey Creek staff currently reviews the school process; an improvement would be to include other stakeholders.

1.2 - School leadership is committed to shared values about teaching and learning as evidenced through the integrity of lesson plans, grade level, leadership, and staff meeting minutes and agendas, various clubs (SPLAT, Math 24, Robotics Club, Reading Bowl, and Science Olympiad). Other activities that promote learning experiences for all students include technology night and the county-wide Science Social

Studies Showcase. Beliefs and values are regularly communicated through teacher observation feedback, administrative coaching, use of rigor and differentiation, and support of after school and weekend educational opportunities for students. Active learning is encouraged by teachers through hands-on learning in all subjects (especially math and science), STEM activities, science lab lessons, regular and specifically designed technology activities, and Career Day. Other activities that encourage active engagement are engineering tasks and gardening Instructional strategies include foldables, active journals, use of rubrics to guide student work, student self-evaluation of work and student-based projects. High expectations are documented in PLC and BLT minutes, agendas and teacher observation feedback.

1.3 - A continuous improvement process is supported by benchmark analysis to develop small groups, observation feedback, professional development for teachers, Math Masters, and SPLAT for struggling learners. Stakeholders (parents) are encouraged to be involved through communication (emails, agendas, phone calls), conferences, RTI processes, and differentiated instruction. Improvement in student performance is evidenced through student portfolios, student-led conferences, report cards, and benchmarks. Other evidence includes Title I notebook, data notebook, grade books, and academic showcases. Evidence of data analysis includes benchmarks to create small group instruction, RTI, lesson plans, classroom assessments, growth plan book. Performance is measured with report cards, rubrics, standardized and classroom assessments. The data analysis process includes reviewing the pacing guide, lesson plans with differentiated instruction and tasks, and the DOE website. There is no 2 on the performance rubric for school leaders holding personal accountable for implementing interventions and strategies; ratings of 3 and 1 are not appropriate for HCE.   Teachers self-evaluate their lesson implementation to make improvements and they use PLCs, RTI, and observation feedback to guide improvements. Documentation that serves as evidence of the process include Scholastic Reading Inventory, benchmark results sent to parents, RTI, report cards, CRCT, and the data notebook.

At Honey Creek, we strive to find more ways to involve all stakeholders to participate in our mission of educating our students. Our challenge seems to be increasing parental involvement at Title I meetings. We have experimented with different days and times with some improvement. We will continue investigating what other schools are doing to increase parent involvement.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing body training plan •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •RCPS posts Board of Education minutes on its webpage for the benefit of the community. Parents and teachers receive phone "Connect-Ed" messages regarding parent meetings and decisions which affect the general population.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Meeting minutes for faculty meetings (including retirement parties, baby showers,etc), PLC, and Planning Days. Teacher's Growth Plan notebooks. Budget items, Award Ceremonies, 900 Club shirts for T-shirts for achieving a score of 900 and above on the CRCT. Implementing STEM minutes. Proof of Gifted Classes.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •newsletters, fliers, sign-in sheets for parents meetings, website announcements, calling posts, parent sign-in for SACS teams.	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 •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •TKES comments and growth plan binders for individual teachers. Benchmark data used for I/E groups.	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.

Here at Honey Creek, school leaders have always encouraged collaboration and continued growth. However, with the implementation of STEM the teachers have been given even more support and encouragement to innovate and collaborate. Teachers have worked closely with each other to incorporate engineering into integrated lessons. Teachers have a Professional Learning Community built into the schedule so that teachers have an extended planning period every eight days. Teachers are encouraged to create collaborative units, lesson plans, schedules and field trips. Quarterly half-day planning also occurs in which teachers map out plans for the upcoming quarter, unpack standards and share successes from the previous quarter's plans. Our Building Leadership Team has one representative from each grade level and specials areas. This team meets once a month to discuss school goals, share ideas, determine strengths and weaknesses of

implemented plans, etc. The school leaders encourage input from the teachers in these meetings and listen carefully to the opinions of all present to help them determine final outcomes of any decision.

Honey Creek has a great reputation for building a sense of community with our stakeholders. We are known as an established neighborhood school. Our School Council is comprised of parents, teachers and administration. They meet quarterly to discuss current activities, receive input from parents, and to make suggestions for school improvement. The PTO meets once a month, they put together various events throughout the year to encourage the feeling of community within our school such as a movie night, a school carnival, and a pancake breakfast with a visit from Santa Claus at Christmas. These events also double as fundraising events which impact the students in a positive manner by providing new playground equipment, extra funds for teachers to purchase equipment and supplies for the classrooms and some grade level expenses. Twice a year parents are encouraged to participate in an online survey to provide feedback to the school. Administrators, teachers, and students are also using surveys through the new TKES evaluation process.

The supervision and evaluation processes' main focus is to improve professional practice and ensure student success. All teachers keep a Growth Binder to establish individualized professional goals. Leadership meets with each teacher on a regular basis to monitor these goals and objectives. Evidence is provided by the teacher. Leadership provides planning time for teachers to evaluate benchmark testing results on a quarterly basis. Teachers use these results to develop lessons targeting specific standards for flexible groups of students who need re-teaching in different standards.

Honey Creek Elementary has found success using these measures to improve the learning process for students and teachers alike. Stakeholders are free to suggest new procedures during these groups' meetings. Although we have achieved success using these procedures, we are always looking to improve.

One area in need of improvement is stakeholder participation. As listed earlier, Honey Creek is a neighborhood school with a long history of dedication to students and stakeholders.   Honey Creek has repeatedly tried different activities to include more stakeholder involvement. Most events seem to attract the same small group of parents. We have used fliers, website messages, phone calling posts, and newsletters from both the school and from homeroom teachers to advertise the many events offered.   The School Council, PTO, BLT and general staff have consistently brainstormed ideas for encouraging parents to attend events. While we become a STEM based school, we are bringing in more community members to assist in our STEM development. We are also considering new needs to address within our changing community.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Enrollment patterns for various courses •Differentiated instruction, small groups, individualized education plans, Gifted classes, CCGPS, teachers' growth plan binders, standards posted in classrooms, character education with counselor.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Curriculum and pacing guides are determined by County Office. Horizontal alignment among the classes in the grade level is in tact; however, with the new CCGPS, we made need to work on vertical alignment throughout the grade levels.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •Lab Scheduler, Lesson plans, Science/Social Studies Showcase, Technology Showcase, RESA trainings.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Teacher-led trainings in staff meetings. Curriculum maps provided by the County office.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •1/2 day planning for each grade level; PLC meeting minutes, Gifted Collaborative meeting minutes, TKES evaluation system, Science/Social Studies Showcase.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Benchmark and writing test results, and rubrics.	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.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •New teacher induction program, TSS, Gifted Collaborative.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Website announcements, fliers, connect ed phone messages, email lists, parent packets from student-led conferences, curriculum night, transition night (includes surveys after each parent night meeting), progress reports, report cards, weekly behavior reports, conferences.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Individual teachers advocate for their students; however, the counselor keeps a scheudule of small groups that she meets with on a regular basis. Prevention and Intervention specialist visits weekly to meet with her caseload of students.	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.	•Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Teacher scoring guide for report cards for each grade level, gradespeed training. TKES evaluations.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Training is offered on school, county, and RESA levels to all teachers (PLU's, endorsements, etc). Teachers may select which training they wish to take which corresponds to the TKES evaluation system and RCPS Cycle of Results.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Safety nets lists, RTI list, EIP students, IEP's, benchmark and testlet data are used to identify specific learning needs.	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.

Honey Creek ensures that the school's curriculum, instruction, and assessment practices guide teacher effectiveness and student learning. Most teachers incorporate differentiated instruction and vary groupings to meet the needs of the students; however, to ensure all teachers are using differentiated instruction strategies they will be identified in their lesson plans. We do an adequate job with grade level planning but need to move toward more vertical planning. Although teachers are deliberate in planning and using instructional strategies, time constraints often impact consistency. There are collaboration opportunities but the collaboration sometimes lacks effectiveness to truly impact

instruction and student learning. There are numerous opportunities for parent and family involvement, but we need to look at creative ways to build participation.

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: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •teachers' lesson plans, school-wide schedules, School Improvement Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes •Green Team Club, participation in Clean Air Campaign, Safety Patrol program, fire drill and severe weather logs, safety plan in each classroom	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •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 •technology available to students for accessing media: school website, computer labs, portable computer lab, iPads, active boards, ebooks on line	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •guidance classes, parent conferences, county mental health services, parent nights with PTA, RTI, IEP	Level 3

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

Honey Creek provides support services in the areas of media, technology, and counseling. The staff provides opportunities and tools necessary for academic and social success. Areas for improvement include intentional evaluation of the counseling program and providing more time for the counselor to meet with individual students. One way HCE is working to give the counselor more time to work with small groups and individuals is to take her out of the specials rotation. The technology budget is not handled at the school level. The media specialist has a budget and regularly surveys teachers for media and information needs. We will continue to use our standards in making recommendations for print and digital materials,

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Results for testlets, quarterly benchmarks, CRCT, summative and formative assessments via lesson plans and RTI documentation. Evidence and documentation for SPLAT, Math Masters, Flex Grouping, I/E, and tutors. RCPS cycle of results. Minutes from PLC and curriculum planning meetings.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Math Masters, IEP, EIP, Benchmarks, classroom assessements, morning labs, SPLAT, tutors, small groups and differentiated instruction. Copies of lesson plans, BLT minutes, School Council minutes.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •RCPS Cycle of Results, PE Fitness Gram. Documentation for EIP teachers, Resource and Special Ed, CRTs and Gifted Teachers.	Level 3

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.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Evidence of student success at the next level •RCPS Cycle of Results. Data for RTI, CRCT, longitudinal data, IE, Math Masters, tutoring, Benchmarks, Placement Action Plans, and any additional Safety Nets.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Minutes for faculty and grade-level meetings, classroom observation results, I/E rosters, benchmark analysis, tutor binders, website info., Connect-Ed messages, emails, newsletters sent by school and teachers.	Level 4

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

Honey Creek constantly implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness. Our strength is the consistent and constant use of test results to guide student success. There is an abundance of data collected from a variety of sources. These sources include but are not limited to: mid-quarter testlets; quarterly benchmarks; RTI data; formal and informal classroom assessments; and formative and summative classroom assessments. Teachers, administration and tutors analyze the various forms of data in RTI meetings, BLTs, PLCs and curriculum planning. Teachers then use this data to determine if students are in need of the various Safety Nets offered here at Honey Creek. Safety Nets include: SPLAT afterschool tutoring; Math Masters; EIP classes; Flexible Grouping; small group work; and I/E classes. These many horizontal (grade-level) assessments are certainly a strength at Honey Creek Elementary and they will continue. An area to improve upon in order to better prepare our students for the next grade level is to provide more vertical assessments. A teacher representative from each grade level can form a vertical alignment team. This team can then devise methods of assessment that can be completed at the beginning of the year, mid-year and end-of-the-year.

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: 3.09

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.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Incentives/recognition program/system •School budgets for the last three years •Staff License/certification/qualifications •Assessments of staff needs •Staff compensations/benefits •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.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Incentives/recognition program/system •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.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Incentives/recognition program/system •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms	Level 4

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.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Incentives/recognition program/system •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.	For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.	•We don't serve children from 0-48 months.	Level 1

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.	•Equipment purchasing and maintenance •Resource materials for training •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Budget for authorized expenses and activities •Funding overview-public and private funders •Itemed/audited budget	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 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 children, as appropriate to their age and developmental growth, 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.	•Written health and safety policies •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building inspections record •CPR/1st Aid Certification/ health safety trainings •Updated health records •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	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.	•Written health and safety policies •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.9	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.	•Written health and safety policies •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Building and grounds inspections record •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 meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources 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 most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	•Stakeholder results •Facility and equipment specifications •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •System for maintenance requests	Level 3

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 meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	•Written health and safety policies •Stakeholder results •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	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.	•Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations	Level 3

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 exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	•Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations	Level 4

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 the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	•Technology plan •Technology and interactive media inventory •Data on media and information resources available to staff and children	Level 3

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 all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Evidence of central depository and data back-up mechanism •Cyber-safety plan; policies and procedures •Technology plan and budget to improve technology services and infrastructure •Survey results •Hardware and software inventory •Policies relative to technology use •Security of information policies	Level 3

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.	•Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •Displays pictures/photos •student work displayed	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.	•Special classes/activities for children with disabilities •Examples of child assessments •Agreements with school community agencies for student-family support •Survey results •Intervention services referral •Assessment system for identifying children's needs •Social classes and services, e.g., bullying, character education •Lists of support services available to students •Cycle of Results, TKES, Kinder Camp, guidance program	Level 3

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 •Student records indicating personal needs •Stakeholder results •Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items •Stakeholder communication forms •Health inspection records •healthy meals in school cafeteria	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 •Student records indicating personal needs •Stakeholder results •Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records •school menus, floor plans, student records with health needs,	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 all young children and their families as appropriate to the child's age and developmental level. 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 most young children.	•Professional development calendar •Demographics •Parent opportunity information sheets •Budget for counseling, assessment, referral, educational, and career planning •Description of referral process	Level 3

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 meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	•Handbooks, procedures •Statement of principles •Parent/Staff communications procedures and expectations •Written policies on positive guidance strategies •Stakeholder feedback results •parent conferences, curriculum night, behavior plans	Level 3

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.	•Documentation of compliance with local and state inspections requirements •Accident records and reports •Safety handbooks, guidelines, procedures, expectations •Health inspection records	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 early learning program (Pre-K 4 y/o) has resources and provides services that support its purpose and direction to ensure success for all children. There are clearly defined policies and staff is highly qualified. Instructional materials are available and grants are sought to supplement the budget. One concern is the maintenance of playground equipment and having enough equipment for all students.

Report Summary

Scores By Section

Section Score

1	2	3	4

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3

Standard 4: Resources and Support Systems — 2.57

Standard 5: Using Results for Continuous Improvement — 3.2

Early Learning Standard 4: Resources and Support Systems — 3.09
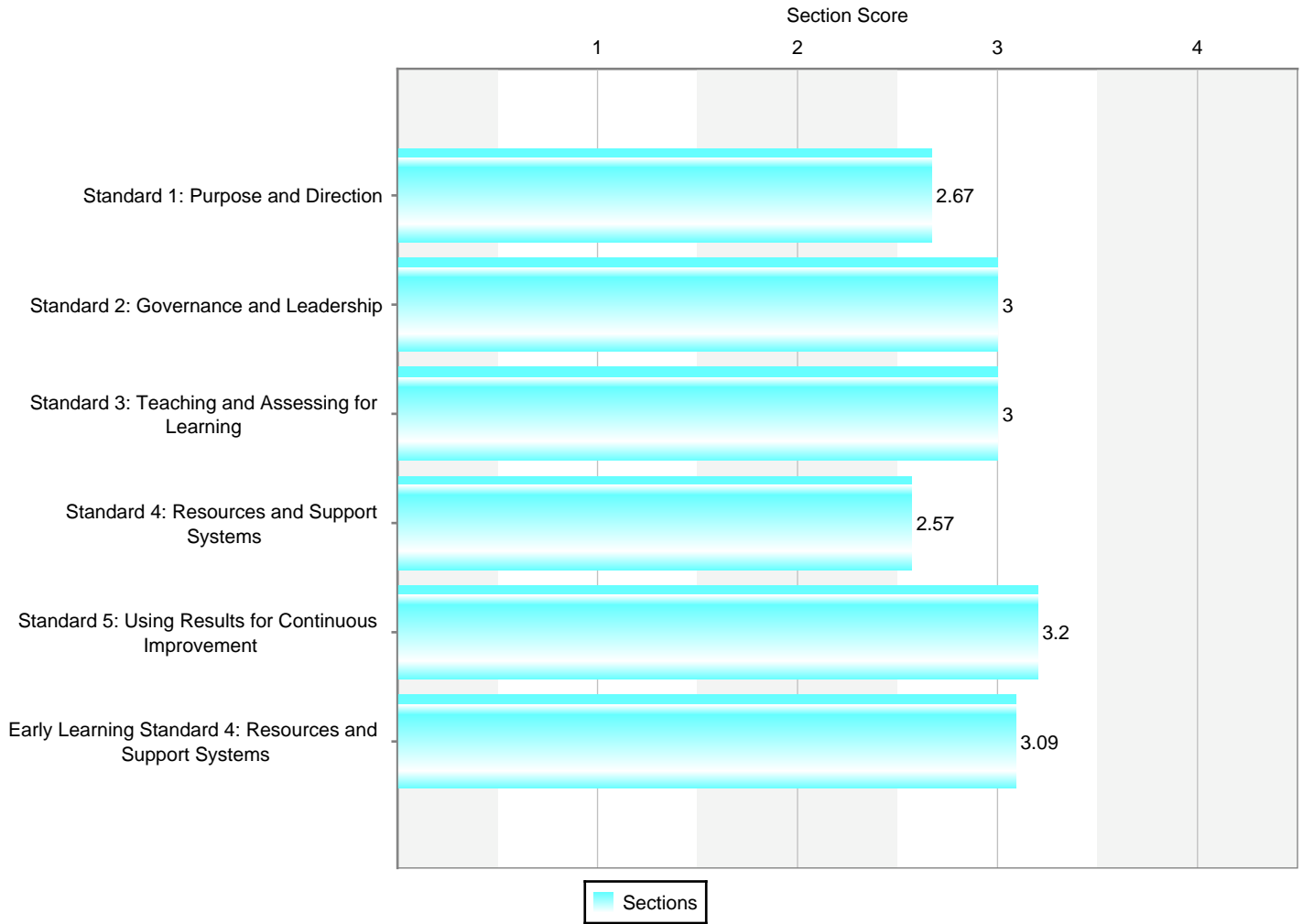
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

An analysis of surveys from parents, staff and students indicates areas of strength and high levels of satisfaction from Honey Creek stakeholders. Based on the feedback, there is a strong indication that the areas of Purpose and Direction, Governance and Leadership and Using Results for Continuous Improvement yielded the highest results from all three surveys. This is an indication that the Honey Creek has a strong focus on the success of our students.

Overall Survey Results:
Staff - 4.24 Avg.
Parents - 4.18 Avg.
Students - 4.57 Avg.

Purpose and Direction:
Staff - 4.37 Avg.
Parents - 4.20 Avg.
Students - 2.92 Avg. (3 pt. scale)

Governance and Leadership:
Staff - 4.36 Avg.
Parents - 4.13 Avg.
Students - 2.70 Avg. (3 pt. scale)

Using Results for Continuous Improvement:
Staff - 4.31 Avg.
Parents - 4.17 Avg.
Students - 2.75 Avg. (3 pt. scale)

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

As indicated from previous climate surveys, both formal and informal, it is evident that Purpose and Direction as well as Using Results for Continuous Improvement are areas that show a trend toward increasing stakeholder satisfaction or approval. Through guidance and leadership, Honey Creek utilizes data to implement a continuous improvement process. This process clearly provides improving conditions that support student success.

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

The survey results from previous surveys both formal and informal also indicate that Purpose and Direction and Utilizing Results for Continuous Improvement are areas of notable achievement. Through Title 1 surveys, SAI Climate surveys and informal discussions, it is

evident that Honey Creek's mission and visions are clear and that our school fosters a culture of student achievement and academic success. This is obtained by utilizing data and the continuous improvement process to enhance student learning for all.

Areas in Need of Improvement

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

Although the analysis of survey results from all stakeholders indicates an overall high level of satisfaction or approval, there are some areas that indicate a lower score. The areas of Teaching and Assessing for Learning and Resources and Support Systems were areas indicating lower approval ratings from all stakeholders.

Teaching and Assessing for Learning:
Staff - 4.19 Avg.
Parents - 4.16 Avg.
Students - 2.70 Avg. (3 pt. scale)

Resources and Support Systems
Staff - 4.13 Avg.
Parents - 4.19 Avg.
Students - 2.77 Avg. (3 pt. scale)

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

The areas that show a trend toward decreasing stakeholder satisfaction or approval is indicated in the areas of Teaching and Assessing for Learning and Resources and Support Systems.

**What are the implications for these stakeholder perceptions?**

It is evident that communication is an area that has a large impact on Teaching and Assessing for Learning. Feedback for parents and students on student achievement is a consistent trend across the surveys. Teacher feedback, especially for new teacher support and coaching were also areas of concern. In the area of Resources and Supports, a consistent indication is that Support Services such as counseling, is an area that needs to be focused upon. Several resources and supports are available in this area; however, there needs to be more communication about available services for student support.

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

Formal and informal surveys from Title 1, SAI climate surveys and informal stakeholder dialog also indicate similar weakness in the areas of Teaching and Assessing for Student Learning and Resources and Support Systems. A focus in positive communication and stakeholder involvement would support an improvement in these areas.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
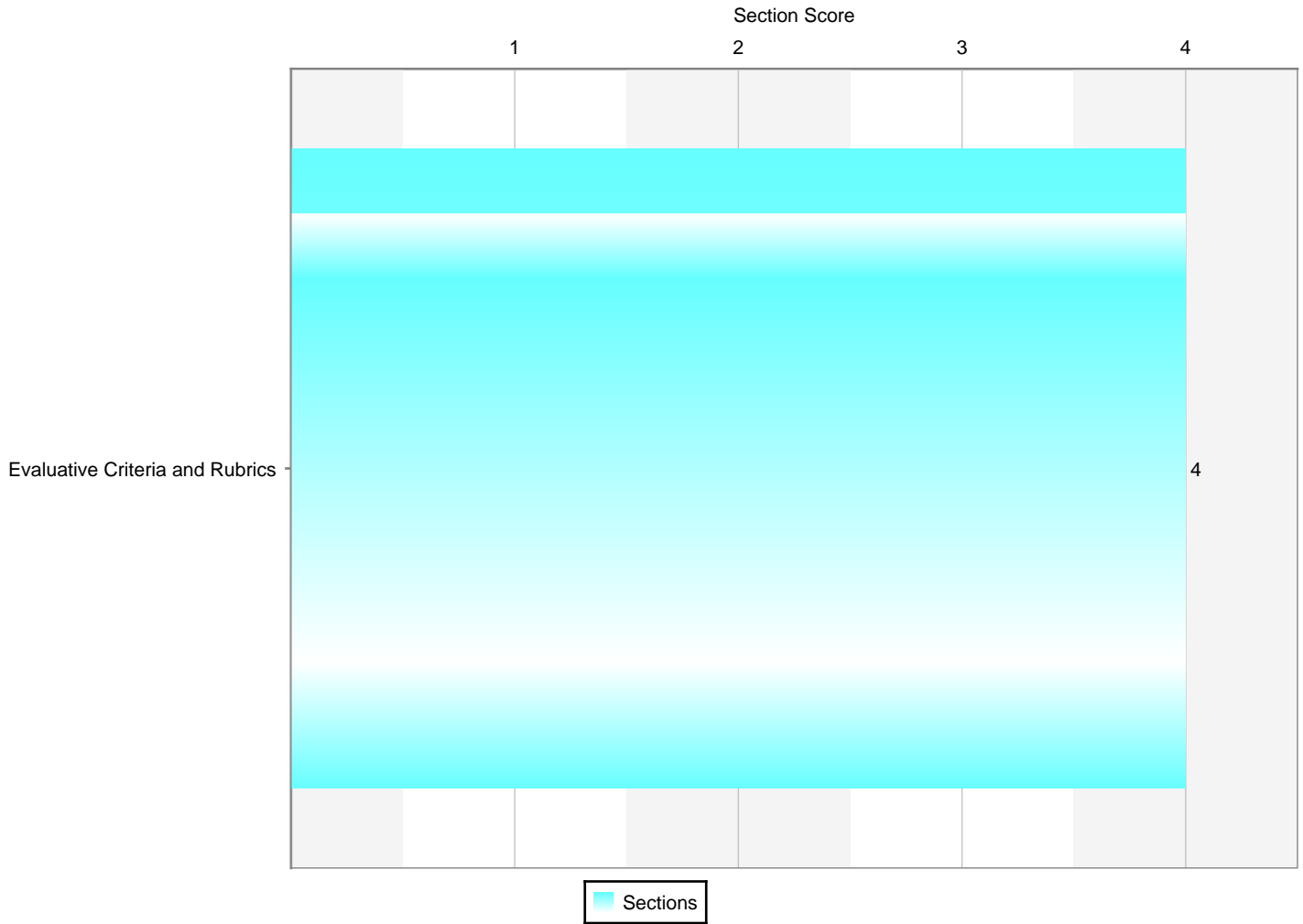
Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Data Analysis is obtained from the Criterion Referenced Competency Test, the Georgia Grade 5 Writing Assessment and the Georgia Third Grade Writing Assessment which has been aligned to the Georgia Performance Standards as well as the Common Core Georgia Performance Standards in the past years. By following the pacing guide and frameworks for the standards as presented by the state and the school district, Honey Creek Elementary ensures that all teachers are teaching lessons that are aligned to the standards. It is evident through the test scores, the standards are being taught with fidelity. Despite a change in the curriculum from the Georgia Performance Standards to the Common Core Georgia Performance Standards, the students have demonstrated a continuum of progress by performing well in all academic areas.

The CRCT, CRCT-M and the 5th grade writing test are administered in the spring each year. The third grade writing test is a compilation of writing assessments given throughout the year, but reported on in the spring. Faculty and staff attend an extensive training session on security, distribution and administration of the tests. The tests are kept secured in a locked cabinet in a locked office with limited access. Test administrators sign the tests and manuals out and in after each test administration. All test items are counted and locked in a secure cabinet. All tests are administered according to a specially designed schedule. Students with accommodations and modifications are placed in groups according to their particular test administration requirements.

Areas of Notable Achievement:

Utilizing data from the GKIDS, first and second grade Summative Assessment, CRCT and the CRCT-M in grades 3-5, the areas of notable achievement for Honey Creek Elementary are Reading, English Language Arts, Math, Science and Social Studies. While comparing trends with all subject areas, it is apparent that despite the implementation of the CCGPS, Honey Creek continued to perform above the district and state scores.

Summative - Reading 2nd Grade4% higher than the county (67% CO / 71% HCE)
Summative - ELA 2nd Grade 3% higher than the county (73% CO / 76% HCE)

CRCT-Reading 3rd Grade 5% higher than the state and 3% higher than the county (92% state / 94% CO / 97% HCE)
CRCT-ELA 3rd Grade 6% higher than the state and 4% higher than the county (88% state / 90% CO / 94% HCE)
CRCT-Math 3rd Grade 7% higher than the state and 4% higher than the county (78% state / 81% CO / 85% HCE)
CRCT-Science 3rd Grade 4% higher than the state and equivalent to the county (78% state / 82% CO / 82% HCE)
CRCT-Social Studies 3rd Grade 10% higher than the state and 6% higher than the county (83% state / 87% CO / 93% HCE)

CRCT-Reading 4th Grade 5% higher than the state and 3% higher than the county (93% state / 95% CO / 98% HCE)
CRCT-ELA 4th Grade 6% higher than the state and 3% higher than the county (90% state / 93% CO / 96% HCE)
CRCT-Math 4th Grade 8% higher than the state and 3% higher than the county (84% state / 89% CO / 92% HCE)
CRCT-Science 4th Grade 5% higher than the state and 1% higher than the county (83% state / 87% CO / 88% HCE)
CRCT-Social Studies 4th Grade 9% higher than the state and 5% higher than the county (81% state / 85% CO / 90% HCE)

CRCT-Reading 5th Grade 5% higher than the state and 3% higher than the county (93% state / 95% CO / 98% HCE)
CRCT-ELA 5th Grade 5% higher than the state and 3% higher than the county (94% state / 96% CO / 99% HCE)
CRCT-Math 5th Grade 8% higher than the state and 5% higher than the county (90% state / 93% CO / 98% HCE)

CRCT-Science 5th Grade 10% higher than the state and 7% higher than the county (80% state / 83% CO / 90% HCE)

CRCT-Social Studies 5th Grade 6% higher than the state and 3% higher than the county ((81% state / 84% CO / 87% HCE)

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

In the area of reading there is a positive trend in the number of students that are meeting and exceeding expectations on the CRCT in grades 3-5. There is also a positive trend in the number of students exceeding in grades three, four and five.

Grade 3: CRCT Reading M&E, 2012-95%, 2013-96%

Grade 3: CRCT Reading Exceeds, 2012-54%, 2013-56%

Grade 4: CRCT Reading M&E, 2012-97%, 2013-97%

Grade 4: CRCT Reading Exceeds, 2012-59%, 2013-59%

Grade 5: CRCT Reading M&E 2012-99%, 2013-99%

Grade 5: CRCT Reading Exceeds, 2012 - 40%, 2013-43%

In English Language Arts there is a positive trend in the percentage of students meeting in third grade and fourth grade. In the fifth grade there is a positive trend in the number of students exceeding.

Grade 3: CRCT ELA, Meets 2012-50%, 2013-54%

Grade 4: CRCT ELA, Meets 2012 - 46%, 2013 - 54%

Grade 5: CRCT ELA, Exceeds 2012-47%, 2013-57%

In the area of writing, the third grade scored above the district and state in all domains in the genre of informational writing and the fifth grade scored above the district and state on all domains in the genre of informational writing.

Grade 3: Writing, IDEAS-HCE-90%, RCPS- 79%, State- 85%; ORGANIZATION- HCE-81%, RCPS-69%, State-75%;
STYLE - HCE-79%, RCPS - 69%, State-75%; CONVENTIONS - HCE-73%, RCPS-64%, State-71%.
Grade 5: Writing, IDEAS - HCE-3.0, RCPS--2.8, State-2.9; ORGANIZATION - HCE-3.1, RCPS-3.0, State-3.0;
STYLE - HCE-3.3, RCPS-3.0, State-3.0; CONVENTIONS - HCE-3.1, RCPS-2.8, State-2.8.

In the area of math, the third and fifth grades both showed a positive trend in the percentage of students meeting and exceeding in the all students category. In the fifth grade, there is a positive trend in the number of students exceeding on the CRCT.

Grade 3: CRCT Math M&E 2012-92%, 2013-95%

Grade 5: CRCT Math M&E 2012 - 92%, 2013-98%

Grade 5: CRCT Math Exceeds 2013 - 41%, 2013-59%

In the area of science, there is a positive trend in the number of students that exceed on the fifth grade science CRCT.

Grade 5: CRCT Science Exceeds, 2012 - 49%, 2013 - 61%

There is also a positive trend in the number of students meeting and exceeding in the area of social studies in the 4th grade. In third and fourth grade there is an increase in the number of students that meet the standards on the CRCT while in fifth grade there is an increase of the number of students that are exceeding the standards.

Grade 4: CRCT Social Studies M&E, 2012 - 89%. 2013 - 90%

Grade 3: CRCT Social Studies Meets, 2012 - 45%, 2013-48%

Grade 4: CRCT Social Studies Meets, 2012- 53%, 2013 -60%

Grade 5: CRCT Social Studies Exceeds, 2012-21%, 2013-31%

Which area(s) indicate the overall highest performance?

Utilizing data from the CRCT and the CRCT-M in grades 3-5, the areas of notable achievement for Honey Creek Elementary are Reading, English Language Arts, Math, Science and Social Studies. While comparing trends with all subject areas, it is apparent that despite the implementation of the CCGPS, Honey Creek continued to perform above the district and state scores.

2013 CRCT:

Reading: HCE-98.3%, RCPS-94.6%, State- 92.6%

ELA: HCE-96.3%, RCPS-92.6%, State-90.6%

Math: HCE-91.6%, RCPS-88%, State-90.6%

Science: HCE-87%, RCPS-84%, State-80.3%

Soc. St.: HCE-90%, RCPS-85.3%, State-82%

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

In looking at increased student performance in each subgroup, the positive trends were evident in the following subgroups in each grade level for the area of Reading:

2nd Grade Summative Assessment: SWD Meeting and Exceeding - RCPS-22%; HCE-50%

3rd Grade CRCT Meeting and Exceeding: Black/AA students- 10%% gain

4th Grade CRCT Meeting and Exceeding: SWD -19% gain; Black/AA -3% gain

5th Grade CRCT Meeting and Exceeding: Black/AA - 3.3% gain

For the area of ELA, the positive trend was evident in the following subgroups per grade level:

3rd Grade CRCT Meeting and Exceeding: Black/AA - 1% gain

The positive trends for increasing performance in the area of math was evident in the following subgroups per grade level:

3rd Grade CRCT Meeting and Exceeding: SWD - 5.5% gain

The were no positive trends for increasing performance in the area of science per grade level:

In the area of social studies, the positive trends for increasing performance was evident in the following subgroups per grade level:

3rd Grade CRCT Meeting and Exceeding: Black/AA 2% gain

4th Grade CRCT Meeting and Exceeding: SWD 27% gain; White/NH - 7%gain

5th Grade CRCT Meeting and Exceeding: SWD 1% gain;

Between which subgroups is the achievement gap closing?

The Black/African American and SWD subgroups are also demonstrating the most progress in closing the achievement gap.

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

 The CRCT and Summative Assessment scores in each of the subject areas are consistent with the locally designed district benchmark tests, the STAR Early Literacy Test and the STAR Reading Inventory.

Areas in Need of Improvement

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

The areas that are below the expected levels of performance is math in the first grade which scored below the district.

1st Grade Summative Assessment Meeting and Exceeding: RCPS-70%, HCE - 66%

All other areas were at or above expected levels of performance in comparison to the district and the state.

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

The primary areas that have a negative trend in performance are in the areas of

Areas that indicate a negative trend in performance are as follows for each grade level:

Reading:

ELA - Kindergarten - GKIDS M&E- 2012 - 88.2%; 2013 - 77.1%
5th Grade CRCT M&E 2012 - 99%; 2013 - 98%
5th Grade CRCT Meets 2012 - 59% - 54%

ELA:
3rd Grade CRCT M&E 2012 - 98%; 2013 - 94%
3rd Grade CRCT Exceeds 2012 - 48%; 2013 - 42%
4th Grade CRCT M&E 2012 - 99%; 2013 - 96%
4th Grade CRCT Exceeds 2012 - 53%; 2013 - 42%
5th Grade CRCT M&E 2012 - 100%; 2013 - 99%
5th Grade CRCT Meets - 53%; 2013 - 41%

Math:
Kindergarten - GKIDS M&E- 2012 - 92.2%; 2013 - 85.4%
1st Grade Summative Assessment M&E - RCPS - 70%; HCE - 66%
3rd Grade CRCT M&E - 2012 92%; 2013 - 85%
3rd Grade CRCT Exceeds - 2012 - 53%; 2013 - 45%
4th Grade CRCT M&E - 2012 - 94%; 2013 - 92%
4th Grade CRCT Exceeds - 2012 - 56%; 2013 - 54%
5th Grade CRCT Meets - 2012 - 51%; 2013 - 39%

Science:
3rd Grade CRCT M%E - 2012 - 86%; 2013 - 82%
3rd Grade CRCT Exceeds - 2012 - 50%; 2013 - 44%

4th Grade CRCT M&E - 2012 - 95%; 2013 - 88%

4th Grade CRCT Meets - 2012 - 35%; 2013 - 29%

4th Grade CRCT Exceeds - 2012 - 60%; 2013 - 59%

5th Grade CRCT Meets - 2012 - 41%; 2013 - 29%

Social Studies:

3rd Grade CRCT M&E - 2012 - 94%; 2013 - 93%

3rd Grade CRCT Exceeds - 2012 - 49%; 2013 - 45%

4th Grade CRCT Exceeds - 2012 - 36%; 2013 - 30%

5th Grade CRCT M&E - 2012 - 91%; 2013 - 87%

5th Grade CRCT Meets - 2012 - 71%; 3013 - 56%

One area with a negative trend that really stands out is writing. According to the Georgia Fifth Grade Writing Test, the students of Honey Creek scored significantly below the previous year's assessment scores. Although the students scored equivalent to the district and state, the drop in scores demonstrated a decline in progress from the previous years.

Which area(s) indicate the overall lowest performance?

The areas that indicate the overall lowest performance were the areas of ELA, Math and Science with a decrease in scores as follows:

ELA:

3rd Grade CRCT M&E 4% decrease from 2012 - 2013

4th Gra

Math:

Kindergarten GKIDS M&E 6.4% decrease from 2012 - 2013

1st Grade Summative Assessment M&E 4% decrease from 2012 - 2013

3rd Grade CRCT M&E 7% decrease from 2012 - 2013

4th Grade CRCT M&E 2% decrease from 2012 - 2013

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

In looking at decreased student performance in each subgroup, the negative trends were evident in the following subgroups for each grade level. The comparisons are made with the district and HCE for the Summative Assessment and for the CRCT from 2012 to 2013.

In the area of reading:

1st Grade Summative Assessment M&E - SWD - RCPS - 52%; HCE - 33%

2nd Grade Summative Assessment M&E - SWD - RCPS - 67%; HCE - 50%

3rd Grade CRCT M&E - SWD - 6.5% decrease;

3rd Grade CRCT M&E - White/NH - 3% decrease

4th Grade CRCT M&E - Black/AA - 5% decrease

4th Grade CRCT M&E - White/NH - 4% decrease

5th Grade CRCT M&E - SWD - 12.5% decrease

5th Grade CRCT M&E - Black/AA - 4% decrease

In the area of ELA:

1st Grade Summative Assessment M&E - SWD - RCPS - 57%; HCE - 33%

2nd Grade Summative Assessment M&E - SWD - RCPS - 43%; HCE - 40%

3rd Grade CRCT M&E - SWD - 2.5% decrease;

3rd Grade CRCT M&E - White/NH - 10% decrease

4th Grade CRCT M&E - SWD 18.5% decrease

4th Grade CRCT M&E - Black/AA 5% decrease

4th Grade CRCT M&E - White/NH 4% decrease

5th Grade CRCT M&E - Black/AA 2% decrease

In the area of math:

1st Grade Summative Assessment M&E - SWD - RCPS - 40%; HCE - 17%

2nd Grade Summative Assessment M&E - SWD - RCPS - 49%; HCE - 20%

3rd Grade CRCT M&E - Black/AA 6% decrease

3rd Grade CRCT M&E - White/NH 7% decrease

4th Grade CRCT M&E - SWD 8.5% decrease

4th Grade CRCT M&E - Black/AA 4% decrease

5th Grade CRCT M&E - SWD 5% decrease

5th Grade CRCT M&E - Black/AA 3% decrease

In the area of science:

3rd Grade CRCT M&E - SWD 13% decrease

3rd Grade CRCT M&E - White/NH 7% decrease

4th Grade CRCT M&E - SWD 16% decrease

4th Grade CRCT M&E - Black/AA 13% decrease

4th Grade CRCT M&E - White/NH 1% decrease

5th Grade CRCT M&E - SWD 27% decrease

5th Grade CRCT M&E - Black/AA 2% decrease

5th Grade CRCT M&E - White/NH 4% decrease

In the area of social studies:

3rd Grade CRCT M&E - SWD 2% decrease

3rd Grade CRCT M&E - White/NH 4% decrease

4th Grade CRCT M&E - Black/AA 1% decrease

5th Grade CRCT M&E - Black/AA 2% decrease

5th Grade CRCT M&E - White/NH 10% decrease

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

The groups in which the achievement gap appears to becoming greater is the White subgroup and Students with Disabilities subgroup with the highest percentage of decreases per subject.

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

 The CRCT and Summative Assessment scores in each of the subject areas are consistent with the locally designed district benchmark tests, the STAR Early Literacy Test and the STAR Reading Inventory as well as the quarterly mock writing tests.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
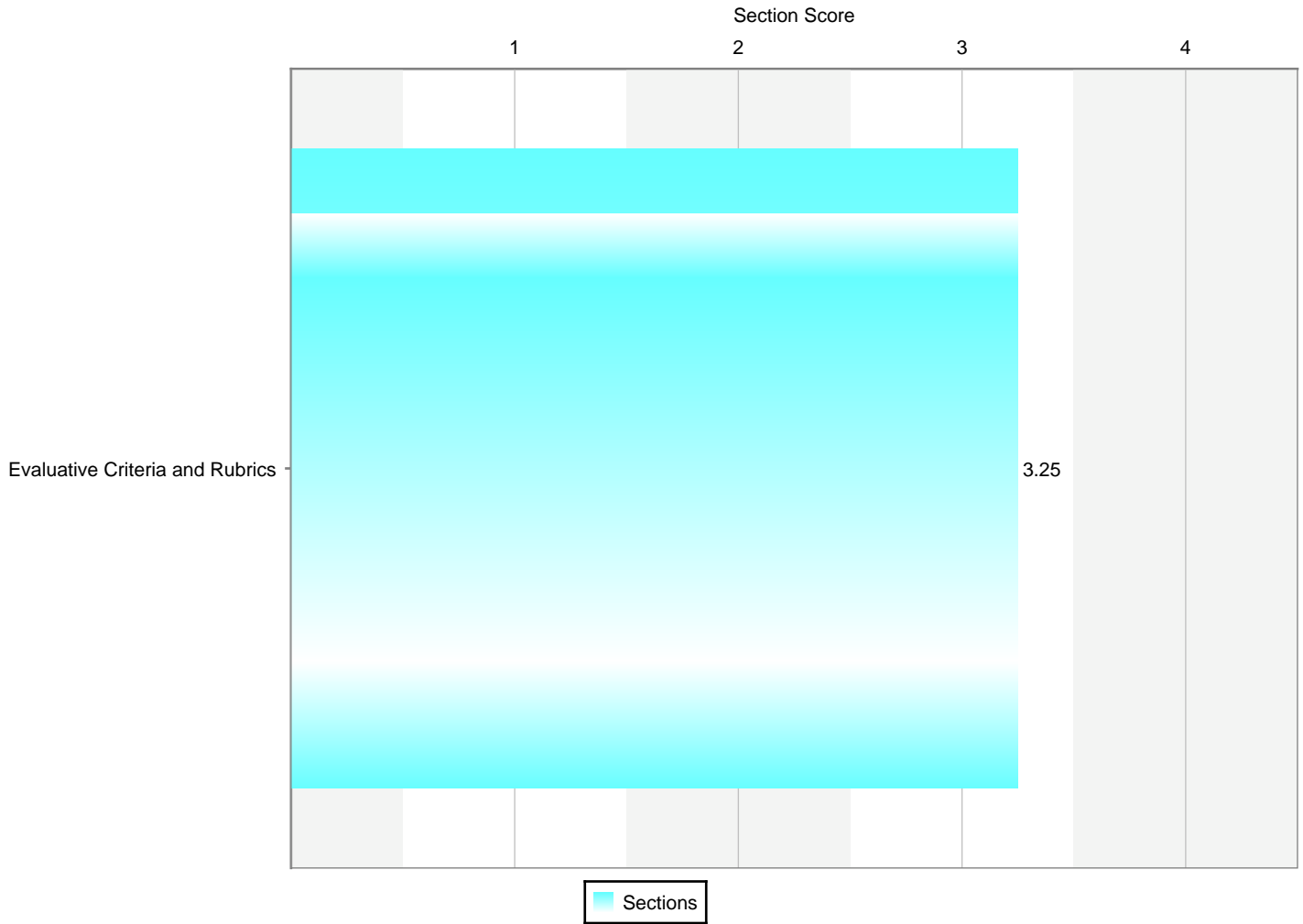
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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		HCE SIP Documents