



Accreditation Report

Elmont Elementary School

Hanover County Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Elmont Elementary School is located five miles south of Ashland, Virginia on the fringe of the greater Richmond metropolitan area. Situated in historic Hanover County, Virginia, home to both Patrick Henry and Henry Clay, Elmont Elementary School serves a diverse community of working and professional families. Surrounding our school are homes, farms, churches and various businesses that actively support the school through formal partnerships. The student body consists of 425 students from pre-school to grade five. In addition to regular grade K-5 classrooms, the school has an Early Childhood Pre-School Special Education class as well as a Hanover Pre-school Initiative class. The student body is comprised of 62% Caucasian, 15% African American, and 13% other students. Thirty-three percent of the PK-5 student population participates in the federal free and reduced breakfast/lunch program. Staff, students, parents, and the community are committed to working together toward a common mission- to provide an optimal learning environment that focuses on the success of every student.

One of the unique challenges that Elmont Elementary School has experienced over the last 4 years is an increase in our student mobility rate, averaging between 10-16%. This increase is likely due to the decline in the economy with parents finding themselves in the situation of seeking new employment opportunities and/or a change in housing. This point can best be illustrated by reviewing the following enrollment data for grades 1-5: during the 2011-2012 school year we have enrolled 73 new students while in 2012-2013 school year we enrolled 61 new students. For the 2013-2014 school year we enrolled approximately 60 new students to grades 1-5. The trend has continued during the 2014-2015 school year with 64 students enrolling in grades 1-5. As we approach the end of September 2015, we have had 34 students enroll that are new to our school. In an effort to be responsive to the challenge of our changing, transient student population, we have devised a school-wide testing schedule with on-going data monitoring meetings being held to discuss academic progress. Students requiring more intense interventions have been identified and have been placed on a strategic (Tier II) list or intensive (Tier III) list to promote academic growth.

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.

Elmont Elementary is a community of learners who share the belief embodied in the school motto, "I can learn, I will learn. What I do today will make a difference." This motto is printed in bold letters on the sign of the main entrance. The motto is recited daily by students and staff during the morning announcements and held firmly in the hearts of our stakeholders. It is understood in order to meet the diverse needs of Elmont's students we collectively share the expectation of holding high achievement through teamwork among staff, students, and community members. Using the AdvanceEd framework, our faculty, administration, and parents strive to work together to meet the needs of students and the challenging rigor of revised curriculum standards. By identifying, goals, evaluating and adjusting instructional strategies, and monitoring results, the Elmont team remains focused on providing a program of quality education that meets our school's beliefs and supports the school mission that every child will succeed.

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.

Elmont received the following notable achievements: for three consecutive years (2009, 2010 and 2011) Elmont was named as a Distinguished Title I School. During the 2010-2011 school year, Elmont received the 2011 Board of Education Competence to Excellent Award and 2010 was awarded the Excellence Award presented by the Virginia Board of Education.

At the completion of the 2011-2012 school year, Elmont was identified as a Focus School by the Virginia Department of Education. Per that status, our major goal of improving instruction over the next three years will be to continue our focus on improving student reading performance. In an effort to meet this goal, the faculty and staff have participated in numerous staff development opportunities centered on guided reading, fluency and its impact on comprehension. In our quest to increase reading performance among all students we will continue to intensify our energy and efforts in implementing a comprehensive reading plan.

Additional Information

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

Family and community involvement is one of the keys to our success at Elmont Elementary School. The staff of Elmont believes that parents are their child's first teachers, and provides families with numerous opportunities to support their child's learning. During the 2012-2013 school year, teachers hosted a math night focusing on math fluency, as well as the Math Ten Marks Program that students can access at school and home. The staff also offered a reading workshop for parents centered on providing tips to increase their child's comprehension skills. Parents were receptive to the strategies shared and were equipped with ideas to reinforce their child's learning. In an effort to provide a bridge between home and school, communication is conducted through school-wide and classroom newsletters, phone calls as well as Parent-Teacher conferences.. Recognizing that it takes many stakeholders to help a school be successful, Elmont is fortunate to have the commitment from our local community as exemplified by 289 volunteers who provide approximately 2500 hours of volunteer service yearly. In addition, Elmont's PTA provides continuous support to purchase such materials as Smart Boards for technological integration within our classrooms or identifying projects that benefit our entire school such as our Outdoor Learning Classroom. During the 2013-2014 and 2014-2015 school year, our PTA purchased A-Z licenses for all classroom and special education teachers to support our school-wide instructional efforts in the content area of reading. In collaboration with our PTA, the Title I staff along with classroom teacher's hosted two curriculum nights to provide parents with ways that they can assist their child in the area of reading.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Mission statement will be reviewed every five years. The faculty and staff reviewed the mission statement and agreed that the statement's focus was on student success. 	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"> •The school's statement of purpose •Purpose statement revised every 5 years. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •The school continuous improvement plan •Working to get more stakeholders involved. Multiple data sources are gathered, analyzed and monitored. Data meetings are scheduled to support the student's academic progress. Teachers devise Smart Goals centered on increasing academic growth. 	Level 3

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

Strengths:

- Teacher and administration collaboration
- Data collection and Data driven

Weaknesses:

- Involving all stakeholders in the school improvement process on a consistent basis.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 4

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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"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	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"> •Copies of surveys or screen shots from online surveys •Survey responses 	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"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted 	Level 3

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

*Strengths-school policies are very clear and can be found in hard copy electronic form

Evaluation plans are structured and guidelines are clearly displayed

Weaknesses-Including parents and other possible stake holders on school improvement committees.

Some professional development activities are not specific enough for specialty areas

Children with disabilities are still showing difficulty make improvements on state SOL's.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Student work samples, differentiated materials (Delta readers), SOL verbs, modified AR points to accommodate special populations and provide access. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Data meetings 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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"> •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •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 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •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 External Review team members may be interested in reviewing.

Areas of strength:

- *tiered II/III interventions for strategic and intensive students
- *ongoing assessment of and for student learning, i.e. A-Z, Cold Reads, benchmark assessments, PALS, DSA, SRI, mock SOLs
- *common planning on grade level
- *Form A/Form B math testing prepares students for SOLs
- *Foundations (K-2)
- *reading and math after-school tutorials
- *systematic data collection
- *regular data meetings
- *PGP artifacts/midyear and end-of-year reviews
- *daily/weekly communication through email, agendas, newsletters, etc.
- *monthly schoolwide calendar/newsletter
- *Thursday folders
- *interims/report cards
- *parent-teacher conferences
- *Elmont Elements, Garden Club, Walk-Jog-Run Club
- *county-based and site-based professional development
- *speech interventions
- *gifted and talented program

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*math and science center programs

*collaboration with ITRT

*writing conferences with students

Improvement needed:

*greater communication and collaboration needed with special education and resource personnel

*more continuity needed with phonics and spelling instruction

*Buddy Program -- improve consistent communication between student and staff member ("buddy")

*more exemplars needed with checklists for grading for areas other than math

*support staff will need more training in A-Z assessments/running records

Action plan for improvement:

*all general education teachers should create an e-mail distribution list that includes special education instructors and aides in order to facilitate better communication between classroom teachers and support staff.

*teachers will use vocabulary consistent with the Foundations program across grade levels, including basic training in Foundations strategies and vocabulary for all language arts teachers, a classroom set of Foundations materials for all teachers, and all Foundations teachers meeting regularly to evaluate and monitor progress.

To sustain areas of strength:

*communication among all staff members regarding students' strengths and needs.

*interventions and assessment data updated regularly and filed on Teacher Shared Drive for easier access by all staff.

*continue to provide remediation through Tier II/III interventions and tutorials.

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.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Uncertain of classroom student to teacher ratio in Title I school. PGP documentation 	Level 3

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

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"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Most effective in grades 3-5 	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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •District level Technology Plan iStation reports Technology Classes Sheryl Sylvia Technology Coach 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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"> •K-5 Guidance lessons address the social and emotional needs. Supplies from guidance counselor are provided for needy students. Title I provides educational Parent Nights. 	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"> •Description of IEP process •Description of referral process •Career Day every other year 	Level 3

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

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

Strengths-Safety and Crisis plan is in place and practiced

- CPR needed for teacher recertification

- System for maintenance requests

- Technology in grades 3-5

- Many Title I teachers and assistants push in during math, reading, and Boost Block.

Weaknesses-More opportunities for technology usage and education in grades K-2.

- Areas of school being cleaned equally

- Required testing time takes much time from instruction

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: 3.6

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •* 	Level 4

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"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •Support Staff training needs survey to address their needs. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •* 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Data Meetings 	Level 4

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

Strengths-Data meetings to monitor student progress

School leadership attends data meetings and consistently monitors student progress

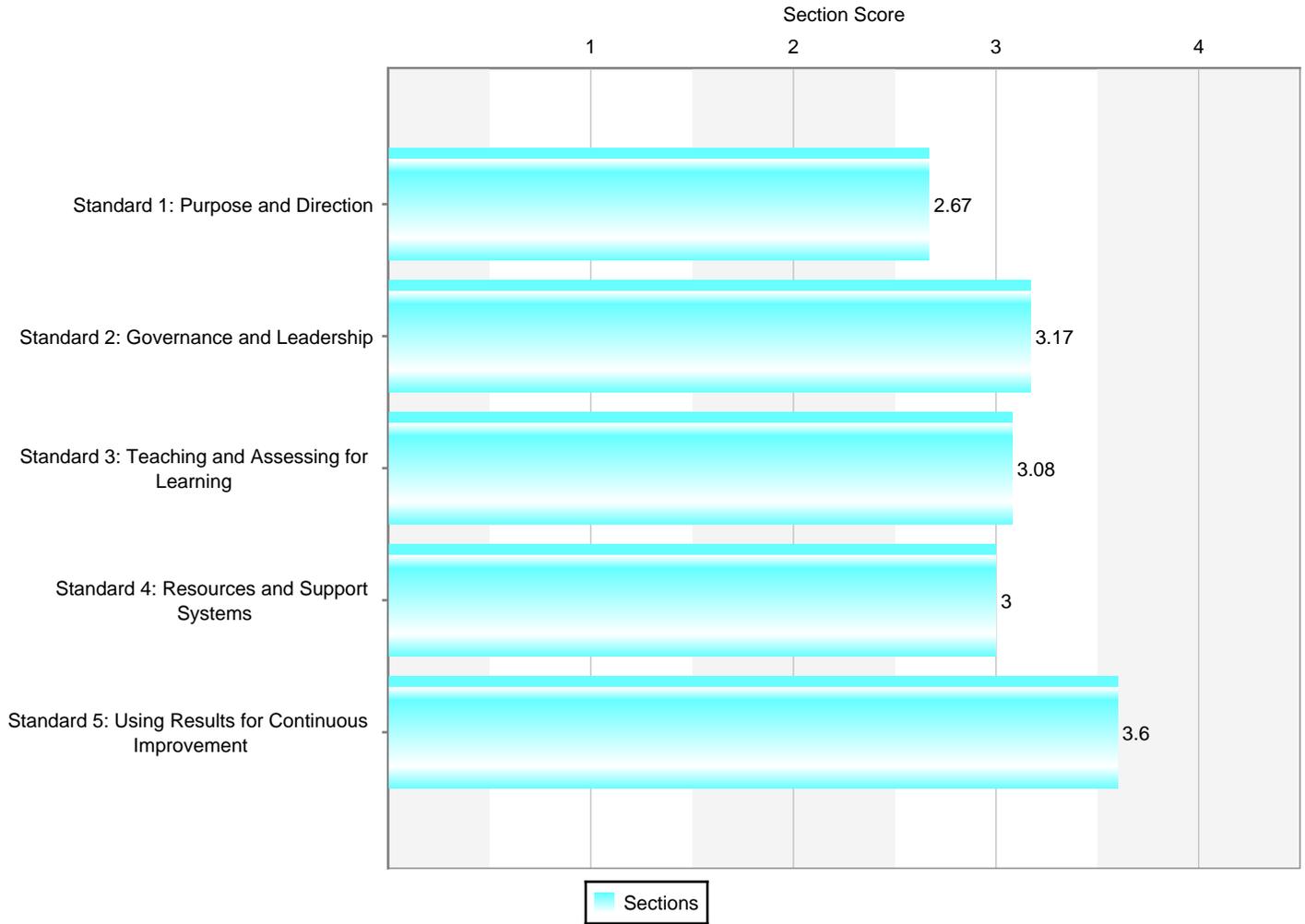
Many forms of assessment and data points for monitoring student achievement

Areas of Weakness-Support staff such as assistants are not always trained to assess children.

Students in grades 4-5 often test out of our running record system.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		EES2015

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Parent Survey: Strongest indicators were: 4.3 (Maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff) and 3.6 (Teachers implement the system's instructional process in support of student learning).

Staff Survey: 1.3 (The school leadership and staff at all levels 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 and 4.1 (The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

K-2 Students: 1.1 (System engages in a systematic, inclusive, and comprehensive process to review, revise, and communicated a system-wide purpose for student success and 4.4 (The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

3-5 Students: 4.4 (The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system and 5.4 (The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

Indicators of satisfaction demonstrate that our system has resources and services that support purpose, and direction to ensure success for all students.

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

N/a

Areas in Need of Improvement

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

Parent Survey: (2.3) School Division and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students.

Staff Survey: 3.5 (The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels and 3.1 (The system'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.

K-2 Students: 3.9 (The system designs and evaluates structures in all school whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience and 3.8 (The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning process.

3-5 Students: 5.1 (The system/school establishes and maintains a clearly defined and comprehensive student assessment system and 3.8 (The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning process.

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

Many of the indicators noted demonstrate the perception that we need to engage families in the learning and assessment processes in an effort to meet the needs of all students.

What are the implications for these stakeholder perceptions?

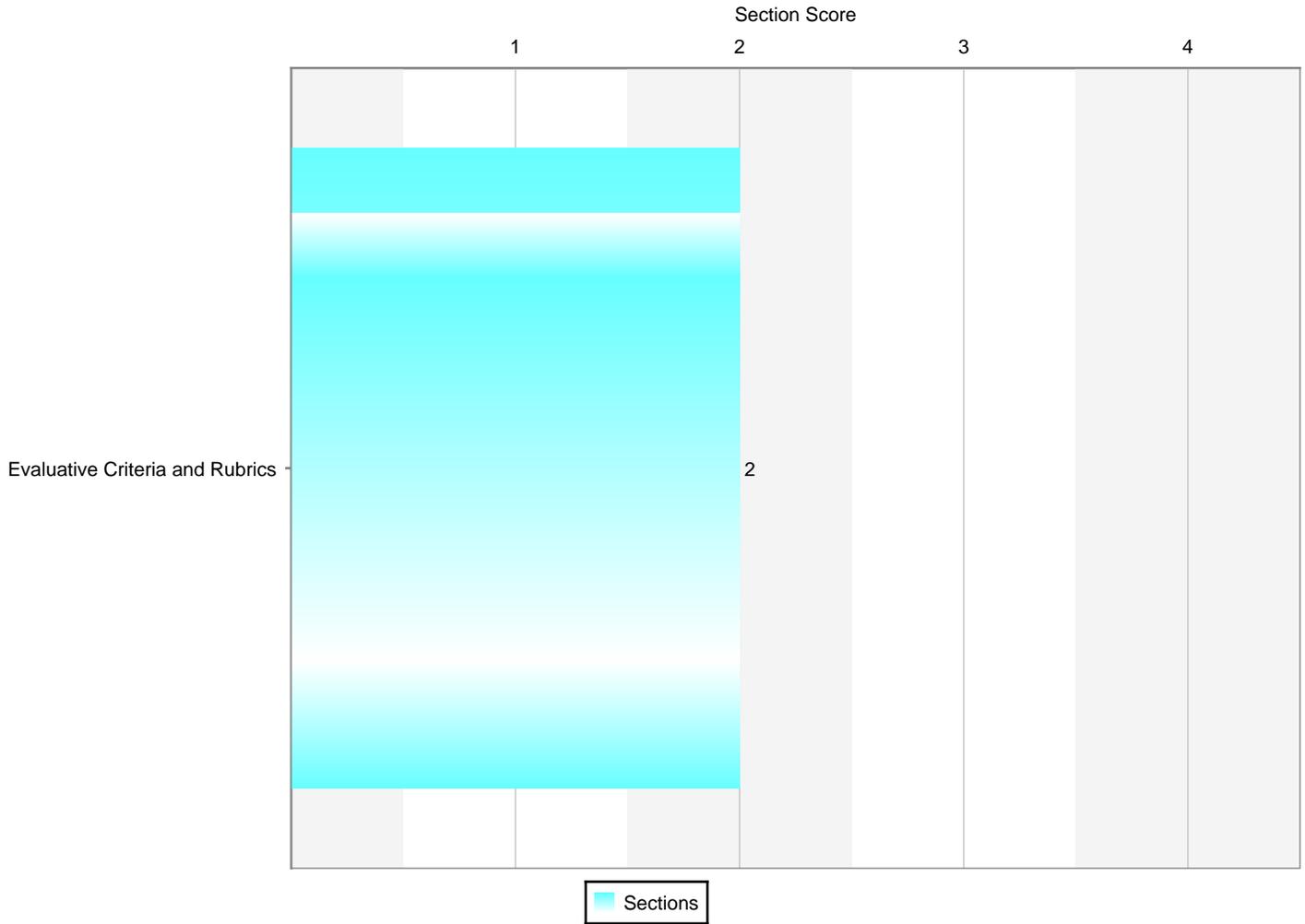
The schools and division need to continue to address and communicate the processes used to provide instructional learning opportunities, and assessment practices that meet the needs of all students.

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

N/A

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

In the area of reading, the following subgroups came in above the expected levels of performance:

All Students 78%/AMO 72, Gap Group II 64% / AMO 72%

In the area of math, the following subgroups came in above the expected levels of performance:

All Students 90%/AMO 68%, White Students 89%/AMO 71%, Gap Group II 88%/AMO 62%

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

When looking at the state expectations in the area of math, our students are demonstrating consistent gains that exhibit a positive trend line in performance as indicated by SOL scores well exceeding set AMO's.

Which area(s) indicate the overall highest performance?

All of our students in Grade 5 scored 100% on the math 5 SOL as well as the grade 6 math SOL. Our overall combined math score was 90%.

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

When examining the various subgroups performance, the following demonstrate increases in the area of math:

Math All Students 66% in 2014 to 90% in 2015

Economically Disadvantaged scored 57% in 2014 to 77% in 2015

Gap Group II 57% in 2014 to 88% in 2015

In the area of reading:

All students 78% in 2014 to 81% in 2015

Gap Group II scored 64% in 2014 to 72% in 2015

Between which subgroups is the achievement gap closing?

The performance of Gap Group II in the area of reading and math indicates that the achievement gap is closing as evidenced by comparing scores of 64% (2014) to 72% in 2015 in the area of reading. Math scores for Gap Group II exhibit similar growth as well with the students scoring 56% (2014) to 77% in 2015. In the area of math, the economically disadvantaged subgroup performance over the past two years have demonstrated progress toward closing the achievement gap when comparing the 57% pass rate in 2014 to a score of 71% passing in 2015..

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

As noted, the performance of Gap Group II in the area of reading indicates that the achievement gap is closing as evidenced by comparing scores from our reading assessments of IStation, SRI scores as well as district-level benchmarks.. Our math scores for our Economically Disadvantaged subgroup and Gap Group II have exhibited similar growth when examining other data sources: (Form A /Form B math assessments) as well as district-level benchmarks.

Areas in Need of Improvement

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

In the area of reading, our Students with Disability subgroup has been challenged by the reading SOL. We are continuing to analyze student academic progress including students in Gap Group I. Focus continues to focus on fluency and it's impact on comprehension as well as developing student stamina.

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

In the area of reading, our Student with Disability subgroup has demonstrated uneven performance in the reading SOL. We are continuing to provide intensive remediation to develop strengthen and skills.

Which area(s) indicate the overall lowest performance?

When examining the content area of reading our Student with Disability subgroup has the lowest performance.

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

Our Gap Group I students scores decreased in the content area of reading during the 2015 SOL administration when compared to 2014.

Between which subgroups is the achievement gap becoming greater?

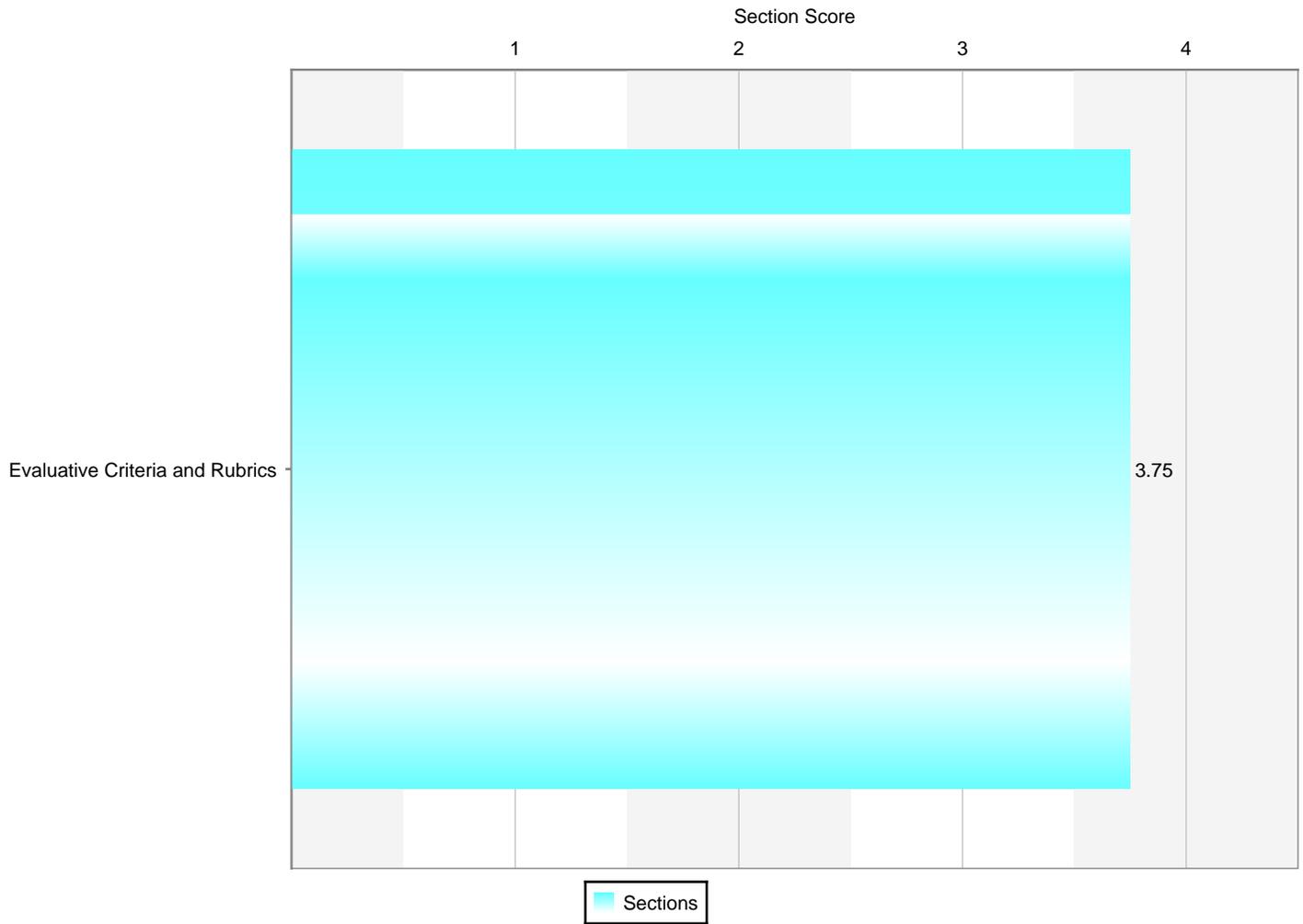
In the area of reading, our Students with Disability subgroup achievement gap is becoming greater.

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

Reported findings for our Gap Group I students in the area of reading are in-line with other school-level data sources (reading and SRI scores as well as district- level benchmarks) .

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	The institution understands and adheres to the prescribed AdvanceEd policies and procedures.	

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

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	Per requirements established by the division as well as the state, crisis management plans have been developed, and reviewed. Drill schedules are in place to ensure that training is practiced by our faculty, staff and students.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The institution monitors all financial transactions and adheres to the established accounting system that satisfies the Virginia Department of Educations' regulations, school board policies and reporting that is consistent with federal, state and local laws. Financial records of the school division are audited following the close of each fiscal year.	

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	The institution participates in the AdvancED's Adaptive System of School Improvement Support. This systems approach is designed to improve student performance and organizational effectiveness over time by identifying set goals, implementing plans of action and monitoring devices that have been put in place. System Accreditation recognizes that increasing student achievement involves more than improving instruction. It is each central office department, school, and classroom working together to meet the needs of all students.	