



Accreditation Report

L.I.T.T.L.E. Children Growing

Pulaski County Schools

Mrs. Staci Vickers, Director
1 Academy St
Hawkinsville, GA 31036-5150

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Self Assessment with Early Learning

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning	13
Standard 4: Resources and Support Systems.....	17
Standard 5: Using Results for Continuous Improvement.....	20
Early Learning Standard 4: Resources and Support Systems.....	22
Report Summary.....	30

Stakeholder Feedback Diagnostic

Introduction.....	32
Stakeholder Feedback Data.....	33

Evaluative Criteria and Rubrics 34

Areas of Notable Achievement..... 35

Areas in Need of Improvement..... 36

Report Summary..... 37

Student Performance Diagnostic

Introduction..... 39

Student Performance Data..... 40

Evaluative Criteria and Rubrics..... 41

Areas of Notable Achievement..... 42

Areas in Need of Improvement..... 43

Report Summary..... 44

AdvancED Assurances

Introduction..... 46

AdvancED Assurances..... 47

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?

The Pulaski County School System is a small comprehensive rural school system in middle Georgia that serves students in Pre-Kindergarten through grade 12. LITTLE Children Growing (LCG) is the only site that serves the county's four year olds.

LITTLE Children Growing equips eighty-eight students each year for success in kindergarten. Students are educated in four classrooms of twenty-two students each. The number of students per classroom was increased by two per room in 2011. Each class is instructed by a certified Lead Teacher and Assistant Teacher. Our Special Education population is served by a certified teacher through resource services and an inclusion-based approach. They also receive support services of physical therapy, occupational therapy, and speech therapy, as needed and supported by their Individual Education Plan (IEP).

LCG's enrollment is based on a first-come, first-served policy. Because our entire school population changes yearly, ethnicity and gender data is not used as guiding data. A more important piece of data is prior-experience data. Our students come to us from Head Start or private day cares. Some have never been out of the home. Our 2013 breakdown is 35% came from Head Start, 34% came from private daycare facilities, and 31% came from home.

Our Fall Enrollment Campaign begins in the prior spring. After the eighty-eight allotted slots are filled, remaining students are put on a waiting list. This list has been as large as sixteen students (2011) to as few as four (2013).

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.

LITTLE Children Growing is an acronym for Learning Independence Through Talking, Listening, and Exploring. We feel that this is the best way to paraphrase our Vision Statement which is Learning for a Lifetime. At LCG, students are provided quality educational experiences that are meaningful and engaging. The daily schedule provides many opportunities for the students to be actively engaged in relevant learning experiences.

High standards are set by the administrator and staff at LCG. Teachers use the research-based OWL Curriculum (Opening the World of Learning) to develop independent thinkers through developmentally appropriate techniques for four year old children. Even though it is a pilot year for Georgia's new Pre-K standards, the GELDS (Georgia Early Learning Development Standards), each Lead Teacher has been trained in the use of these and has begun using them to guide curriculum and assessment. These areas demonstrate our mission statement: We provide "educational experiences that are meaningful, challenging and engaging." The rigor has been increased in these new standards as they are aligned to the K-12 CCGPS (Core Curriculum Georgia Performance Standards). The staff feels that it is important to prepare our students so they will be successful in the K-12 environment and they will be lifetime learners.

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.

LITTLE Children Growing is proud to say that we have celebrated our 20th anniversary. Through the foresight of some innovative ladies, we opened in 1993 as one of Georgia's universal and voluntary lottery-funded Pre-K sites. We have enrolled the maximum number of students that have been allowed each year and have maintained a waiting list for potential students.

During the last few years, the site has been renovated to provide a safe and supportive environment for the students and staff. We house four classrooms with twenty-two students each, a special education resource room, a library, a lunchroom, bathrooms, and an office and conference area.

In the past two years, we have continued to receive an Accredited with Quality Rating from the Georgia Accrediting Commission. We have also been selected by Voices for Georgia's Children to be a legislator-visited site during Georgia Pre-K Week. During the summer of 2013, we were the beneficiary of a competitive grant to provide a summer program for thirteen children. The purpose of this program was to provide them and their families a smoother transition to kindergarten.

Our teachers have been involved in Georgia's new evaluation measure, TKES (Teacher Keys Effectiveness System). This was implemented system-wide in 2012. Two of our teachers and the Director were part of the team that developed the Bright from the Start Student Learning Objectives (SLO) that are being used statewide.

All of the teachers are presently using Work Sampling Online to enter assessment data. This is also used to determine the needs of the students to guide instruction. Our teachers are incorporating the new Pre-K standards, GELDS, into their lesson plans. These are being piloted this year across the state, but our teachers chose to implement them this year.

Learning how to effectively use these two tools has been very time-consuming. However, our teachers see the importance of keeping up with new ways. They see the benefit of using current data to monitor students' readiness and providing a challenging curriculum and learning experience for all students. Therefore, they are willing to take the extra time and energy to make these successful through their full implementation.

Additional Information

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

Georgia Pre-K's have had several things happen in the last few years that have caused a shift. First, the number of school days was cut to 160 days and Training and Experience pay was cut for new teachers. Because of this, several teachers left Pre-K to teach in the K-12 environment. LITTLE Children Growing lost two Lead Teachers and three Assistant Teachers (50% of the staff). However, we were able to hire five more qualified staff members. All of our staff is highly qualified and have over 90 cumulative years of educational experience. Also, during this time, a new Site and Project Director was hired.

Second, the number of students was increased from twenty to twenty-two per classroom. Two students may not sound like a lot, but having twenty-two four year olds in one room is a major issue.

A positive change that we have had is our public perception. We provide many activities for our families and the community to be involved. And, we have great participation. We take great pride when parents tell us that they like coming to our school and that we make them feel special. We also have a wonderful relationship with our community. The businesses and non-profits are always seeking ways to involve our students. During Downtown Trick or Treating, we added seven businesses in 2013. The local library has provided several new literacy programs for us. We also have a strong involvement with Hawkinsville Rotary Club and Pulaski County's Family Connections which connects us and our families to needed resources. These relationships are important to us as we feel that it takes the whole community to raise these children.

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan 	Level 2

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

Pulaski County School System's purpose statements, the Vision, Mission and Beliefs, maintain a commitment that students are held to high expectations.

Our Vision is Learning for a Lifetime.

Our Mission is to provide quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students.

Our Belief Statements are:

Education is a shared responsibility among students, parents, school personnel and community members.

Quality instruction should be provided through a rigorous and relevant curriculum.

The school environment should be safe, orderly, and conducive to learning.

Academic success can be achieved through active engagement in a variety of learning experiences.

LITTLE Children Growing's staff provides quality developmentally appropriate techniques through the curriculum and the state-based standards. Bright from the Start has developed new Pre-K standards that demonstrate an increase in rigor. Our parents of the 2013-14 students were given the opportunity to read and make comments on these standards in March of 2013. These standards have been implemented this year at LITTLE Children Growing. The teachers have been involved in professional learning opportunities throughout the year on the use of these standards through face-to-face meetings and webinars provided by Bright from the Start and Georgia State University's Best Practices.

Review and revision of the Vision, Mission, and Belief Statements has been done by the administrative leaders of the system. These have also been reviewed by the Pre-K staff. The leadership and the staff are committed to providing a culture that shares these beliefs. Pre-K parents have also been a part of this process as these statements were discussed at the Parent Orientation and feedback was provided. This process will be continued on an annual basis.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school 	Level 3

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

Accreditation Report

L.I.T.T.L.E. Children Growing

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses	Level 2

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">•Job specific criteria•Representative supervision and evaluation reports	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.

Pulaski County School System has an efficiently operating Board. Policies and practices are written that support the purpose of the system and its schools. These policies are accessible to all stakeholders, as appropriate, through the website, staff handbooks, and parent handbooks. LITTLE Children Growing strictly follows the policies and practices set forth by the Pulaski County School System and the policies and practices of Bright from the Start. These policies and practices provide clear direction for professional learning opportunities and for the direction of fiscal management. No findings from the audit checks from Bright from the Start have been found in the past three years. LITTLE Children Growing has strong parent engagement and effective communication with parents and community members. However, there is not much availability for stakeholders to hold leadership roles. Parent input is received and considered concerning school improvement initiatives through surveys and parent meetings (orientation, conferences, and IEP meetings).

The leadership in the system and at LITTLE Children Growing supervise and evaluate the staff regularly. Teacher and Leader Keys Effectiveness System (TKES and LKES) are used as the primary means of professional evaluations. The Pre-K teachers are also evaluated by Bright from the Start staff through the Classroom Assessment Scoring System (CLASS) observations. The results of these evaluations are used to adjust professional growth and to improve student learning. The Compliance Director is used by our school system to ensure that all staff members have an understanding of the Code of Ethics, and policies on Abuse, Social Media, and Mandated Reporting. These practices will continue to be used to ensure that students have opportunities for success in a safe environment.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.92

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"> •Survey results •Lesson plans •Course schedules •Course descriptions •Descriptions of instructional techniques 	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Authentic assessments •Findings from supervisor walk-thrus and observations •Surveys results 	Level 3

Accreditation Report

L.I.T.T.L.E. Children Growing

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"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures 	Level 4

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Survey results 	Level 2

Accreditation Report

L.I.T.T.L.E. Children Growing

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	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"> •List of students matched to adult advocate •Master schedule with time for formal adult advocate structure 	Level 3

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

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

Accreditation Report

L.I.T.T.L.E. Children Growing

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.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 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.

LITTLE Children Growing follows instructional practices put forth by Bright from the Start. A new set of standards, Georgia Early Learning Development Standards, GELDS, has been adopted to be fully implemented by 2014-15. Bright from the Start also issues approved sets of curriculum to be used by Georgia Pre-Ks.

LITTLE Children Growing has adopted the Opening the World of Learning, OWL, curriculum from Pearson to be used in the classrooms. This is the approved curriculum that was used statewide during the Summer Transition Program. Therefore, we continue to feel that this is a curriculum that ensures teacher effectiveness. This curriculum, along with the learning strategies, provides students with challenging and equitable learning experiences. Because of the size of our school, our teachers informally collaborate on a regular basis to discuss student activities, assessment measures, and student readiness. Each teacher knows every student and provides a warm, sensitive and responsive relationship that helps the children feel secure.

LITTLE Children Growing utilizes Work Sampling Online as its major means of gathering and reporting assessment data. Data is collected in a portfolio-style and entered into this statewide web-based program. The teachers use this program to determine the individual students' needs when planning their small group differentiated activities. This data is also used to inform the parents of the achievement and readiness levels of their children through Developmental Checklists that are shared biannually through mandatory Parent/Teacher conferences.

All Lead Teachers, Assistant Teachers, and the Director participate in a continuous program of professional learning that is required by Georgia's Department of Early Care and Learning, DECAL. Programs are also available for individualized needs. Beginning Lead and Assistant Teachers are provided instructional support, also, from DECAL and from the Pre-K Consultants. This professional learning is monitored, along with all areas of teacher practice in the classroom and beyond, through TKES which has been fully implemented for the last two years. Lead Teachers are also evaluated with the CLASS instrument by outside evaluators. The data from these observations are used to inform the teachers of their effectiveness in areas of improvement and areas of strength.

One of our main strengths is Parent Engagement. This was scored a strength by our staff (4.85) and by our parents (4.6) on the Advanc-ED surveys. Our families feel welcome at our school and are encouraged to be involved and to visit our school at any time. We provide many programs that not only inform our parents and family members but engage them in their child's education. We use a variety of strategies to communicate with our families. These include orientations, conferences, Muffins with Moms, Our Dads Can Dunk game, Grapes with Grands, class and school newsletters, automated phone calls, field trips, parent volunteers and student-led programs.

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	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"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

Accreditation Report

L.I.T.T.L.E. Children Growing

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 most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•School library	Level 2

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

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

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

LITTLE Children Growing receives the majority of its funding and resources from Bright From the Start. However, there is a shortfall in this amount. Therefore, the Pulaski County School System, which is the fiscal agent for LITTLE Children Growing, provides the remaining resources that are needed.

The policies and procedures set forth by Bright from the Start are used to hire qualified professional staff members. The number of staff is sufficient and all are highly qualified. With all staff having specific preparation, knowledge and skills in child development, positive

Accreditation Report

L.I.T.T.L.E. Children Growing

interactions, richer language experiences, and quality learning environments are provided to our students.

Instructional time, material resources and fiscal resources are sufficient to support our school's purpose and direction. The policy set forth by Bright from the Start fiercely protects our instructional time in that we follow a daily schedule that includes more than the required 6.5 hours.

Our instructional day runs from 8:00 am to 2:45 pm. Material and fiscal resources are also sufficient. In the past two years, we have received funding from Bright from the Start to purchase each teacher a laptop, printer, and an iPod. Local SPLOST dollars were used to purchase new desktop computers for the teachers, the students, and the office area. Whenever there is a possible shortfall of resources, outside grants have been received to cover. A grant was received from the Hawkinsville Rotary Club in 2012 to provide physical fitness equipment to our students and families. The Pulaski County Educational Foundation has provided a grant for 2013 and 2014 to fund a Family Fun Night. Fundraisers, such as t-shirt, picture and yearbook sales, are used to fund our monthly activities.

Our physical plant facilities are sufficient, as well. We are housed in the renovated high school. All of our classrooms are on one hall with a shared bathroom facility. Each room is ventilated, lighted and temperature-controlled and has the sufficient amount of usable floor space, furniture and equipment to support the various learning activities. The IQ Guide for the Learning Environment is used twice a year to ensure that all classrooms have the necessary equipment to support our services.

We also have two outside play areas that are safe and developmentally appropriate. Our only need for these areas would be equipment that could be used by our special needs students, e.g. a swing. However, these students are able to use the existing equipment.

Our teachers do a good job in meeting the assessment and educational referral needs of our students. However, we do need support in addressing the counseling needs. We employ a pre-school special education teacher to help with identifying issues that may prevent the student from progressing academically, but we are in need of a system for those students that need emotional support. This was the strongest area of need as seen by our staff with 77% of our staff in agreement.

LITTLE Children Growing is audited annually by Bright from the Start. In the last three years, there have been no findings. The policies and procedures are known by the staff and the stakeholders and will continue to be followed.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

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

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

Accreditation Report

L.I.T.T.L.E. Children Growing

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level	Level 2

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

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

Pulaski County Pre-K employs a comprehensive assessment system that is comprised of a variety of types of assessment. Lead and Assistant Teachers are trained through mandatory professional learning provided by DECAL (Department of Early Care and Learning) on the use of Work Sampling Online (WSO), the universal system used by all Georgia Pre-Kindergartens. This is a web-based portfolio assessment program in which the teachers enter data from matrices, photos, notes, and work samples. The teachers are trained to use the results of this data to plan appropriately challenging learning activities, to form achievement-leveled small groups, and to inform the parents of the student's progress. This data is used to tailor instruction that responds to each child's strengths and needs. Parents are kept informed of the child's progress on a regular basis. Two formal mandatory parent/teacher conferences are held each year where parents are given a developmental progress report that shows the level of achievement of their children.

This is the second year that we have used WSO. Data from the 2012-13 school year was used to revise our School Improvement Plan. It was also used to determine a need in our curriculum. This data showed that we only had 3.29% of students that had a gain in Social Studies from the first collection period to the second. Because of this, we have collaborated with our local 4-H Extension Agency. They are providing us with a monthly lesson that spotlights community helpers which is a part of the Social Studies curriculum. This lesson includes a literacy component and a craft activity.

The elementary school uses a local assessment with the students in the spring to assess their readiness for success in Kindergarten. This assessment is based on skills that are taught and/or reviewed in Kindergarten.

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: 3.5

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 to support the program 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"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •School budgets for the last three years •Staff License/certification/qualifications •Personnel evaluation forms •Professional and support staff/child ratios 	Level 4

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

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

Accreditation Report

L.I.T.T.L.E. Children Growing

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"> •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms •Assistant Teacher Certificates 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 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"> •Staff to student ratio records •Class Rosters 	Level 4

Accreditation Report

L.I.T.T.L.E. Children Growing

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 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.	<ul style="list-style-type: none"> •Equipment purchasing and maintenance •Resource materials for training •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Budget for authorized expenses and activities •Itemized/audited budget 	Level 4

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"> •Documentation of compliance with local and state inspections requirements •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.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Accreditation Report

L.I.T.T.L.E. Children Growing

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 exceeds the expectation. For example, classroom space exceeds the minimum state/governmental measurements per child. Classroom space enables multiple small group and individual learning activities to simultaneously occur without interruption. Arrangements are in place to ensure the safety and security of children at all times.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school 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"> •Facility and equipment specifications •Documentation of compliance with local and state inspections requirements •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 exceeds 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 in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none"> •System for ordering/maintaining sufficient supplies •Curriculum standards, guides, expectations 	Level 4

Accreditation Report

L.I.T.T.L.E. Children Growing

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

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve 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"> •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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Hardware and software inventory •Policies relative to technology use 	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"> •System for ordering/maintaining sufficient supplies •Curriculum standards, guides, expectations •Displays pictures/photos 	Level 4

Accreditation Report

L.I.T.T.L.E. Children Growing

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> •Special classes/activities for children with disabilities •Agreements with school community agencies for student-family support •Assessment system for identifying children's needs 	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.	<ul style="list-style-type: none"> •Handbooks, procedures •Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items 	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.	<ul style="list-style-type: none"> •Handbooks, procedures •Parent/Staff communications procedures and expectations 	Level 3

Accreditation Report

L.I.T.T.L.E. Children Growing

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.	<ul style="list-style-type: none">•Lists of services available related to counseling, assessment, referral, educational, and career planning	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 exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none">•Handbooks, procedures•Complaints policies and procedures•Student records indicating personal needs•Parent/Staff communications procedures and expectations	Level 4

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 exceeds the expectation. For example, procedures are in place to inspect all indoor and outdoor spaces each day to ensure all spaces are free from hazards and dangerous circumstances. Indoor and outdoor spaces for each age-group are purposefully designed and arranged for that age-group 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 exceptionally rare.	<ul style="list-style-type: none">•Facility and equipment specifications•Documentation of compliance with local and state inspections requirements•Accident records and reports	Level 4

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

LITTLE Children Growing receives the majority of its funding and resources from Bright From the Start. However, there is a shortfall in this amount. Therefore, the Pulaski County School System, which is the fiscal agent for LITTLE Children Growing, provides the remaining resources that are needed.

The policies and procedures set forth by Bright from the Start are used to hire qualified professional staff members. The number of staff is sufficient and all are highly qualified. With all staff having specific preparation, knowledge and skills in child development, positive interactions, richer language experiences, and quality learning environments are provided to our students.

Accreditation Report

L.I.T.T.L.E. Children Growing

Instructional time, material resources and fiscal resources are sufficient to support our school's purpose and direction. The policy set forth by Bright from the Start fiercely protects our instructional time in that we follow a daily schedule that includes more than the required 6.5 hours. Our instructional day runs from 8:00 am to 2:45 pm. Material and fiscal resources are also sufficient. In the past two years, we have received funding from Bright from the Start to purchase each teacher a laptop, printer, and an iPod. Local SPLOST dollars were used to purchase new desktop computers for the teachers, the students, and the office area. Whenever there is a possible shortfall of resources, outside grants have been received to cover. A grant was received from the Hawkinsville Rotary Club in 2012 to provide physical fitness equipment to our students and families. The Pulaski County Educational Foundation has provided a grant for 2013 and 2014 to fund a Family Fun Night. Fundraisers, such as t-shirt, picture and yearbook sales, are used to fund our monthly activities.

Our physical plant facilities are sufficient, as well. We are housed in the renovated high school. All of our classrooms are on one hall with a shared bathroom facility. Each room is ventilated, lighted and temperature-controlled and has the sufficient amount of usable floor space, furniture and equipment to support the various learning activities. The IQ Guide for the Learning Environment is used twice a year to ensure that all classrooms have the necessary equipment to support our services.

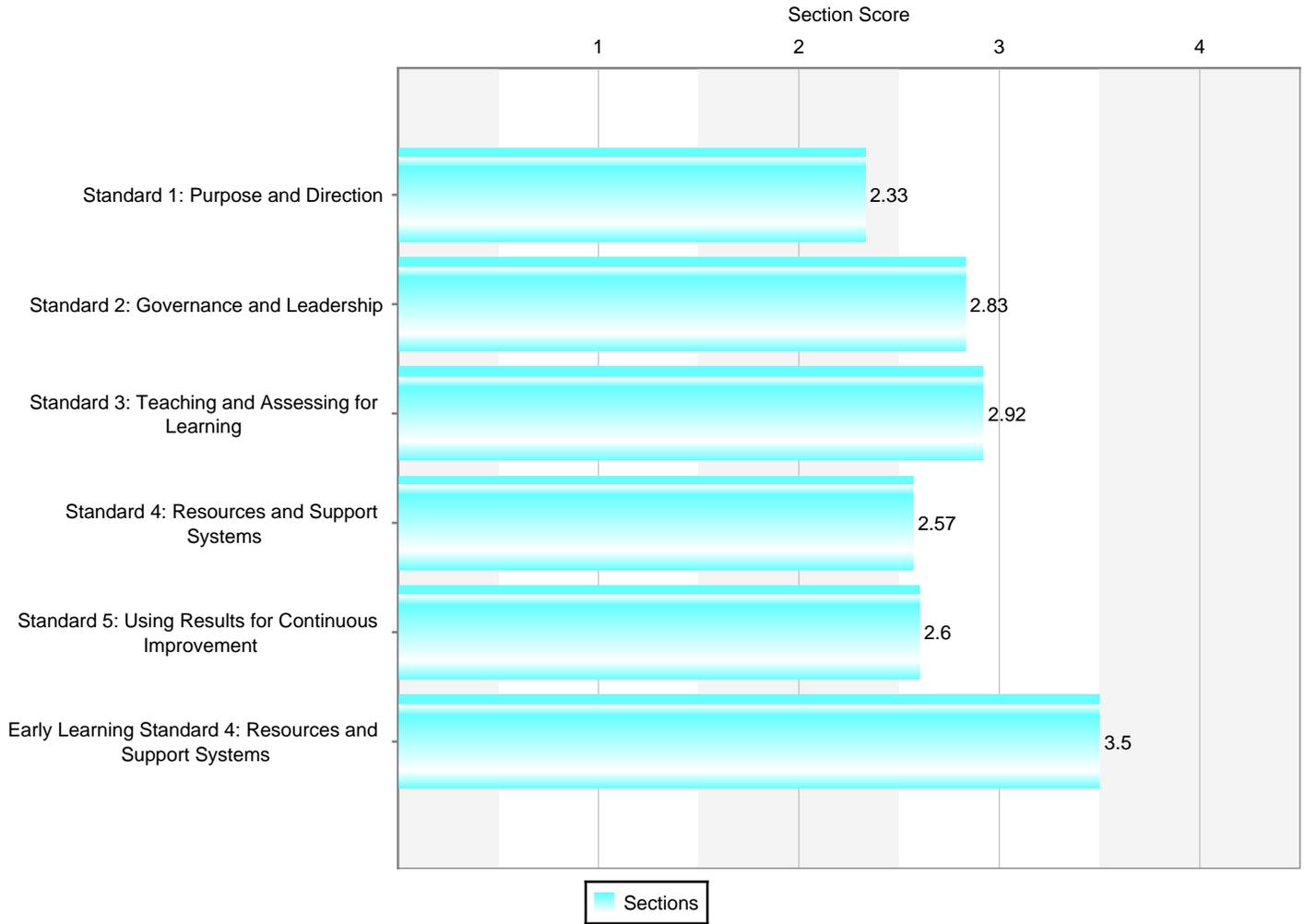
We also have two outside play areas that are safe and developmentally appropriate. Our only need for these areas would be equipment that could be used by our special needs students, e.g. a swing. However, these students are able to use the existing equipment.

Our teachers do a good job in meeting the assessment and educational referral needs of our students. However, we do need support in addressing the counseling needs. We employ a pre-school special education teacher to help with identifying issues that may prevent the student from progressing academically, but we are in need of a system for those students that need emotional support. This was the strongest area of need as seen by our staff with 77% of our staff in agreement.

LITTLE Children Growing is audited annually by Bright from the Start. In the last three years, there have been no findings. The policies and procedures are known by the staff and the stakeholders and will continue to be followed.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Stakeholders were given multiple opportunities to provide feedback related to aspects of the school. Staff members completed the survey on-line. Parents were given the option of completing the survey on-line, in paper format, and/or in Spanish to accommodate as many participants as possible. Due to the age of the students, they did not take the survey. Responses are reflective of the overall school's population.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Advanc-ED surveys were administered to all staff and parents at LITTLE Children Growing. Due to the age of the students, they were not surveyed. The staff rated that "all school personnel regularly engage families in their children's learning progress" as the highest level of satisfaction with a rating of 4.85 out of a 5.0 point scale. Forty-nine percent of the parents responded to the survey. They rated that "our school provides an adequate supply of learning resources that are current and in good condition" with a high rating of 4.69. Both groups rated Standard 5, Using Results for Continuous Improvement, as the highest level of approval.

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

This AdvancED Stakeholder Survey was the first and only administration of this survey. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In-house stakeholder surveys have been completed in the past. They have been used for strategic planning and determining needs at the school level.

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

Although other stakeholder feedback sources have not been administered with this group of students, it is evident by the attendance at family events that the staff does engage families in their children's learning progress and in school activities on a regular basis. At this time of the 2013-14 school year, we have had 85% of our students that have had parents attend school functions three or more times.

Areas in Need of Improvement

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

The staff at LITTLE Children Growing rated that "staff members provide peer coaching to teachers" as the lowest level of satisfaction with a rating of 3.54. The parents rated "our school provides excellent support systems, such as counseling and/or career planning" as the lowest with a score of 3.83.

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

This AdvancED Stakeholder Survey was the first and only administration of this survey. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In house stakeholder surveys have been completed in the past. They have been used for continuous improvement planning and determining needs at the school and district level.

What are the implications for these stakeholder perceptions?

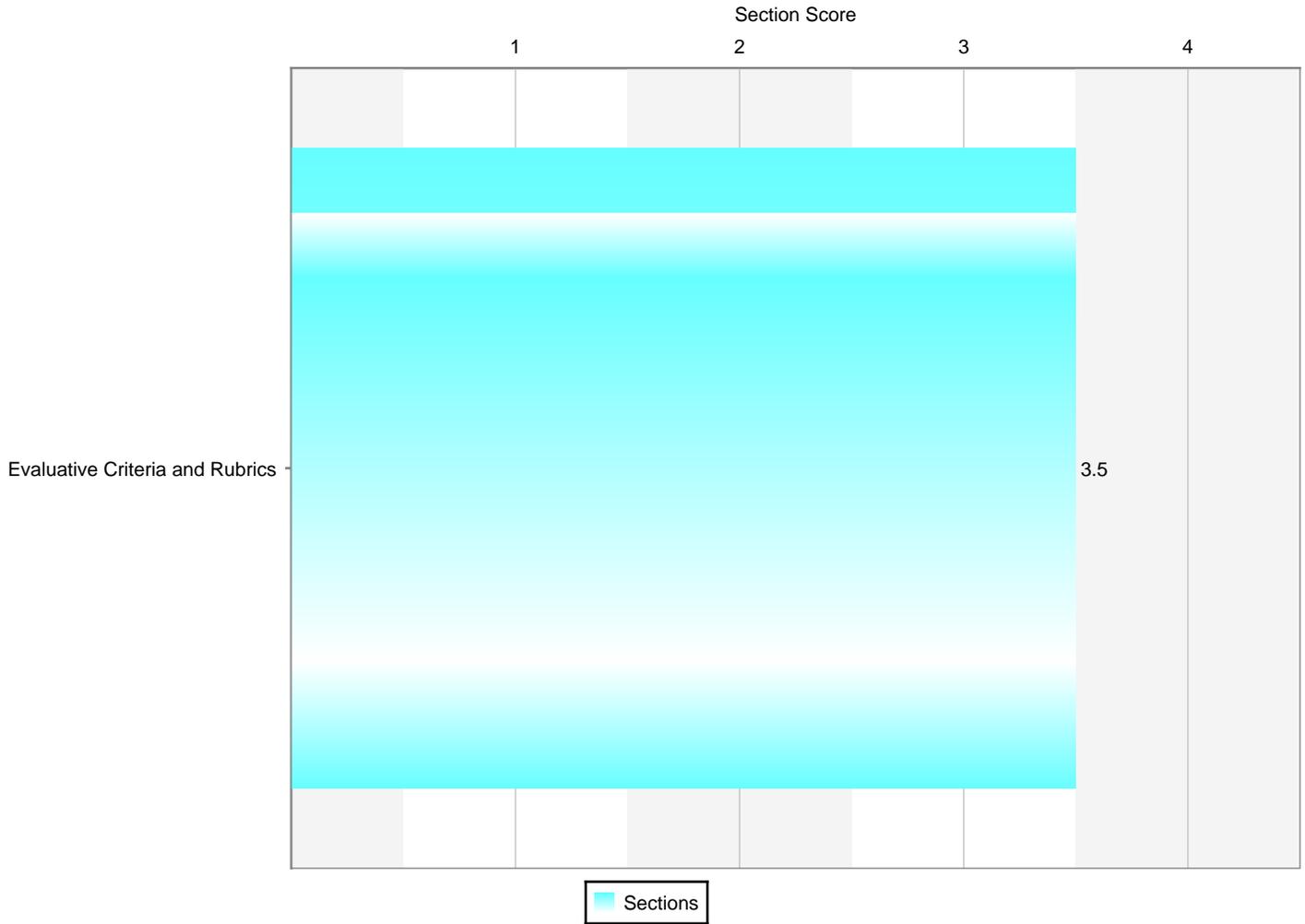
Staff stakeholder perceptions for LITTLE Children Growing imply that there is a need to consider additional ways to provide peer coaching to teachers.

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

Although other stakeholder sources have not been administered, the staff's lowest score is because even though the teachers peer coach on an informal basis, it is not a formal process. The parent's lowest score is due to the fact that our school is not provided with a certified counselor or career planning services.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	This document is not required for a site that is entirely Pre-K.	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Which area(s) indicate the overall highest performance?

The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Between which subgroups is the achievement gap closing?

The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Areas in Need of Improvement

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

The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Which area(s) indicate the overall lowest performance?

The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Between which subgroups is the achievement gap becoming greater?

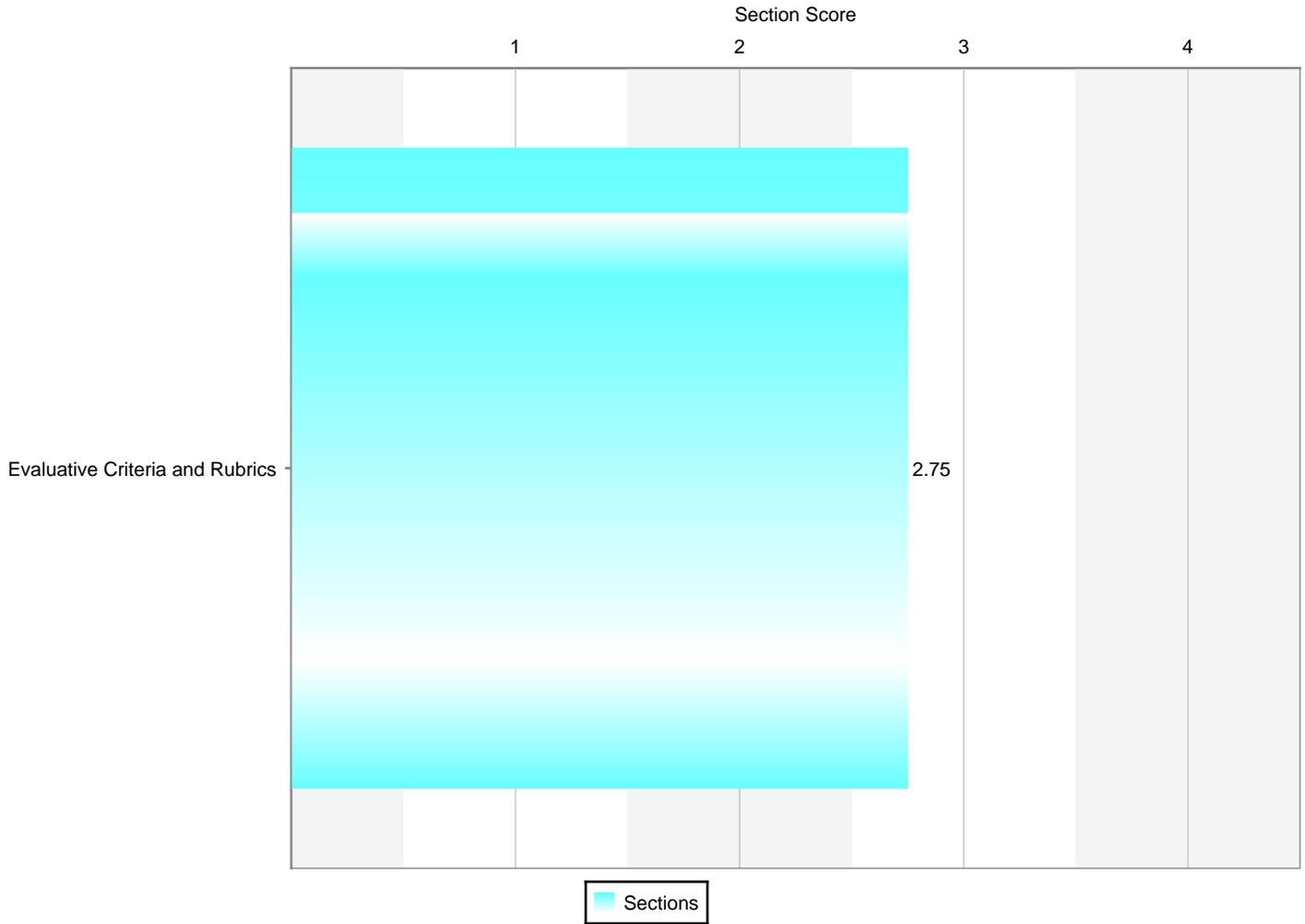
The Student Diagnostic Feedback Document is not required for this site.

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

The Student Diagnostic Feedback Document is not required for this site.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The Pulaski County School Safety Plan and Emergency Procedures are followed at LITTLE Children Growing. A specific plan for this site is attached.	Pre-K School Emergency Plan, 2013

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

Accreditation Report

L.I.T.T.L.E. Children Growing

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		Pre-K, SIP, 2013