Accreditation Report

John M. Gandy Elementary School

Hanover County Public Schools

Ms. Leigh Finch, Principal
201 Archie Cannon Drive
Ashland, VA 23005

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

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?

John M. Gandy Elementary is located in the Town of Ashland in Hanover County, Virginia. We are located in a small town with adjacent rural areas.   Our school boundaries encompass both the town and the rural area contributing to a diverse student population. Many of our students reside in section 8 housing.   In addition, given our close proximity to Interstate 95, we have a small transient population that resides in the hotels located just off the interstate.

We have approximately 282 students enrolled in grades three through five.   There are five sections at each grade yielding a total of fifteen classrooms. Currently, 70% of our students are white and 22% are African American. We also have a growing Hispanic population, representing 11% of the school. This is up from 9% last year.   Our school serves a broad range of socio-economic statuses. Approximately 52% of our students receive free or reduced lunch.   Our population represents both ends of the socio-economic spectrum with very few students falling in the middle.

Our population has introduced some instructional challenges. We have many students who require remediation and increased exposure to instruction while at the same time, we have just as many students who benefit from extensions to learning.   We have very few "average" students.   This divide can be challenging for classroom teachers. Students labeled as gifted constitute 8% of our school and 12% of our school qualifies for special education services.

Students with limited English proficiency are a growing group for our school.   Approximately 7% of our students received ESL services or are on monitor status. The number of students receiving direct services has remained fairly constant over the last few years.   This influx of limited English proficient students has added challenges to classroom teachers and to school resources.

The economic downturn that has permeated life in the past few years has also affected John Gandy.   In the past several years, we have reduced our number of classrooms while our population has remained the same or increased slightly.   This has resulted in larger class sizes. On a positive note, a grant allowed us to have physical education, music, and art teachers on site every day of the week. In the past, these teachers were only on campus three days a week.

The Watch DOGS program (Dads of Great Students) continues to be a success at John M. Gandy. This program encourages father and father figures to volunteer in visible ways during the school day. This program has increased interactions between the school and community.

We also have continued to build our relationship with the local business community. We currently have 17 business partners. These partners support our school community by donation time, supplies, and money.   We are very thankful for the support and contributions of our business partners.

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.

John M. Gandy Elementary School will challenge all students to reach their highest potential through an active partnership of students, staff, parents, and community while recognizing the uniqueness of each child.

We believe parents, teachers, administrators, students, and the community share in the responsibility for advancing student learning. We sponsor many evening events where we invite the community to return to school to share in learning. These events include the curriculum fun night, grade level nights, and school performances. These events are designed to facilitate joint learning between our students and their families. We have also worked to nurture stronger relationship between our school and community business partners. We have been able to increase the number of business partners for our school, and have worked diligently to ensure that this link benefits both the school and the community.

We believe students are more successful when they accept responsibility for their actions and learning. To foster a sense of responsibility for actions and learning, we employ a positive behavior support system, Project Achieve. Project Achieve includes the direct teaching and guided practice of key social skills. Additionally, our Project Achieve committee developed behavior expectations for both classroom and common areas. These expectations are reinforced through social skill practice and common language across the school. We have also tried to induce more intrinsic motivation for student learning through the use of student data folders. The intent is for students to take a more active role in reviewing their progress and growth.

We believe each student is a valued individual with unique physical, social, emotional, and intellectual needs. At Gandy, we recognize each student is unique in his/her learning needs. To ensure that all students receive instruction that will benefit their unique needs, we allow for flexible grouping for reading and math. We use school-wide assessments to ensure that our groupings are a good match for each student's needs and meet on a regular basis to ensure instructional programs are benefiting each student. Additionally, our school counselor offers many social skills groups to support social and emotional growth. Students' accomplishments are recognized during quarterly assemblies.

We believe the curriculum and instructional practices will accommodate individual student differences that will enable students to become confident, self-directed, life-long learners. We recognize that each student learns differently. In order to accommodate learning differences, we employ several different programs. We have collaborative classrooms for students who require specific learning assistance and support. We use specialized reading and math programs for students who require intensive support. In addition to seeing students, our GT teacher works closely with teachers to ensure learning is extended. Gandy is lucky to have a full-time math coach and two reading specialists on site to support students and teachers. Teachers at Gandy also offer opportunities for extra learning through lunch bunches and after school tutoring.

We believe a variety of teaching strategies, including the use of technology, will support multiple learning styles within a safe and secure environment. As monetary resources permit, we are augmenting our instructional technology. All classrooms have interactive white boards to support instruction. This device allows for multi-media instruction that is engaging and interactive. We also have eight carts with classroom sets of small laptop computers and a class set of ipads. These mobile learning centers allow teachers to engage an entire class in multimedia instruction and exploration. Additionally, all grade leveling pacing guides are shared with resource teachers in order to support cross-content learning.

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.

John M. Gandy Elementary School has had many achievements in the past three years. According to a survey conducted by Niche in 2015, John M. Gandy Elementary school was ranked as the best public school in the Richmond Metro Area. This ranking is based upon key student statistics and opinions from students and parents.

Our principal, Mrs. Leigh Finch, was awarded the R.E.B . Award for Distinguished Educational Leadership in April of 2013. She was nominated by a group of teachers and parents who wished to recognize her for creating an environment at JGES where every member of the school community is focused on educational excellence. She pioneered "data days" where teachers, administration, as well as the reading and math specialists look at assessment data to identify hindrances to learning early on so that interventions can be set in place to help each child achieve success. It was innovative ideas like this which teachers and parents felt were examples of ways that our school leadership went above and beyond to promote educational excellence.   The funds received through the R.E.B. award were used to support professional development opportunities at John Gandy Elementary. All classroom teachers were able to attend an outside professional development experience in an area of interest.

Additionally, our reading specialist, Christina Saunders, was selected as Hanover County's Teacher of the year in 2014.   Ms. Saunders supports our reading instruction at John M. Gandy and works with other reading specialist in the county to create and provide professional development for classroom teachers. We are very proud to have the honor of having Hanover County's Teacher of the Year on our staff.

Many businesses in the surrounding community have joined JGES as Partners in Education. This program has been revitalized over the past two years. The businesses help our school by providing needed donations of time, materials, and incentives. Their donations have allowed the school to protect its limited operating funds.

JGES has maintained high scores on the math SOLs despite the increased rigor of the tests. Where many schools saw a dip in their math scores, JGES's scores remained steady. The newly revised reading SOL test presented some opportunities for expansion of our reading program.   School leadership, reading specialists and teachers came together to identify areas of growth in our current instruction. As a result, we have tightened up our instructional pacing, created common vocabulary used in instruction, and expanded the materials available for instruction.   These changes have increased the amount of time students spend in text and have been received favorably by staff and students.

Science instruction in the classroom was supported across all resource areas. Resource teachers integrated science curriculum into music, art, library, and physical education. These efforts resulted in a dramatic increase in our science SOL scores.

Our leadership and staff are always striving towards educational excellence. Over the next few years we plan to continue to improve upon our instructional knowledge in our core curriculum areas. We have hired an outside consultant to help us improve our guided reading instruction. This will be a continued area of focus as teachers work to further develop these skills.

Additional Information

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

No additional information

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: 2.33

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.	•Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	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.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 2

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

Strengths

Master schedule

- Flexible grouping across grade levels

- Common planning

Focused on student achievement

- Data days- allow for staff to know all of the students not just those in their class

- Data cards to track student progress

- Common assessments

Opportunities for growth:

Although this is out of our control, our biggest challenge is bridging the transition from Henry Clay (K-2) to Gandy (3-5).

Resource obstacles

- Fundraising efforts are split between two schools

- Parents have students in both schools which limits our financial resource pool

- Volunteer base is limited due to needs at both schools

Planning obstacles

- Despite joint planning for the transition, we do not know our rising third graders as we would if we were one school.

Engagement of all stakeholders

- Difficult to get parents and community members to school due to limitations with transportation and employment conflicts

Action Steps for continued improvement

   - Math and Reading Specialists work with teachers at Henry Clay Elementary School to improve alignment between 2nd and 3rd grade curriculum.

   - Reading Specialist screen rising 3rd graders so that we are able to better understand their instructional needs when they arrive at Gandy.

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.	•Governing body policies, procedures, and practices •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.	•Proof of legal counsel •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•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.	•Survey results •Examples of decisions aligned with the school's statement of purpose	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 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.	•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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •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 External Review team members may be interested in reviewing.

We based these decisions on the understanding that the Governing Body is the School Board and the School Leadership is the principal, assistant principal and teacher leadership.

Strengths:

Weekly grade-level meetings that occur during common planning

Administration meets weekly with reading and math coaches to discuss data and progress toward school goals.

Monthly meetings of leadership team, which includes representation from each grade-level and instructional area (resource, SPED, guidance, office staff, etc.)

All school committees include representation from each grade level and instructional area.

Opportunities for growth:

Sometimes there is a disconnect between the governing body and the schools

Stronger two-way communication with governing body is needed

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans	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.	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.	•Curriculum guides •Common assessments	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.	•Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Administrative classroom observation protocols and logs •Administrators regularly attend grade level meetings to discuss instruction.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Common language, protocols and reporting tools •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

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.	•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.	•List of students matched to adult advocate •Survey results •Intercept	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.	•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.	•Results of evaluation of professional learning program. •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services	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 External Review team members may be interested in reviewing.

Strengths:

  Instruction is focused on student achievement

  - Data days- review of assessment data by entire grade level and leadership

  - Use of data cards to track individual student assessment and overall progress

  - Use of data to plan instruction

  - Development and use of common assessments to ensure equity among all learners

  - Grade level teams engage in collaborative planning

  Instruction is based on individual needs of students

    - Flexible grouping across grade level based upon students' needs

  Other instructional opportunities

  - Established a STEM lab to allow exploration of math and science concepts and to promote critical thinking

  -     Integration of Science and Social Studies content into reading instruction

  -     Expanded reading resources (book room) to accommodate more levels of readers

  -     Purchased leveled guided reading books for teacher use in classrooms

  -     Use of RtI Model (Response to Intervention)

  - GLEE (Grade Level Educational Excellence)- a formal committee that allows teachers to discuss and brainstorm strategies to address the academic, behavioral, and or emotional needs of individual students

  - EXCEL- a formal building level committee that meets weekly to further discuss and assist with problems that are not resolved through the GLEE process

  - Case managers are assigned through EXCEL process to further support the classroom teacher

  - Positive Behavioral Support (PBS) program implemented to maximize learning environment

Opportunities for growth:

  Develop a stronger mentoring and coaching structure

  Offer more individualized professional development

  Incorporate more opportunities for critical thinking in our everyday instruction

  Explore possibility of offering after-school enrichment for students

  Ensure that assigned homework is deliberate and purposeful

Ensure that we are providing remediation and extensions for all students

Standard 4: Resources and Support Systems

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

Overall Rating: 2.57

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •new windows, fresh paint, new doors signal blue drill	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •ITRT subscription services to educational materials	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 few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	•Technology plan and budget to improve technology services and infrastructure •Survey results	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Intercept Digital Citzenship Social Skills Clothing/ Supplies County parent resource center is housed at our school	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.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •GLEE/ Excel	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:

We maximize all available resources.

Technology resources are expanding.

- 9 laptop carts
- 30 ipads
- Mounted LCD projectors
- Mounted SMARTboards in all homeroom classes
- Wireless internet access

Library Schedule

- Each class receives 12 extra library classes per year with a focus on inquiry
- Flexibly schedule one day a week to allow for collaborative projects with homeroom teachers

ITRT and SySOP on site

All resource teachers are on campus each day

Parent Resource Center is housed here at Gandy

Community Volunteers

- Watch DOGS
- PAWS to READ
- Lunch Buddies program
- General library and classroom help

A Master Schedule is used to maximize instructional time

All staff work with all children

Opportunities for improvement:

Lack of formal maintenance schedule

- Have to pay mulch for playground and grounds beautification out of instructional funding
- Building is older and has many maintenance needs

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 use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•data day spreadsheet assessment schedules' Common assessments County Benchmarks Universal Reading screening	Level 2

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.	•Data cards PGPs/ SMART goals Data Day	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.	•Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Data day	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Survey results •Weekly meetings of instructional leaders and administrators GLEE/EXCEL Grade level meetings Leadership Team Meetings Project Achieve	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:

Continuously look at data for planning

- RTI Model

- Data Day attended by school leadership and entire grade level staff

- Data cards used to track progress for all students

- Leadership meets with reading and math specialist on a weekly basis

- GLEE process to discuss student learning

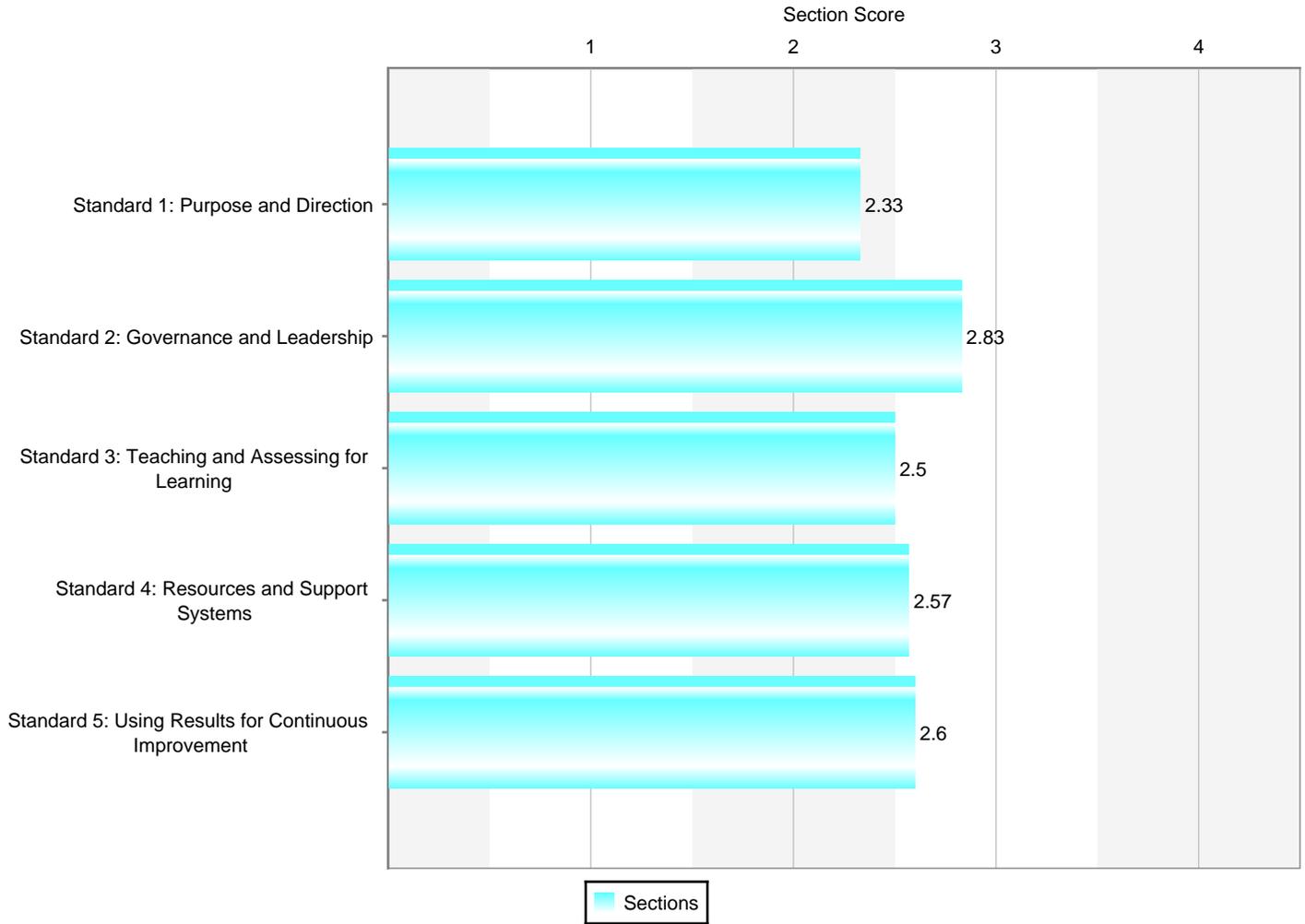Continuously evaluate instruction for consistency

- Grade level pacing guides developed annually

- Use of common assessments (County & School)

- Team planning

-   Implementation of a universal reading screening (F&P)

Opportunities for growth:

Availability of formal training in data analysis for all instructional staff

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			2.33	
Standard 2: Governance and Leadership			2.83	
Standard 3: Teaching and Assessing for Learning			2.5	
Standard 4: Resources and Support Systems			2.57	
Standard 5: Using Results for Continuous Improvement			2.6	

Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

Areas of Notable Achievement

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

For staff and students, Standard 1 is the highest. This is reflective of the strong collaborative culture of our school.

For parents, standard 5 is the highest and reflects the perception that our school has a highly qualified staff and maintains a safe and sound instructional environment.

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

While we only have one year of data, the general trend that we have noticed is most stakeholder groups are in alignment particularly in standard 3.

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

Our current scores are consistent with previous survey data especially in standard 5. All three stakeholder groups indicate satisfaction with the professional learning environment that found at John M. Gandy Elementary School.

Areas in Need of Improvement

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

Standard 4, particularly indicators 4.2 and 4.3 show a low level of satisfaction. These reflect resources and facility. This is also consistent with the open-ended comments from all three stakeholder groups.

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

A trend towards decreased satisfaction in the physical facility and adequate resources is evident in the data from the current survey and previous years.

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

We lose stakeholder confidence in the ability to educate students when they perceive our facility and resources are not satisfactory.

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

Additional stakeholder feedback corroborates evidence of dissatisfaction with our current facility and resources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   2.5

Sections
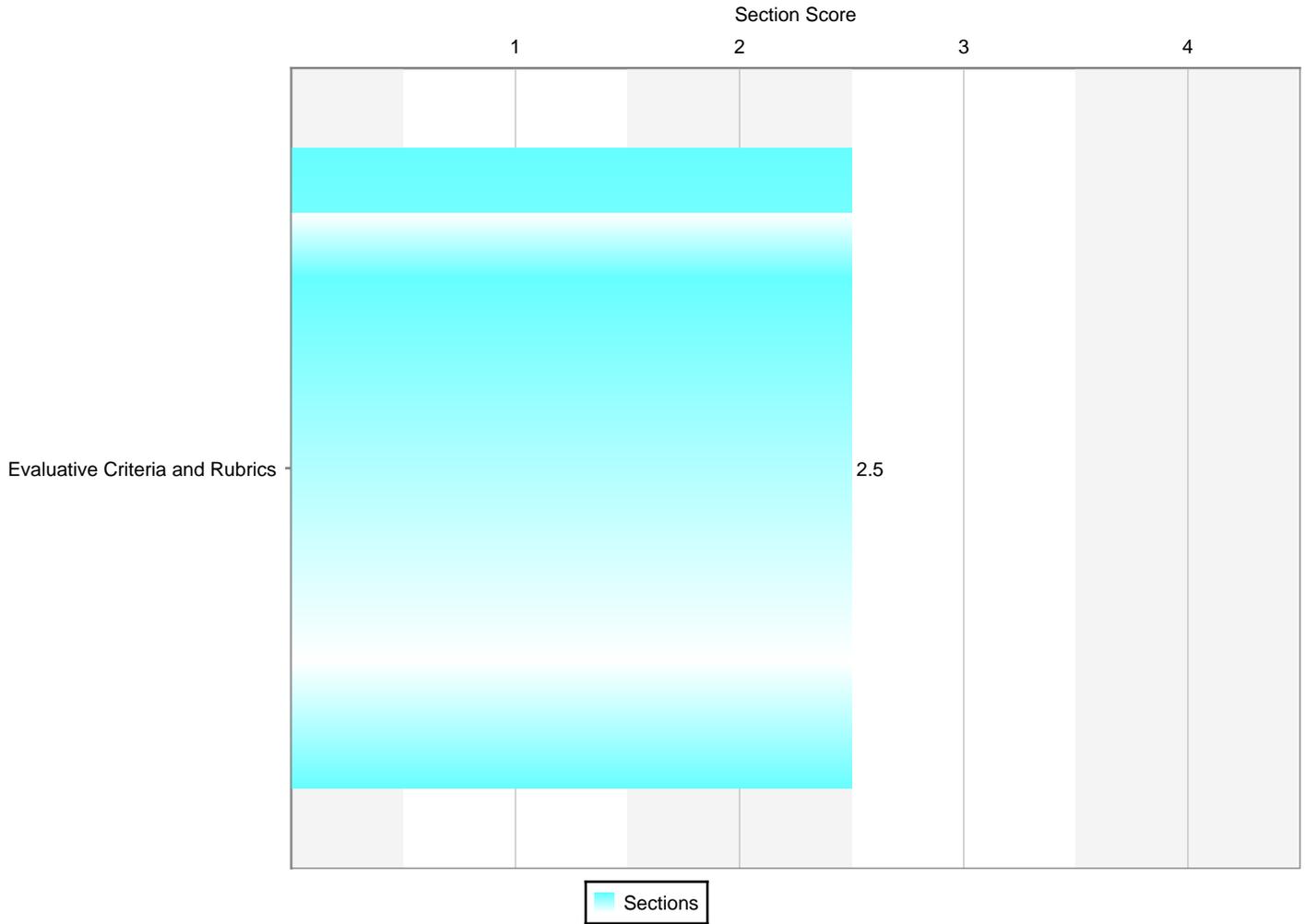
Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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?

Mathematics across all student subgroups, with the exception of students with disabilities, exceeds expected levels of performance.

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

Reading performance shows a positive trend over the last two years.

Which area(s) indicate the overall highest performance?

Math and Virginia Studies are the subjects with the highest performance.

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

As compared to our three year average, Gap Group 1 and Gap Group 2 show an increase in math performance, and Gap Group 3 and Students with Disabilities show an increase in reading performance.

Between which subgroups is the achievement gap closing?

Data for subgroups remains static. There is no discernible movement to close the gaps.

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

All of the above trends are consistent with other data collected such as Fountas & Pinnell Reading data, unit math assessments, and county benchmarks.

Areas in Need of Improvement

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

All areas met state accreditation levels.

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

While we exceeded state and federal accreditation goals, overall reading and math scores show a decrease of approximately 3% points between 2014 and 2015.

Which area(s) indicate the overall lowest performance?

Reading performance was the overall lowest.

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

Students with Disabilities and ELL students display and downward trend in performance both reading and math.

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

The achievement gap is growing between white students and students with disabilities.

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

All of the above findings are corroborated through other assessment data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.75
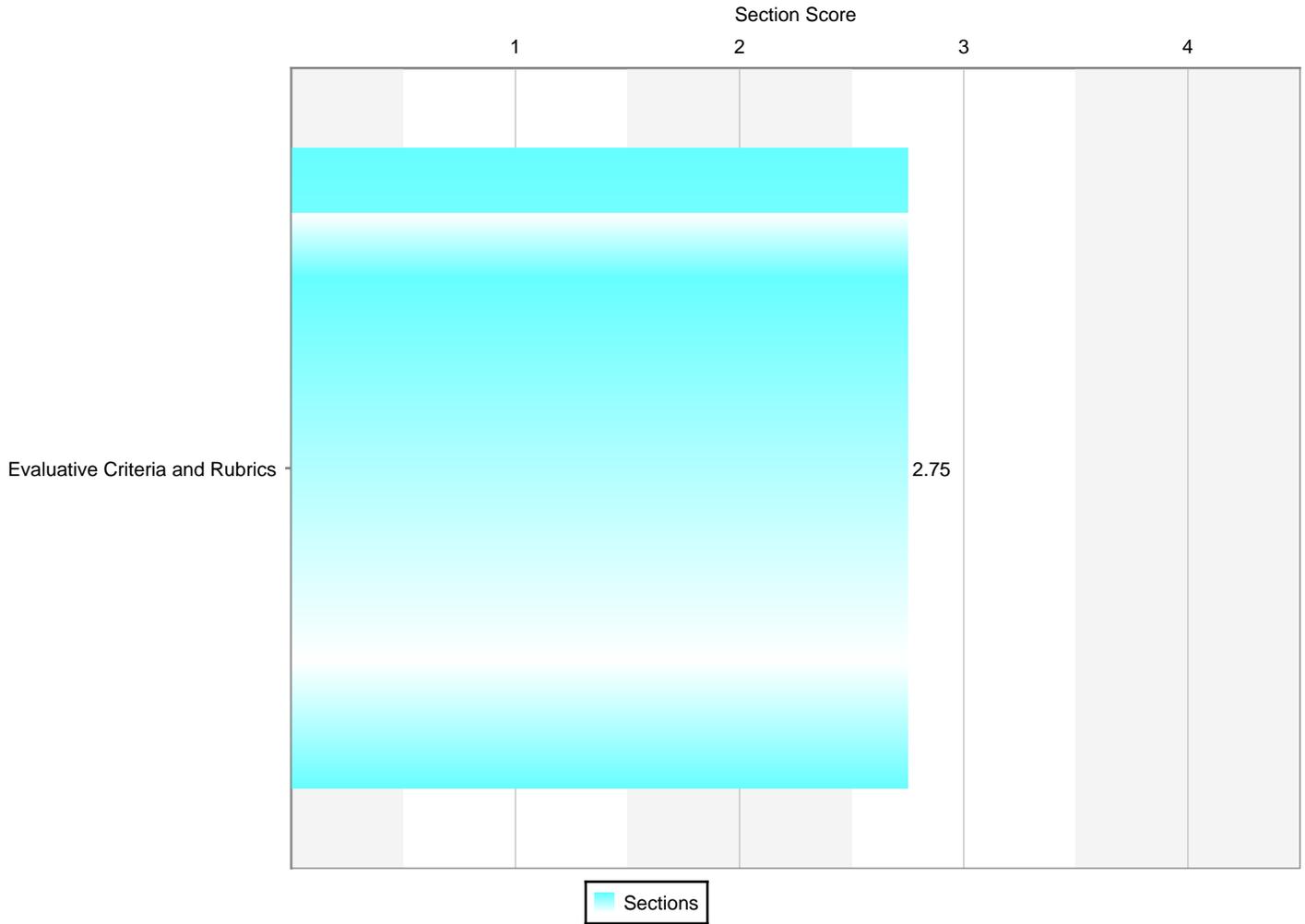
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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