



# **Self Assessment with Early Learning Standard**

Jones-Wheat Elementary  
Decatur County Board of Education

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## **Introduction**

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

**Standard 1: Purpose and Direction**

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Purpose statements - past and present</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Survey results</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	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.**

Jones-Wheat Elementary maintains and communicates a purpose and direction that commits to high expectations for learning. The school's purpose is communicated through the school's website, newsletters, annual report, and student handbook. Posters with the district's and school's vision and mission statements are displayed throughout the school to ensure the school's vision and purpose are visible in the school environment.

The faculty and staff at Jones-Wheat conduct meetings to continually evaluate the academic progress of the student body. Stakeholder groups review and revise the school's plan during annual School Improvement Team sessions. School improvement data is compiled, formalized, and implemented to guide the instructional needs for all students. Plans are developed and recorded during these team sessions. The plan is shared with all stakeholders at the beginning of the school year. Faculty, staff, and parents regularly review the plan to make sure it is successful. The School Improvement Team sessions allow the school to maintain and communicate a purpose and direction that commits to high expectations for learning and teaching.

The Decatur County School System developed and adopted a diverse vision and mission statement. These statements were developed by school stakeholders and leadership teams. The faculty and staff at Jones-Wheat Elementary has committed to these shared values and beliefs about teaching and learning. Our faculty and staff are working hard to empower students with a challenging learning experience in a nurturing environment. Daily instructional practices, counseling efforts, 21st Century After-School Program, STEM lessons, and volunteer initiatives all provide standards of commitment to the vision and beliefs for all stakeholders. Classroom observations, adherence to policy and procedure, and open communication also prove Jones-Wheat is committed to providing students with a rigorous education. Our school

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leadership and staff share a mission statement that demands achievement in succeeding in life skills, equitable opportunities, establishing committed partnerships, and providing college and career readiness for all students.

The school's leadership implements a continuous improvement process which provides clear direction for improving conditions that support learning. Documentation is available and shared through computer based data programs such as A3, Edusoft, Infinite Campus, iPASS, iMOD, iKNOW, STAR Reading and Renaissance. In addition, we have school improvement meetings, data analysis meetings, coach meetings, meetings with administrators, and grade level meetings. Results from benchmark assessments, Criterion Reference Competency Test (CRCT), Georgia Instructional Assessment (GIA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Georgia Kindergarten Inventory of Developing Kids (GKIDS) are discussed, analyzed, and help to guide instruction.

The School Improvement Team works closely together to review state, district, and school data as a continuous process of self-evaluation. New standardized test scores are continually reviewed and new measurable educational goals are formulated. Each month faculty and staff use assigned professional learning days for horizontal or vertical team meetings to review student data and instructional strategies to ensure school improvement goals are being met.

Parents and community leaders are also a key partner in the school improvement process. Suggestions, concerns, and surveys are reviewed from all stakeholders.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•School handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Staff handbooks</li> <li>•Student handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•Historical compliance data</li> <li>•Governing code of ethics</li> <li>•Communications about program regulations</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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

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

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

The governing body assumes the responsibility for establishing and communicating policies and procedures for the effective operation of each school. School administrators attend Administrative Council meetings each month as well as periodic informational meetings where policies and procedures are discussed.

The superintendent and school board members hold open board meetings the third Thursday of each month. All stakeholders for the school system are made welcome and offered the opportunity to address the board during open session. Information and minutes from the board meetings are made available to the public.



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Each faculty member is presented with an staff handbook at the beginning of each school year. Each staff member must sign a form indicating they have read and understand the staff handbook. Each student is given a student handbook at the beginning of school during Open House. A handbook acknowledgement form is sent home in addition to the student handbook. Parents must sign and return the handbook form acknowledging they read and understand the student handbook. Both the staff and student handbooks are updated each year.

Jones-Wheat staff members attend an annual meeting at the beginning of each school year to review and discuss the Code of Ethics. Staff members are also provided a staff handbook which includes the Code of Ethics. The administration attends state, district, and system meetings and redelivers any pertinent information concerning compliance with national, state, and local policies. County administrators provide prior notification for certificate renewal to maintain state compliance. The federal programs director also keeps all staff members up to date with all program regulations through faculty/staff meetings.

The school leadership is allowed the autonomy to meet goals for achievement and instruction at Jones-Wheat. A school improvement plan is developed by administrators, teachers, parents, and community leaders. It is driven by staff, student and parent surveys. Student achievement scores are also analyzed to help create measurable goals for student achievement. The school leadership team implements the school improvement plan with fidelity. The plan is continuously reviewed and student data is analyzed to ensure goals are being met.

A Dynamic Dozen committee has been formed in Decatur County to keep staff members informed. There is at least one representative from each school who attends the Dynamic Dozen meeting. The representatives speak for the school and redeliver information discussed at the meetings with all faculty and staff members. The superintendent established an Advisory Board which meets periodically throughout the year. The Advisory Board includes a teacher representative from each school. The teacher representatives advise the superintendent of any issues or concerns from his or her school. The principal attends Administrative Council and monthly principal's meetings to stay abreast on important information such as special education, curriculum, Federal Program, and administrative updates.

Faculty meetings are held throughout the school year to keep everyone updated on new information and to ensure everyone is focusing on the school's purpose and direction. The staff participates in horizontal and vertical planning throughout the school year. Grade levels plan together as a team once a week. The administration periodically attends grade level planning sessions to help collaborate with teachers. The staff is also provided two additional hours per month for professional learning. Staff members also participate in trainings and workshops involving new technology and innovative instruction. We also have a compact signed by students, parents, teachers, and administrators. The school's balance scorecard is posted on the school website for public viewing.

Jones-Wheat firmly believes that communication between all stakeholders is essential. Jones-Wheat communicates and supports the school's purpose and direction through School Council meetings, PTO meetings, Open House, Student Support Team meetings, parent conferences, grade level meetings, school newsletters, Gator Grams, "One-Call-Now" system, informative emails, and Family Reading and Math Night. The school website is also a communication tool for staff members, parents, students, and community stakeholders. We conduct many parent workshops and trainings to support the school's purpose and direction. Jones-Wheat also added a parent resource room for parents to access during school hours. This room is stocked with instructional resources, the school's Title-1 School-wide Plan and Parent-Involvement Plan, internet access, parent brochures, and materials used to make manipulatives for parents to help their child at home.

Jones-Wheat believes professional growth is continuous. Teacher and staff evaluations are a critical component of improved professional practice and student success. The administrators use formal evaluations and walk thrus to supervise and ensure quality instruction among our professional staff. Evaluation results are used to determine professional development needs for teachers. The on-demand online professional development system, PD360, is used during classroom walk thrus. Teachers get immediate feedback concerning their

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instructional performance using Observation360. When needed, administrators develop Professional Development Plans (PDP) to target specific needs development among teachers.

### 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: 3.75

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Representative samples of student work across courses</li> <li>•Survey results</li> <li>•Course schedules</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 4

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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Lesson plans aligned to the curriculum</li> <li>•Surveys results</li> <li>•Common assessments</li> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Agenda items addressing these strategies</li> <li>•Teacher evaluation criteria</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Interdisciplinary projects</li> <li>•Surveys results</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Authentic assessments</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Surveys results</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Survey results</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> </ul>	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>• Survey results</li> <li>•Records of meetings and walk thrus/feedback sessions</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Survey results</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Volunteer program with variety of options for participation</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Survey results</li> </ul>	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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Survey results</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Samples communications to stakeholders about grading and reporting</li> </ul>	Level 4

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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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Data used to identify unique learning needs of students</li><li>•Survey results</li><li>•List of learning support services and student population served by such services</li></ul>	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.**

Jones-Wheat embraces hands-on learning across the curriculum to teach the Common Core Georgia Performance Standards. Teachers use SMART boards allowing interactive and challenging experiences with differentiated activities. The JWE science lab is stocked with science resources, manipulatives, learning centers, and a Smart Board for teacher use. Rigorous STEM lessons have been incorporated into the school's second grade curriculum. The Jones-Wheat STEM team is modeling for other teachers in an effort to extend additional STEM lessons in class instruction. Technology is integrated in lessons to engage students to a higher degree of learning such as complex thinking, creative problem solving, and collaboration.

Instructional practices that ensure student success is monitored by school administrators through Infinite Campus, 4 ½ weeks failing grades, STAR test results, IKnow results, CRCT results, GKIDS results, Georgia Instructional Assessment (GIA) results, local benchmark assessments, ThinkFast reports, and yearly staff evaluations. Multiple professional development activities are provided via PD360, professional learning communities, and webinars, but more supervision and evaluation is needed to determine how these activities are impacting instruction and student learning. Administration and staff members implement the Response to Intervention process very closely to ensure success for all students. The Pyramid of Interventions is posted in the school's conference room and is reviewed during teacher and parent meetings when needed. Teachers use the A3 educational software to document and monitor student progress. Teachers are required to submit a failing list every 4 ½ weeks to the administration.

One specific learning community which has been established for the 2012-13 school year is examining student work. As a result of this learning community, we have seen a tremendous improvement in more consistent grading with student work. Learning communities allow opportunities for staff members across the school to learn and think together about how to improve their practice in ways that lead to improved student achievement. This is evidenced by the collaboration of the staff through professional learning, co-teaching, grade level

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planning, and vertical team planning. Each grade level is provided an additional two hours per month for professional learning. Calendars, schedules, and agendas are provided on a monthly basis. Peer coaching is available when needed. The county established a county-wide Reading and Math CCGPS team. This team met together for a week in the summer of 2012 to collaborate and create lessons and units that taught the CCGPS rigorously.

Teachers incorporate 21st century learning skills and strategies into their teaching which actively engages students in class discussions and collaborative work. The county developed an intense curriculum map which incorporates the Common Core Georgia Performance Standards. All teachers follow the curriculum maps and units to ensure all students are learning all standards. Faculty members maintain lesson plans that outline the goals, objectives, activities and assessments for weekly instruction. Teachers meet once a week to collaborate and plan instructional strategies that reflect best teaching practices.

Special Ed teachers and the school counselor meet with teachers at the beginning of the school year to review Individual Education Plans, Plans, or Student Support Team Plans to ensure optimum learning is in place for identified students. If any student at any time needs a different variety of instruction, an intervention is created for that student and progress monitoring is conducted to track the student's progress.

One of the greatest strengths of JWE is the welcoming atmosphere. We have an open door policy allowing parents opportunities to participate in classroom activities, parent luncheons, science lab experiments, special projects, field trips and school programs. Parents are informed by weekly newsletters, Gator Grams, homework folders, agenda books, and the school's website. Jones-Wheat Elementary also uses the One-Call System to notify parents of important information throughout the school year. PTO meetings are scheduled throughout the year to give parents, teachers, and administrators the opportunity to work together to strengthen the quality of education for all students.

The county-wide grading policy is followed closely. This policy tells teachers the weighted percentage for test and daily grades. The policy also indicates the minimum number of grades required in each subject. Teachers also follow the state and local requirements for promotion and retention. Parents have access to the Infinite Campus parent portal to view student grades.

Jones-Wheat Elementary and its stakeholders engage in a comprehensive needs assessment process annually that includes school/system record review, the development of actions plans, and online staff surveys designed to collect information regarding the professional learning needs of all staff with a specific emphasis on meeting the diverse needs of all student groups. Yearly professional learning surveys, test data and the JWE balanced scorecard provide data indicating areas that teachers need additional support and training. In addition to survey results, completion of a school-wide needs assessment identifies weak areas in which improvement is needed and the team determines strategies and the staff development needed to address these areas.

Student support services are provided based on data collected through multiple assessment instruments. These include benchmark tests, SRA placement tests, kindergarten screening, EIP checklists, GKIDS, CRCT scores, GIA scores, WIDA-ACCESS Placement Test (WAP-T), and home language surveys. Once students' needs are identified, programs such as 21st Century After-School Program, EXPLO, iPASS and EIP address the needs of students.



## Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•Survey results</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School calendar</li> </ul>	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Survey results</li> <li>•Budget related to media and information resource acquisition</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Policies relative to technology use</li> <li>•Survey results</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Survey results</li> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•List of support services available to students</li> </ul>	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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. 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.	<ul style="list-style-type: none"> <li>•Description of referral process</li> <li>•Survey results</li> <li>•Description of IEP process</li> </ul>	Level 3

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

The Decatur County Human Resources Department strives to hire, retain, and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools. The Human Resources Department maintains the personnel data based and ensures that 100% of teachers are highly qualified. Decatur County Schools does not employ teachers that are not highly qualified and our school and county will continue to hire teachers and/or paraprofessionals that are highly qualified based on the standards established by the State of Georgia. JWE employees 100% highly qualified teachers and paraprofessionals.

Jones-Wheat's professional and support staff consists of a principal, assistant principal, lead teacher, media specialist, counselor, speech teacher, EIP teacher, two Special Education teachers, three Pre-K teachers, four Kindergarten teachers, three first grade teachers, four second grade teachers, four third grade teachers, three fourth grade teachers, a PE coach, music teacher, reading coach, science coach, math coach, and 14 paraprofessionals. Between all staff members all roles and responsibilities necessary to support the school's purpose, direction, and education program are met.

School leaders ensure that instructional time and resources are focused on supporting the purpose and the direction of the school. Calendars are provided that outline the school year for all staff members. Master schedules are created by the administration to ensure that all subject areas are allotted adequate time for the instructional delivery of the CCGPS. IEPs are checked by the administration prior to schedules being developed to ensure students' needs are met. Enrichment schedules are created by the administration for PE, Music, media, and counselor rotation.

School leaders have expectations for maintaining safety, cleanliness, and a healthy environment. Selected personnel are accountable for maintaining these expectations. Measures are in place for tracking, monitoring and improving the safety and cleanliness of the school. County maintenance provides regularly scheduled and systematic improvements and repairs on campus. There is a school nurse on campus during school hours.

Safety plans with procedures are located in the faculty and student handbooks. Emergency and crisis teams are established and trained on site. There is a code team with CPR training located on campus. Fire extinguishers, fire alarms, security cameras, and telephones are available when needed. There is an automated call system for all students and faculty in Decatur County. This call system can be accessed to notify parents and students of pertinent information.

Visitors must check in the office for a visitor's badge before entering other areas of the school. These badges must be worn by visitors while on campus. Faculty and staff are required to wear identification badges while on campus.

Students and staff have access to media and informational resources which support the school's educational programs. The AR Program is used with students in grades K-4. The media center is stocked with many fiction and nonfiction books which range from low to high reading levels. The media center also has teacher resources available on all standards. Teachers access the Galileo website which is also linked to Britannica Online to retrieve information for students on selected content areas. Students are also able to access the Galileo site to complete research. Personnel are available to help students and staff learn the tools and locations for finding and retrieving information.

The technology infrastructure minimally meets the teaching, learning and needs of most stakeholders. The technology available at the school supports instruction and student learning. Students and school personnel have access to computer labs where county-wide math and reading programs are utilized. SMART boards are located in two different labs. Each homeroom class has at least five student workstations

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and one teacher workstation available. Wireless internet access is available throughout the school. Document cameras and LCD projectors are used in most classrooms. Fourth grade teachers use clickers for doing quick, real-time assessments as they teach. With the future plans of building a new school facility, JWE is striving to develop a technology plan which supports the school's teaching, learning, and operational needs.

The school counselor meets with homeroom classes once a month for lessons on particular subjects such as bullying, character development, test taking and study strategies. The counselor also meets with students individually and in small groups to provide counseling for physical, social or emotional needs. The school social worker assists with providing services to meet the needs of many students and families. JWE participates in the Decatur County Backpack Program to help provide weekend food for students who qualify for the program. The Decatur County parent involvement coordinator offers parent workshops in different areas based on results of surveys.

School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, and educational needs of all students. There is an established referral process for Decatur County. Student Support Teams are made up of teachers, the counselor, administrators, and the parents of students who are struggling in different areas. The team discusses interventions, possible modifications, and other strategies to implement. After twelve weeks of implementing interventions and completing progress monitoring, if students are still having difficulties a referral for testing is made.

## 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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evidence that assessments are reliable and bias free</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Survey results</li> <li>•Documentation or description of evaluation tools/protocols</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•Survey results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> <li>•Documentation of attendance and training related to data use</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Student surveys</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student success at the next level</li> <li>•Evidence of student growth</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> </ul>	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 to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Minutes of board meetings regarding achievement of student learning goals</li> </ul>	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.**

School personnel use assessments that produce data from a variety of measures about student learning and school performance. Students are administered unit tests and quarterly benchmark assessments which are developed at the district level. Benchmark test results are tracked using Edusoft, an online data system.

Universal screeners in Reading and Math are used in grades one through four at the beginning, middle, and end of school. These universal screeners are STAR Reading and iKnow Math. The STAR Diagnostic Reading Assessment is also used to determine reading levels for the Accelerated Reader program. Reading coaches also administer reading placement tests to determine the appropriate placement for all

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students.

Jones-Wheat assesses students using the state mandated standardized tests GKIDS, CRCT, and Third Grade Writing Assessment as mandated by their grade levels. School administrators and teachers work collaboratively with students and their parents to interpret the results of all diagnostic, formative, and standardized test results. Special populations are required to take the CRCT-M and Georgia Instructional Assessment. The analysis of diagnostic assessments assists in determining placement in the Early Intervention Program in the areas of reading and math.

Professional and support staff have processes and procedures for collecting, analyzing and applying learning from a range of data sources. After quarterly benchmark testing is completed, academic coaches work with school administrators and grade level teachers to review data. The benchmark data is analyzed and comparison of results are made between grade levels, school, and the district. Data is analyzed to identify the strengths and weaknesses of each student, individually and as a class. This data is used to drive the instruction in the class to ensure student success on all standards. One weak area at JWE is including support staff with the analysis of data.

The collection and disaggregation of data and assessment results for students are addressed through a variety of methods. School Improvement Team members meet in the summer to disaggregate data in each content area to identify strengths and weaknesses. Goals are set using the disaggregated data. Each School Improvement Team member delivers data back to their grade level during pre-planning. Action plans are created to target weak content areas for the new school year.

At the beginning of school, data from CRCT, DIBELS, SLDS, STAR Reading and iKnow Math allows teachers to identify students who are in need of specific interventions. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. All progress monitoring data is entered into A3. County-wide benchmark tests are administered at the end of each nine weeks to monitor students' progress toward mastering the Common Core Georgia Performance Standards. Results from these tests allow teachers to drive their classroom instruction to fit the needs of each student.

Jones-Wheat Elementary School recognizes the importance of teacher input and expertise. Teachers participate in the decision making process regarding the use of academic assessments through the many measures. Teachers are involved with analyzing benchmark results and assist with identifying research-based strategies/interventions for students who are not meeting the criteria on benchmark tests. Monthly horizontal and vertical team meetings allow teachers planning time to focus on school improvement goals. During these meetings data is analyzed and decisions are made on how to improve student performance. The School Improvement Team is responsible for implementing and monitoring the progress of goals and strategies that are set in the School Improvement Plan.

The school has policies and procedures for analyzing data to determine verifiable improvement in student learning. School personnel use these results to design, implement and evaluate the results of improvement action plans for student achievement which includes readiness and student success at the next level. The School Improvement Team and School Council routinely monitor this process and share with all stakeholders and parent meetings/workshops.

Leaders monitor information about student learning, the conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate student learning results and the achievement of school improvement goals to stakeholders.

Assessment results, such as CRCT, State Writing Assessments, and benchmark exams, are sent home by students to parents with a request to contact teachers if they have questions or concerns regarding the results. Assessment results are also shared with parents through parent conferences, SST meetings, report cards, Gator Grams, 9-week benchmark test results letter, Georgia Instructional Assessment (GIA) results letter, data bulletin boards and charts, School Council meetings, and PTO meetings. ACCESS scores are also sent

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home by the EL teacher and notification of services are made. The Infinite Campus parent portal is available for parents to access their child's grades and attendance information.



## 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: 3.32

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Professional and support staff/child ratios</li> <li>•Personnel evaluation forms</li> <li>•Policies that require relevant and related trainings</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Operating Guidelines - personnel and training requirements, lead teacher training plan, professional development list and assignments, credential rules, FAQ and discussion power point</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Operating Guidelines - personnel and training requirements, lead teacher training plan, professional development list and assignments, credential rules, FAQ and discussion power point</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Operating Guidelines - personnel and training requirements, lead teacher training plan, professional development list and assignments, credential rules, FAQ and discussion power point</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Operating Guidelines - personnel and training requirements, lead teacher training plan, professional development list and assignments, credential rules, FAQ and discussion power point</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Operating Guidelines - personnel and training requirements, lead teacher training plan, professional development list and assignments, credential rules, FAQ and discussion power point</li> </ul>	Level 4

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.	<p>Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all young children. School leaders measurably 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 concentrate on achieving the school's purpose and direction.</p>	<ul style="list-style-type: none"> <li>•IQ guide for learning environment, basic materials checklist, learning environment plan for expenditures, Pre-K content standards, operating guidelines-funding and expenditure requirement, lesson plans</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Updated health records</li> <li>•System for maintenance requests</li> <li>•Checklist Form, IQ Guide for the Learning Environment and Written Plan</li> </ul>	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 exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•System for maintenance requests</li> <li>•Checklist Form, IQ Guide for the Learning Environment Plan and Written Plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•System for maintenance requests</li> <li>•Checklist Form, IQ Guide for the Learning Environment and Written Plan, Health Records</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Pre-K Content Standards, Basic Materials and Supply List, IQ Guide for the Environment and Written Plan, Operating Guidelines</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Description and/or Pictures of Playground</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum standards, guides, expectations</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Classroom inventory and/or pictures</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum standards, guides, expectations</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•System for ordering/maintaining sufficient supplies</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"> <li>•Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc.</li> <li>•Data on media and information resources available to staff and children</li> </ul>	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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Family engagement networking plan</li> <li>•Policies relative to technology use</li> <li>•Hardware and software inventory</li> <li>•Classroom inventory and/or pictures of technology</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	<ul style="list-style-type: none"> <li>•Curriculum standards, guides, expectations</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Displays pictures/photos</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> <li>•Example of full inclusion parent-child program</li> <li>•Educational advocacy plan for families</li> <li>•Example of home and community interventions</li> <li>•Assessment system for identifying children's needs</li> </ul>	Level 3

## Self Assessment with Early Learning Standard

Jones-Wheat Elementary

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 exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and 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.	<ul style="list-style-type: none"> <li>•Stakeholder results</li> <li>•Student records indicating personal needs</li> <li>•Handbooks, procedures</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Student records indicating personal needs</li> <li>•Handbooks, procedures</li> <li>•Parent/Staff communications procedures and expectations</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of many young children and their families. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.	<ul style="list-style-type: none"> <li>•Description of referral process</li> <li>•Assessment plan</li> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school 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.	<ul style="list-style-type: none"> <li>•Student records indicating personal needs</li> <li>•Code of conduct</li> <li>•Handbooks, procedures</li> <li>•Statement of principles</li> </ul>	Level 3

## Self Assessment with Early Learning Standard

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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.	<ul style="list-style-type: none"><li>•Facility and equipment specifications</li><li>•Safety handbooks, guidelines, procedures, expectations</li></ul>	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 Decatur County Schools System and each of the five elementary schools support and implement the delivery of instruction for PreK students with strict guidance from the Georgia Department of Early Learning in partnership with Bright from the Start. Clearly defined policies, processes, and procedures ensure that school leaders and lead teachers understand the foundations for providing a developmentally appropriate learning environment. Content standards, lesson plans, and detailed classroom inventory requirements support ongoing instruction. School leaders have access to hire, place, train and retain qualified professionals for all classrooms. Classrooms meet the requirements for appropriate teacher to student ratio and employ lead teachers and paraprofessionals who meet the requirements for HiQ status under the guidelines of state certification.

There is an emphasis by school and system leaders on establishing consistent expectations for safe and developmentally appropriate classrooms that create a culture of mutual respect and trust. Early Learning classrooms are housed in elementary buildings and these classrooms comply with established safety, nutrition, and maintenance of facility procedures. Adequate space is allocated for PreK classrooms that support the following: multiple learning/interest centers, usable floor space and sufficient size to support developmentally appropriate learning, child size furniture, areas for rest, and access to multimedia resources. Child size and individual classroom restrooms are provided for students at all sites with the exception of one. In addition, indoor and outdoor equipment are safe, available to all young children, and are developmentally appropriate for the age-group. While facilities are adequate, there continues to be focused efforts to ensure that we maintain and continue to improve the facilities of each indoor and outdoor PreK classroom space. With limited fiscal resources, school leaders make every effort to utilize allocated funding to sustain and improve the learning environment.

Building level administrators, lead teachers, and paraprofessionals utilize PreK program guidelines which include specific PreK content standards to maximize the use of time, material, and fiscal resources. Students are exposed to multimedia instructional tools, however, additional technology infrastructure and digital tools would contribute positively to the learning environment. Periodic evaluations are conducted by building, system and state level evaluators to ensure that compliance with program guidelines is maintained. Our PreK programs operate in compliance; however, there is an ongoing effort toward the continuous improvement of instruction and operations that focus on achieving the school's purpose and direction. Improvements and additions are planned for on a yearly basis and these decisions are informed by surveys, ongoing classroom physical observations, instructional observations, technology needs, and identified professional development needs.

PreK classrooms have a high level of support in Decatur County because they are supported not only by the Bright from the Start guidance, but they also operate under the individual school's continuous school improvement initiative and community of services. Vertical and horizontal planning allows teachers to collaborate and ensures that students are prepared for entry into kindergarten. Students and parents have access to all support services available in the system. Continued efforts will focus on creating awareness of these resources, making



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sure families receive assistance in a timely manner, and in creating collaborative home/school partnerships that will be sustained through the child's educational career.

## Report Summary

### Scores By Section

Section Score

1

2

3

4

