



# **Accreditation Report**

**Laurel Meadow Elementary School**

**Hanover County Public Schools**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information .....	9

## **Self Assessment**

Introduction.....	11
Standard 1: Purpose and Direction.....	12
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning .....	18
Standard 4: Resources and Support Systems.....	24
Standard 5: Using Results for Continuous Improvement.....	28
Report Summary.....	31

## **Stakeholder Feedback Diagnostic**

Introduction.....	33
Stakeholder Feedback Data.....	34
Evaluative Criteria and Rubrics.....	35

Areas of Notable Achievement..... 36

Areas in Need of Improvement..... 37

Report Summary..... 38

**Student Performance Diagnostic**

Introduction..... 40

Student Performance Data..... 41

Evaluative Criteria and Rubrics..... 42

Areas of Notable Achievement..... 43

Areas in Need of Improvement..... 44

Report Summary..... 45

**AdvancED Assurances**

Introduction..... 47

AdvancED Assurances..... 48

# 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?**

Laurel Meadow Elementary School Profile 2015-2016

Laurel Meadow Elementary School, located in historic Hanover County, Virginia, was established during the 2008-2009 school year. The school opened with a student population of 719 students in grades K-5 and served students in the Mechanicsville, Virginia community. The school was established to relieve the high student population at Pole Green Elementary School. As designed by the county's official redistricting process, the majority of original students were from Pole Green Elementary with additional students from Battlefield Park and Mechanicsville Elementary Schools.

Laurel Meadow Elementary School, located in eastern Hanover County, was designed to be a community school. The school is situated within walking distance of four major subdivisions: Davis Place, Cypress Tree, Laurel Meadows and Meredith Farms. This unique location established Laurel Meadow as one of the few Hanover elementary schools located directly in a residential area. The school houses several unique programs for the county. There is one Hanover Pre-School Initiative (HPI) which currently served 4-year old students. In addition, Laurel Meadow has two special education classrooms which serve students identified with Autism.

The original staff at Laurel Meadow was a diverse group with a large percentage transferring from Pole Green Elementary School. Additional staff transferred from Elmont, Battlefield Park, and Rural Point Elementary Schools as well as from other Virginia localities. The current staff consists of 36 classroom teachers, 11 special education teachers, 12 resource (guidance, reading, art, music, P.E., library, gifted, ESL, and ITRT) teachers, 14 instructional assistants, 2 occupational therapists, as well as 9 cafeteria workers, 3 custodians, and 15 bus drivers. In addition, the school utilizes the services of a social worker, a school psychologist, and an educational diagnostician. During the 2014-2015 school year, a Therapeutic Day Treatment Counselor was added to the staff.

The initial Parent Teacher Association (PTA) was established prior to the opening of the school and quickly began working for the benefit of the school community. During the charter year, many programs and activities were established to enhance the experience of the entire Laurel Meadow community. Activities such as the annual Snowflake Breakfast, STEM Fair, Reading & Writing Night an annual Veterans' Day Program, a 5K Run, and numerous Spirit Night activities have quickly become a mainstay at the school. These activities have helped to promote partnerships within the community and boost our school spirit throughout the year.

Currently, the student population at Laurel Meadow Elementary School is 86% White, 6.7% African American, 3.3 % Hispanic, and 1.2% Asian. During the 2015-2016 school year, 23 % received free or reduced lunch as determined by Federal Guidelines. As a school community, 9.4 % of the students receive some type of special education services. These services are related to students identified through the Child Study process as having special educational needs. In addition, 6.5% of the student population receive gifted and talented services through cluster grouping and a collaborative model. These students are identified through a referral process that occurs twice a year at the school, based on the guidelines established by the Hanover County School Division. Also, within the Laurel Meadow school population 2% of the students are recognized as English as a Second Language Students (ESL). The needs of this population are served by an itinerant ESL teacher.

## Accreditation Report

Laurel Meadow Elementary School

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To help ensure the success of each child, Laurel Meadow Elementary School carefully monitors the success of each student. Students achievement is monitored utilizing a universal screener in the area of reading (a web based program) and by monitoring student reading levels. Math progress is monitored via pre and post assessment test results per instructional strand and by reviewing county benchmark assessments. These results are reviewed by the School Data Assessment Team on a monthly basis. Students scoring well below the expectations are discussed and instructional interventions are utilized to raise the students' level of achievement and close academic gaps. The interventions are implemented by the classroom teachers, the Reading Resource Teachers and two SOL part-time instructors. In addition, during the 2014-2015 school year a before school intervention program was implemented to help protect the core instructional programs. This before school tutorial focused on meeting the instructional needs of students in the areas of reading and math. Furthermore, the instructional expertise of a retired reading specialist were utilized to enhance the reading comprehension skills of students in grades 3-5. The staff continues to implement a Positive Behavior Intervention Support (PBIS) System. This tiered school wide support system encourages appropriate school behavior coupled with an incentive program which is directly tied to the school motto.

At Laurel Meadow:

I respect myself and others.

I have the power to make good choices.

I respect myself and others.

I have pride in my school.

Students and staff begin each day by reciting the motto to reaffirm the core values of the school community. In addition to the motto, the total school community participates in a Character Education Program. This initiative is funded by the Hanover Education Foundation (HEF). The basic components of this program is focused on positive character traits which are introduced to the entire student body and encouraged through classroom and school-wide activities.

To encourage and increase student involvement, various school sponsored activities are offered throughout the school year. Beginning in third grade, students can become members of the Student Council Association (SCA) as a classroom representative or an officer. This group meets monthly to discuss school-wide student initiated programs and activities including school spirit days and student fund raising projects. Another opportunity offered to both fourth and fifth graders is our Reading Olympics Program. Teams are created to share the responsibility of reading an established Hanover County reading list. Once completed, all teams participate in an annual competition. In addition, fifth grade students have the opportunity to become active participants by serving as student ambassadors. During the 2014-2015 school year, a Chess Club was established in order to develop an appreciation of the game while building problem-solving skills,

In order to ensure that the learning environment is engaging, instructors at the school avail themselves to numerous professional development opportunities. Prior to the initial opening of school, staff members participated in a two day retreat to bond as a new school community and learn about effective instructional learning techniques with Dan Mulligan, a recognized staff developer in the state of Virginia. Prior to the 2009 - 2010 school year the staff participated in a full day Kagan Workshop. This workshop focused on interactive tools to utilize during instruction which promote increased student engagement. During the 2013-2014, staff development opportunities were based on county initiatives (21st Century Skills) and the new Teacher Evaluation System. Two highlights of the professional development program were opportunities to have staff members attend the Virginia State Reading and Math Conferences. After their attendance, they shared their new knowledge with the entire instructional staff. During the 2014-2015 school year a number of teachers attended the National Math Conference and the Virginia State Reading Conference. They shared their experiences with the entire instructional staff during staff meetings. During the fall of the 2015 school year, the essential components of a effective guided reading lesson were highlighted by Beth Estill, a Professional Developer from Virginia Beach.

Technology is another component of the students' learning environment that is both interactive and engaging. Kindergarten through third

## Accreditation Report

Laurel Meadow Elementary School

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grade classrooms are equipped with five desktop computers each. Fourth and fifth grade classrooms house two desktop computers each. In addition, LMES has three classroom sets of laptops on mobile carts and several grade level sets of iPads and Netbooks for student use in the classroom.. Computers are utilized daily in classrooms to enhance student instruction. Our computers are loaded with an array of educational software and have internet access. Other equipment is also available for student instruction including: flat screen televisions in every classroom, point and click response remotes, Interwrite pads, SMART boards and LCD projectors. Teachers receive ongoing professional development to learn to incorporate the various technology tools into their instruction by the itinerant Instructional Technology Resource Teacher (ITRT). The ITRT also works closely with teachers by offering collaborative instruction as well as development of specific content lessons. Teachers are responsible for integrating technology in their instruction. This integration ensures students the opportunities to interact with tools that focus on 21st century work force skills.

Laurel Meadow continues to be an emerging and developing school community which commits daily to its core values. We take pride as a school dedicated to building a strong educational foundation for its dynamic students as they prepare to become productive citizens.

## 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.**

Laurel Meadow Elementary School

Mission, Belief, Vision Statements

Mission Statement:

Laurel Meadow is a diverse community dedicated to providing a safe learning environment in which all students are inspired to achieve to their fullest potential.

Beliefs Statement:

In our community we believe:

- Children will learn and achieve in an innovative environment.
- Positive partnerships are essential for success.
- School should be a safe and inviting place to learn.
- Learning is a life-long process

Vision Statement:

The staff at Laurel Meadow builds on the Hanover County Public School's Tradition of Excellence while striving to exceed community expectations.

Laurel Meadow Elementary is a diverse community dedicated to providing a safe learning environment in which all students are inspired to achieve to their fullest potential.

## **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.**

### Notable Achievements

Laurel Meadow Elementary School was established during the 2007-2008 school year. The staff members have received numerous awards and honors. Hanover Education Foundation Grants have been received by Cheri Beth Fisher and Sarah Bazemore (School-Wide Collaborative Intervention Planning: Strengthening Support for Teachers and Struggling Students) and Karen Carpenter and Kim Lawrence (Let's Chat about Math). The most recent recipients of Hanover Education Foundation Creative Classroom Grants(2015-2016) are Alicia Broughton (Creating a Steam Lab 2.0),Melissa Thurston (Telling, Drawing, Writing), Hilary Coakley (Using Picture Books to Strengthen Comprehension Across the Curriculum) Sarah Bazemore, a former special education teacher and Melissa Lehman, a Kindergarten Teacher each received an REB Award for Teaching Excellence. In addition, Dr. Cheri Beth Fisher, former Assistant Principal, earned a Business Advisory Council Award for Excellence in Leadership. Patti Deal, Kindergarten Instructional Assistant received the Superintendent's Professional Scholarship. There are a number of Nationally Board Certified Teachers on staff, Meg Switzer, Rachel Martin, Carol Anne Ziolkowski,. Hilary Coakley, Elena Faulkner and Alicia Broughton. In addition,during the 2012-2013 school year, the School Resource Team were the recipients of a Partners in the Arts Grant.. This project involved the entire school and incorporated the services of a Professional Artist and Book Maker. A very notable recent achievement is that Erin Adams, third grade teacher, was recognized as the 2014-2015 Hanover County Teacher of the Year.

As a school community, several programs have been implemented and recognized. The school was the first Hanover recipient of a Virginia Department of Transportation, Safe Routes to School Grant. This grant encourages students and their families to walk to school in an effort to promote a healthy lifestyle. One aspect of the grant included the building of sidewalks around the school perimeter to enhance the safety of students choosing this option. Since the official grant concluded, the Safe Routes to School Initiative remains active through the monthly "Walk to School Wednesday" Program. During the 2015-2016 school year, the staff is planning two Walk to Celebrations especially promoting the National Walk to School Day in October. In addition, a parent group established a Laurel Meadow Courtyard Garden. This garden promotes student learning with hands-on application related to the Standards of Learning and develop an appreciation for the natural environment. To enhance the use of the courtyard garden, a Garden Club was established by the cafeteria manger. The students in this club meet on Wednesdays to teach students the basics of gardening combined with discussions about good nutrition. To enhance and encourage male presence in the building, a WATCHDOG Program was implemented in January 2010. This program promotes the involvement of dads/male role models in classrooms, on the playground, in the cafeteria and even in the school front office during the school day.

In addition, LMES was a two time recipient of the board of education competence to excellence award for meeting state and federal benchmarks for two consecutive years.

### Areas of Improvement

To facilitate student understanding of critical reading concepts, there has been a concerted effort for all staff members to develop a common language for delivery of instruction. To support this effort common terminology has been determined and visuals are posted within classrooms among grade levels, which builds as students transition to higher grades. This initiative has created awareness among staff of the scaffolding of skills between grade levels, which will then improve student decoding and comprehension skills.

To increase the implementation of 21st Century Skills within the classroom, several professional development sessions have been presented to the entire staff. Two grade levels piloted the incorporation of I pads in classroom instruction during 2013-14 school year. During the 2015-2016 school year to facilitate the enhancement of these skills, we developed a School Improvement Goal to address this critical area that will impact students and staff.

Currently, the school is focusing on closing the achievement gap for students identified in the following subgroups: special education and economically disadvantaged. The major focus for these two subgroups will be in the areas of reading and math. The instructional focus will be to increase students' instructional reading levels and building students' problem solving 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.**

To assist students in becoming more globally aware, Laurel Meadow offers several opportunities for students to contribute to their community.

### 5th Grade Mini-Economy

Fifth grade teachers work collaboratively with the gifted resource teacher to present concepts of practical economics as they guide students to set up their businesses to design and offer original products. Students manufacture these products in class, keeping records to track their startup expenses and other expenditures necessary for having a successful business. The unit culminates in a Market Day event, as students come together to buy and sell their products.

### Canned Food Drives

Twice a year students are encouraged to donate nonperishable foods, which are then donated to agencies of need throughout the Richmond area.

### SCA Projects:

#### Hat and Mitten Tree

During the holiday season students are encouraged to donate hats, mittens, gloves, scarves or socks for children, which are then donated to agencies throughout the Richmond area.

# 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's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> </ul>	Level 3

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

## Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•-The School Improvement Committee meets monthly to discuss data and other academic concerns/achievements.</li></ul>	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.**

Areas of strength:

- staff committed to the mission statement and beliefs of the school
- development of the mission statement by school and community to ensure commitment
- our school has a process for review, revision and communication through our website, monthly newsletters and calendars.
- monthly meetings designed to review and implement action plans

Areas of improvement:

- assuring that all stakeholders are aware of the purpose and direction of the school

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> <li>•-The Parent and Student Handbook is distributed annually by the division. In addition, the policies and procedures are available on the county web site for all stakeholders.</li> </ul>	Level 2

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"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•-The governing body (school board) has monthly meetings and operates in the best interest of students and the community.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

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"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> <li>•-School leaders are responsible for the day-to-day operation of the school. In addition, they are responsible for working with the staff to develop goals related to student achievement. These goals are reflected in the School Improvement Plan.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•-The sense of culture is denoted and reinforced daily as students and staff recite the school motto which focuses on: respect, being responsible, making good choices and having pride in the school. The results of our staff survey reflects that everyone is working in a collaborative manner to achieve our stated purpose.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•-The PTA is an active organization and partners with the school leadership team to promote the importance of working jointly to ensure student success. In addition, one School Improvement Committee focuses on community and parental involvement through various activities during the school year.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•-The Teacher Evaluation Process focuses on seven performance standards that are critical to quality instruction leading to student achievement. The indicators of effective instruction are: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment for Student Learning, Learning Environment, Professionalism, and Student Academic Progress.</li> </ul>	Level 3

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

Areas of strength:

## Accreditation Report

Laurel Meadow Elementary School

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-Division Policies and Procedures are on the website for public access.

-The teacher evaluation process has been implemented and will continue to encourage the incorporation of 21st Century Instruction in the classroom and effective instructional practices.

Areas in need of improvement:

- The engagement of more stakeholders in the process related to determining the purpose and direction of the school

### 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: 2.67

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"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Course schedules</li> <li>•To meet the needs of various types of learners, differentiation based on students needs is a daily expectation. To ensure that there are equitable and challenging learning experiences Individualized Education Plans are designed for students with special instructional needs and 504 Plans are created for students needing accommodations in order to access the curriculum. Furthermore, students can be identified as gifted and talented and have the opportunity to experience curriculum enrichment.</li> </ul>	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"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Pre and Post assessments are utilized to measure student growth in the area of mathematics. In the area of reading, Fontas and Pinnell Assessments are utilized at all grade levels to determine reading levels. The results of the assessments are reviewed with administrators and appropriate instructional supports are implemented as needed.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•-21st Century Skills are implemented throughout the school day. The need for student and staff collaboration and communication is highlighted in our School Improvement Plan. Technology is implemented as an instructional resource to engage students in the curriculum expectations.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Administrative classroom observation protocols and logs</li> <li>•-The Teacher Evaluation Process clearly denotes the expectations for classroom instruction as well as expectations for administrators as evaluators. Administrators strive to be directly involved in instructional decisions/discussions always seeking strategies to reach the next level of student achievement.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•-Common Planning blocks to promote a collaborative learning community. Each grade level has at least one common planning block each week to ensure that formal and informal discussions about student progress occurs. Some grade levels discuss and review actual student work samples to improve instruction.</li> </ul>	Level 2

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

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•-Mentoring meetings for new staff are scheduled and designed to highlight critical topics during the school year. These meetings are directed by the school's mentor coordinator. Also, each new teacher has a grade level mentor who works directly with them related to day to day instructional needs. In addition, the school division provides new teachers with at least 3 sessions developed to the needs of new teachers.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•-Increasing attendance and participation at instructional information sessions is a School Improvement Goal for the 2015 -2016 school year. Parents are informed of progress through various formats including: emails, telephone conversations teacher newsletters, an on line grading programs, interims and report cards.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>List of students matched to adult advocate</li> <li>During the 2014-2015 school year, students with specific needs were paired with an adult in the building. During the 2015-2016 school year, we hope to expand that program.</li> </ul>	Level 2

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"> <li>Evaluation process for grading and reporting practices</li> <li>Policies, processes, and procedures on grading and reporting</li> <li>Grade levels determine their grading policies and procedures based on division and state expectations.</li> </ul>	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"> <li>Brief explanation of alignment between professional learning and identified needs</li> <li>Crosswalk between professional learning and school purpose and direction</li> <li>There is a continuous focus related to matching professional development to the specific needs of the students in the building. Currently, the focus is on the area of reading with particular attention on Students with Disabilities. Continuous focus and analysis is on all academic areas however; this sub group is a major area of concern.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

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.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li><li>•-Reviewing and discussing data is a definite area of strength for the school. Grade level teams discuss data to determine areas of need. In addition, the school data team meets on a monthly basis to review student progress and discuss appropriate intervention strategies.</li></ul>	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:

- Meeting unique student needs through special education and gifted education
- Creation of grade level pacing guides
- Compacted math classes 4/5 and 5/6
- Scheduling allows common planning time among grade levels
- Communication tools keep parent and the community informed

Areas in need of improvement:

- Effective utilization of technology
- More structure for coaching/mentoring within the building especially in the area of reading.

To improve in these areas, we have developed School Improvement Goals that focus on the incorporation of 21st Century Skills. In the area of coaching, we now have two Reading Specialists in the building which will permit us to provide more direct coaching in this area for all classroom teachers. The improvement of student reading scores is also addressed as a School Improvement Goal.

**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: 2.43

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•-Human Resources Department screens applicants prior to school based interviews. After the applicants are interviewed by the Human Resources Department, qualified applicants are interviewed at the school level to determine the person that is the "best fit" for the position. The number of staff members needed is determined at the division level with input from school administrators.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•-The daily schedule is designed to maximize instructional time for each grade level. To ensure that staff members have input related to the schedule, grade level staff meetings occur during the summer. School leaders have purchased additional instructional materials and technology to ensure that students and teachers have needed resources.</li> </ul>	Level 3

**Accreditation Report**

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•System for maintenance requests</li> <li>•-Safety committee responsibilities, meeting schedules, and minutes</li> <li>-The school facility is well maintained. The custodial staff is dedicated to maintaining a safe, healthy working environment for students and staff. Students participate in this process by focusing on recycling related to the environmental portion of the facilities plan.</li> </ul>	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 most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•-The school has a full time systems operator who handles the daily technology concerns. In addition, a Instructional Technology Resource Teacher is shared with several schools. Her position focuses on the implementation of 21st Century Skills and ensuring that staff is trained on the existing technology and that they incorporate these skills within classroom instruction.</li> </ul>	Level 2

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> <li>•-The implementation of technology is an ongoing focus area. To meet the needs of students, the school administrators have added more instructional technology tools . The instructional staff has worked diligently to support the technology initiative by creating and hosting successful fundraisers.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•-At Laurel Meadow, we have various programs designed to meet the needs of students. The Academic EXCEL Team meets to determine strategies to meet the needs of students having academic needs. They review the student's profile and determine the intervention that is needed to improve academic success. The Behavior EXCEL Team meets to design strategies to meet the needs of students having varied behavioral difficulties. A behavior plan may be designed based on student, parent and teacher input.</li> </ul>	Level 2

## Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•-The school provides numerous services to meet varied needs. There is a full time counselor and a Therapeutic Day Counselor working in the building everyday. In addition, the child study process is in place for students having suspected disabilities and a 504 process in place for students needing other types of accommodations to ensure academic success.</li> </ul>	Level 3

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

Strengths:

- The special education process is very efficient.
- The regular meetings of the EXCEL Teams which focus on students with academic or behavior needs.

Areas of in need of improvement:

- Publication of the school's vision for technology enhancement.
- Incorporation of 21st Century Skills throughout the school.

The school has determined that one the School Improvement Goals will be centered around the area of technology.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•-The data team meets on a monthly basis to review student assessment data and determine academic growth. The assessment process is seamless and incorporates various tools to ensure that similar tools are used at every grade level. Pre and post assessments are utilized as well as diagnostic reading assessments.</li> </ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"><li>•Policies specific to data training</li><li>•Documentation of attendance and training related to data use</li><li>•-The school division provides annual professional development on division level initiatives. The school develops and plans for school related professional development needs.</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•-The analysis of data is ongoing. The school maintains a data chart that is consistent for every grade level . This spreadsheet provides a framework for discussions related to student achievement.</li></ul>	Level 3

# Accreditation Report

Laurel Meadow Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•-The administrators are active participants in all discussions related to student learning and achievement. They are vital members of the data team and work closely with grade levels and individual teachers to determine student academic progress. In addition, the administrators work closely to ensure the implementation of school improvement goals and provide timely information to all stakeholders.</li></ul>	Level 3

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

Strengths:

-Data Team Meetings which focus on student progress and the development of remediation plans for students.

Areas in need of improvement:

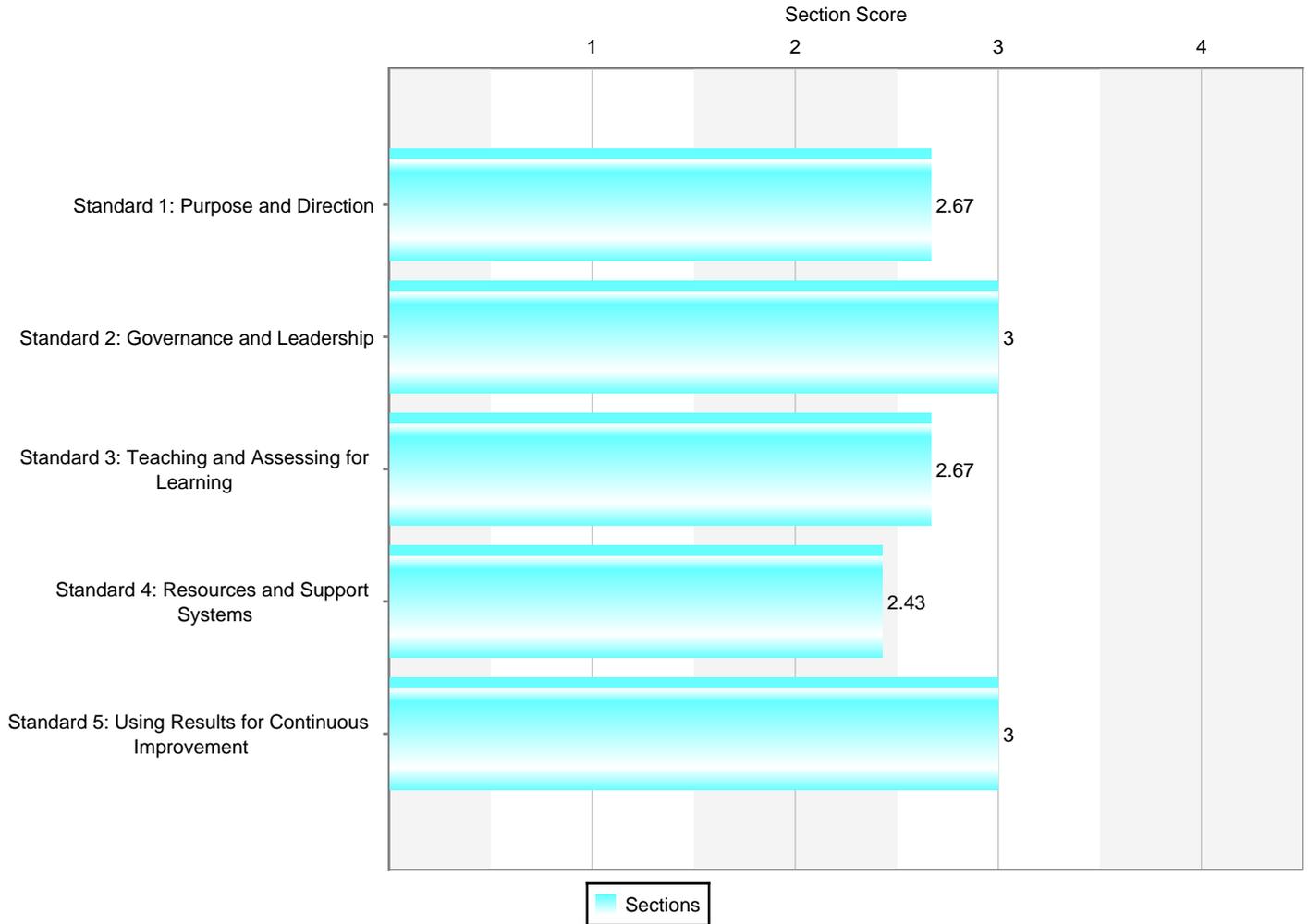
- Training for the support staff.

-Staff development needed in the area of designing rigorous assessment tools.

We are striving to involve our support staff in trainings to ensure their understanding of assessment tools. Many times this training is provided by their lead teacher. Staff development has been occurring in relationship to reviewing the results of new assessment tools and ensuring that all staff members administer and analyze assessments as designed.

## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		LMES2015

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

K-2 Students: Strongest indicators were 1.1 (Establishes a vision for the system in collaboration with its stakeholders) and 2.4 (Implements policies and procedures that provide for the orientation and training of the governing board).

3-5 Students: Strongest indicators were 4.5 (The technology infrastructure supports the school's teaching, learning, and operational needs.) and 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).

Staff Survey: Strongest indicators were 1.3 (Identifies system-wide goals and measures to advance the vision) and 5.5 (Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement).

Parent Survey: Strongest indicators were 3.5 (Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity) and 4.3 (Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance).

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

All of the strong indicators reflect that there are processes in place to ensure that there are policies to identify and address goals and increases challenges to meet the needs of every 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?**

K-2 Students: Indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.) and 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.) were weak in this survey.

3-5 Students: Indicator 5.1 and 3.8 (The school establishes and maintains a clearly defined and comprehensive student assessment system, and the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress) were weak in this survey.

Staff Survey: Indicator 3.7 (Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning) and 4.5 (The technology infrastructure supports the school's teaching, learning, and operational needs).

Parent Survey: Indicator 2.3 (school division) and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students) were weak in this survey.

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

Many of the weak indicators reflect that stakeholders would like to see an improvement in engaging families in the learning and assessment processes to meet the unique needs of all students.

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

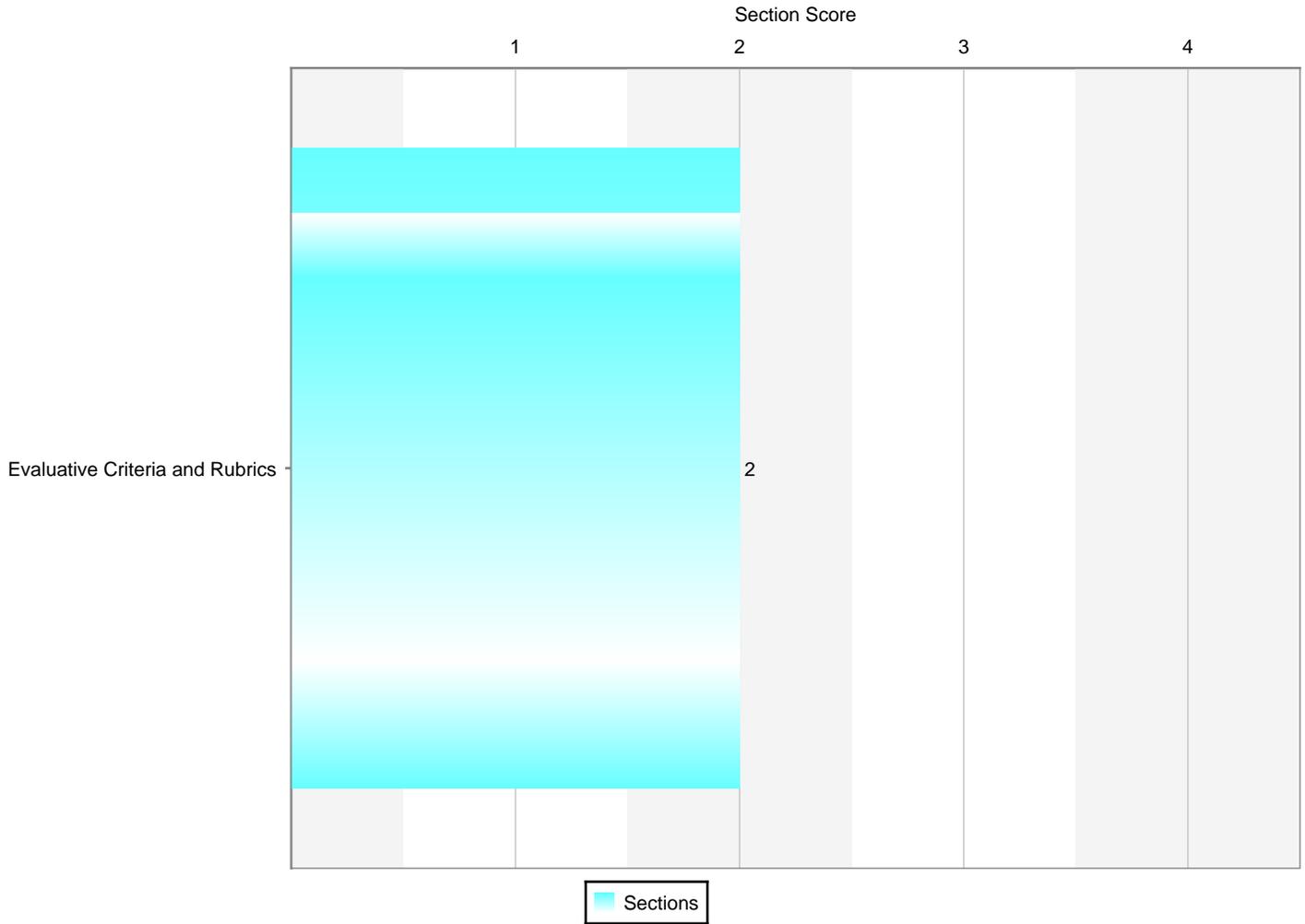
It is clear that there needs to be more communication in reference to the support services offered on an ongoing basis at the school. Our goals for this current school year reflect our desire to improve in these areas.

### **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		LMES Binder

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

We met or exceeded all expected performance levels for 2015.

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

In the area of Reading, Students with Disabilities and Economically Disadvantaged Students demonstrated a positive trend. Students with Disabilities had a 10 point increase in this area. Economically Disadvantaged Students had a 20 point increase. In the area of Math, the same two subgroups both had a 10 point increase.

### Which area(s) indicate the overall highest performance?

The highest overall performance was in the area of Social Studies.

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

Students identified in the subgroups of Economically Disadvantaged and Students with Disabilities demonstrated a positive trend in the areas of reading and math. In addition, Students with Disabilities demonstrated a positive trend in the area of Science.

### Between which subgroups is the achievement gap closing?

Our data indicates that the achievement gap is closing for the subgroup of Economically Disadvantaged Students. In the area of Reading, they experienced a 20 point increase in reference to the passing rate (51% to 71%). In the area of Math, they experienced a 10 point increase in reference to the passing rate (63% to 73%).

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

The above findings are consistent with Informal Reading Inventories, Benchmark Assessments and Pre/ Post Tests in the area of Math.

## **Areas in Need of Improvement**

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

Although we have reduced the failure rate, the subgroup of Students with Disabilities are still scoring below the target.

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

none

**Which area(s) indicate the overall lowest performance?**

Reading for Students with Disabilities and Social Studies for Students with Disabilities.

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

A trend toward decreasing performance was in the area of Social Studies for Students with Disabilities (58% - 47%)

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

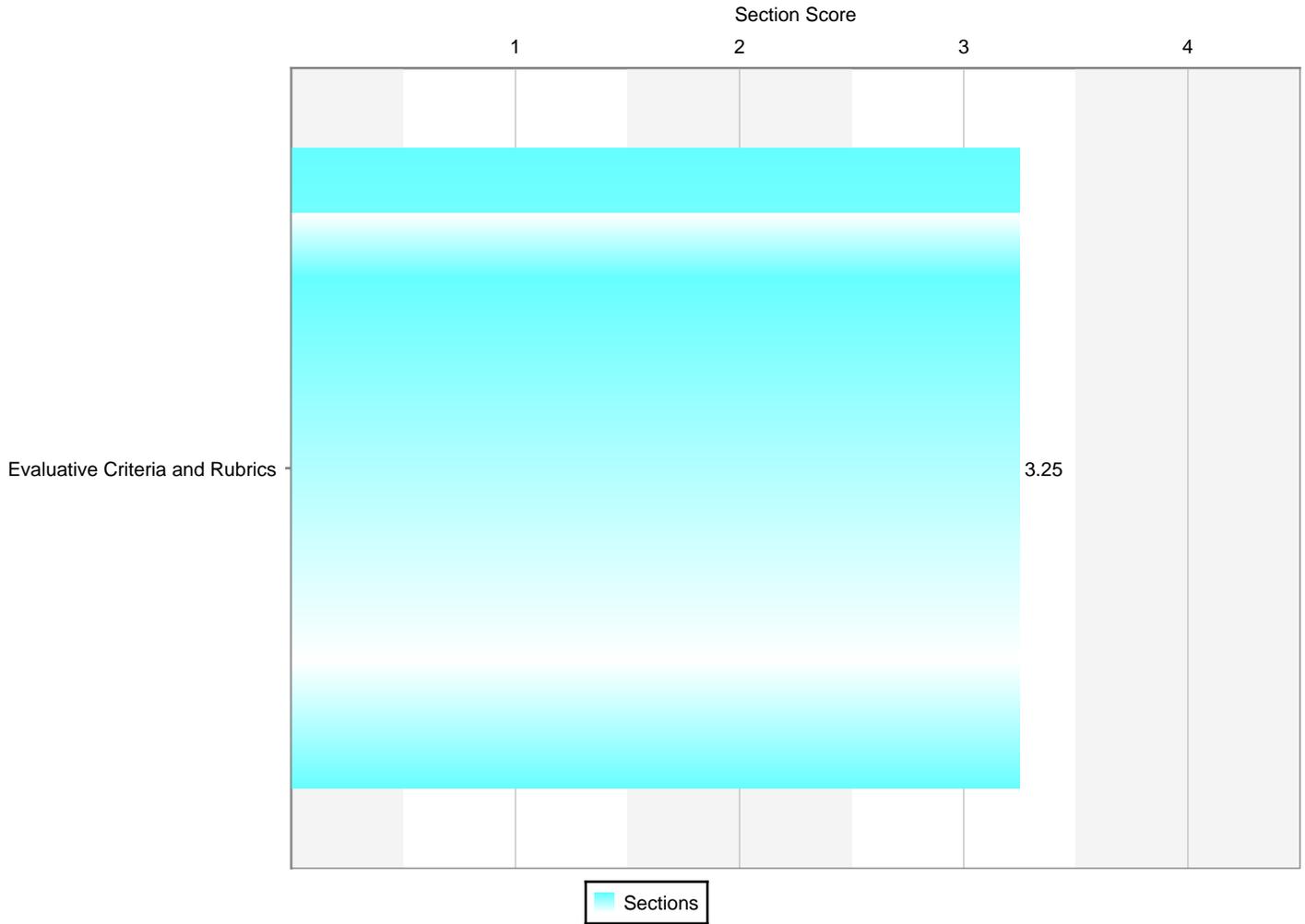
We continue to be concerned with the achievement gap related to our Students with Disabilities.

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

All findings are consistent with observational and informal data.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

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

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

**AdvancED Assurances**

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

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

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

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		