



Accreditation Report

Pole Green 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.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Self Assessment

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

Stakeholder Feedback Diagnostic

Introduction.....	24
Stakeholder Feedback Data.....	25
Evaluative Criteria and Rubrics.....	26

Areas of Notable Achievement..... 27

Areas in Need of Improvement..... 28

Report Summary..... 29

Student Performance Diagnostic

Introduction..... 31

Student Performance Data..... 32

Evaluative Criteria and Rubrics..... 33

Areas of Notable Achievement..... 34

Areas in Need of Improvement..... 35

Report Summary..... 36

AdvancED Assurances

Introduction..... 38

AdvancED Assurances..... 39

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?

Pole Green Elementary School was established in the year 2000. The one story brick building, with its vibrant green roof, is situated on 25.6 acres of land in Mechanicsville, Virginia. There are currently about 620 students enrolled for the 2015-2016 school year. Pole Green Elementary School is committed to an environment that promotes educational excellence and success for all students. Through well-planned curricula structures, the students are able to learn, experiment, and grow socially, emotionally, and academically.

Pole Green Elementary School students come from a variety of backgrounds. The ethnicities represented for the 2015-2016 school year include 85% Caucasian, 8% African-American, 2% Asian, less than 1% Native American, less than 1% Hispanic, and 3% multi-race. Less than 1% of our student population receives ESL services. We provide special education services to approximately 15% of our student population and gifted services to approximately 11%. Pole Green Elementary School has 15% of our students who receive free and/or reduced lunch. Our student population represents the diversity of our school community.

Presently, the student-teacher ratio at Pole Green Elementary School is 22:1 per classroom teacher.

We have 29 classroom teachers grades K-5, 5 resource teachers, 6 special education teachers & 1 gifted & talented teacher. 47% of our teachers have advanced degrees.

Parent and teacher participation are crucial to the overall instructional success of our school program. We have year round parent participation, and strive for strong communication between the school and parents. In 2014 - 2015, our PTA membership reached 66%. In addition, we have numerous parent volunteers in our school on a daily basis. Our volunteers include "room parents" who help coordinate classroom activities, parents who help direct center-based activities in the classroom, and parents who are involved with our school through committee memberships, tutoring programs, etc. We maintain strong ties to the community at whole through our associations with 22 business partners. Pole Green Elementary School is fortunate to have very strong parent and community support.

Pole Green's population has experienced a sharp increase in the number of economically disadvantaged families. Throughout the past 3 years, we have seen nearly an increase from 9% to 15%. This increase can be attributed to the economic conditions felt county, state, and country-wide. In the past year, we have experienced an increase in our student population, as one specific neighborhood is developing in our community. We added three additional teaching positions for the Fall 2015 based on increased enrollment.

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.

Vision Statement

- Educators are committed to providing rich instructional opportunities for all learners.
- Students are essential members of the academic team as they take responsibility for their learning.
- Parents are supportive and assist their children in achieving high academic goals.
- Community members provide a variety of resources that support our school community.

Mission Statement

Pole Green Elementary School is a school where learning occurs in a safe, respectful environment through a team of educators, students, parents, and community members.

We Believe

- The Pole Green Elementary School environment is nurturing and welcoming.
- The involvement of parents and community members is valuable and we treasure their support.
- Honesty and respect are taught, modeled, and expected.
- All students are instructed at their level and empowered to excel.
- Consistency and structure are provided each day.

Most crucial to our purpose, Pole Green's master schedule offers flexible scheduling allowing for collaborative grade level planning and collaborative, cross-curricular, integrated resource planning that enhances our students' learning. We implement a specified daily block of time, aptly named "Gator X," for student remediation and enrichment. Our reading resource teacher and S.O.L. instructional assistants provide academic assistance for our students grades K-5.

Pole Green teachers integrate 21st century learning skills into our everyday instruction. We participate in monthly "in-house" professional development modules developed at the county level and school level. We continue to implement technology into our curriculum through the addition of SMART Boards and Bright Links in all classrooms. We have 100 iPads for the school, and document cameras in every classroom.

Pole Green emphasizes a safe and respectful learning environment through our school-wide (including school buses) positive behavior management system. Our Olewus program promotes a positive school climate through a strong anti-bullying campaign. In safety drill participation, students practice appropriate procedures and learn the importance and necessity for advanced preparation. A school-wide Crisis Plan is readily available in every classroom.

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.

Throughout the past 3 years, Pole Green's awards and recognitions represent the teachers' and staff's dedication to the students and school as a whole. We received the 2012-2013 Governor's Excellence Award for Academic Achievement (95% or higher on 3-year trend data in reading and math); the 2010-2011 and 2011-2012 Governor's Distinguished Award for Academic Achievement (90%-94% 3-year trend data in reading and math); the National Magna Award Honorable Mention for the implementation of our Village Project; Ms. Rhonda Epling received the 2012 REB award for Distinguished Leadership and the 2011 Kagan Leadership award; Ms. Liz Beatley received the 2013 VA Elementary Counselor of the Year award and in 2015 was a semifinalist for the American School Counselor of the Year award. Ms. Jenny Kusnerik received the 2012 Hanover County Support Employee of the Year award; and Pole Green teachers have won numerous HEF Grants.

Within the last 3 years Pole Green has implemented a major improvement in our courtyard. Through volunteers from the Pamunkey River Garden Club and a parent organized Courtyard Committee, we have developed a beautiful, multi faceted, outdoor learning environment. Additionally, we have heavily implemented Kagan influenced cooperative learning and differentiated instructional strategies in our classrooms. Pole Green has increased our math rigor at all grade levels and now offer above level math courses at both 4th and 5th grade, to include Math 6 for 5th grade students.

During the last 3 years, Pole Green implemented school-wide advanced technology with the purchase of SMART Boards and Bright Links for each classroom. We have also added Ipad minis and Document Cameras.

A specific area of improvement to enhance student progress is to add and replace our school guided reading level books that are used for school to home support. This is an area of focus because the books are over ten years old and well-worn. Overall, reading improvement is an area of academic focus for our school based on state testing results.

Additional Information

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

Pole Green offers a host of after-school activities for our student population that promote the whole child. Activities include: 4th and 5th grade Chorus; 3rd-5th grade Chess Club, Gator Running Club, SOL Tutoring, and Variety Show; and a 4th and 5th grade Science Club. Additionally, we offer a daily Walk 'n Talk option for students after lunch and outside achievement recognitions on our morning announcements; and a very popular; extensive yearly Field Day.

For parents and families, Pole Green offer parent workshops in the evenings covering topics such as brain strategies, math rigor, and writing. Teachers offered free babysitting for children. Our monthly PTA evenings include teacher-led events including Family Fun Fitness Night, Family Science Night, and a host of student performances.

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: 3.0

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"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present 	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"> •The school's statement of purpose 	Level 3

Accreditation Report

Pole Green 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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•The school continuous improvement plan	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.

Our areas of strength include our process to review, revise, and communicate our school's purpose; our provision for equitable and successful educational programs for all of our students; and our leadership's implementation of a continuing improvement process geared towards student learning. We plan to sustain these areas of strength through continued staff professional development and the PGP evaluation system.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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

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

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

Accreditation Report

Pole Green 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.	•Involvement of stakeholders in a school improvement plan	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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	Level 4

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

Our areas of strength include school administration implementing policies established by the governing body; operating effectively and responsibly; effectively using the autonomy provided by the governing body to establish goals and manage operations; school administration fostering a culture aligned with our purpose; engaging stakeholders in supporting our purpose; evaluating our processes to improve success. We plan to sustain these areas of strength through continued staff professional development and the PGP evaluation system.

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"> •Lesson plans •Representative samples of student work across courses 	Level 3

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

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

Accreditation Report

Pole Green Elementary School

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions•Professional learning calendar with activities for instructional support of new staff	Level 2

Accreditation Report

Pole Green Elementary School

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">•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	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 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">•Pole Green supports a collaborative structure whereby each student is well known by teachers and students who support them in their educational experience.	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">•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.	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">•Brief explanation of alignment between professional learning and identified needs	Level 3

Accreditation Report

Pole Green 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">•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	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.

Our areas of strength include aligning the equitably school's curriculum with challenging learning experiences for successful student learning; monitoring and adjusting the curriculum, instruction, and assessment using a variety of student data to maintain successful student learning; engaging students' learning through varied instructional strategies that promote achievement; school administration collaborating with teachers to ensure student success; implementing our school's instructional process to support student learning; engaging families to take a meaningful part in their children's education; consistent and equitable student grading . We plan to sustain these areas of strength through continued staff professional development, the PGP evaluation system, Kagan Cooperative & Differentiated Learning Strategies, the Daily 5 Literacy Program; meaningful uses of technology (SMART Boards, Bright Links, Ipad minis, and Document Cameras). Our areas in need of improvement include collaborating across grade levels to improve instruction and student learning; mentoring new teachers to provide support that aligns with our purpose; mentoring each student across his or her elementary career to provide support for student learning; participating in a continuous program of professional learning; providing and coordinating extra learning support services to meet student needs. We plan to improve these areas of need by establishing a formal schedule to allow time for collaborative meetings across grade levels and providing professional development opportunities for support staff on early release days.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •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.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar 	Level 3

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

Accreditation Report

Pole Green Elementary School

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.	•Budget related to media and information resource acquisition	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Social classes and services, e.g., bullying, character education •List of support services available to students	Level 4

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	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.

Our areas of strength include managing our teachers and staff to effectively fulfill the needed responsibilities across the school; managing instructional time, materials and resources to support our purpose; maintaining an environment suitable for all students, teachers, and staff; integrating a range of media to support student learning; implementing meaningful uses of technology to promote student learning; providing

Accreditation Report

Pole Green Elementary School

support services (as needed) to meet our students' needs. We plan to sustain these areas of strength through continued staff professional development, the PGP evaluation system, increased exposure to and instruction with technology (SMART Boards, Bright Links. Ipad minis, and Document Cameras), collaboration among school leaders and representatives to ensure the most efficient usage of all resources (time, materials, money) to provide student success.

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"> •Documentation or description of evaluation tools/protocols 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

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

Accreditation Report

Pole Green Elementary School

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">•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

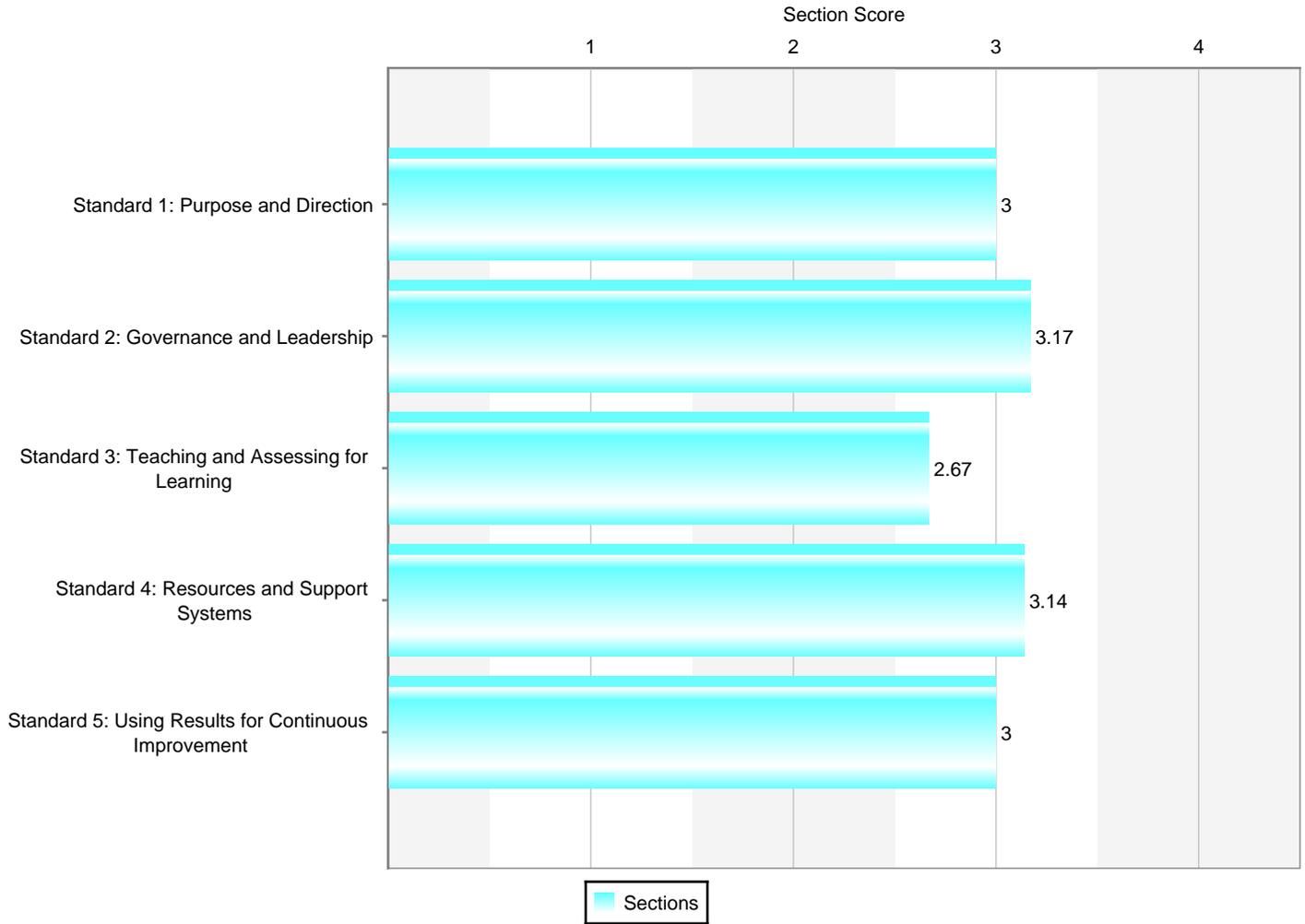
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about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

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

Our areas of strength include establishing and maintaining a comprehensive student assessment system; collecting, analyzing, and applying learning from a range of data sources; training in evaluation, interpretation, and use of data; determining verifiable improvement in student learning; school administration communicates student learning to stakeholders. We plan to sustain these areas of strength through continued staff professional development, the PGP evaluation system, data collection and analysis through SMART Goals, and relevant data collection across grade levels.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

According to staff survey, the school' leadership implements a continuous improvement process what provides clear direction for improving conditions that support student learning.

Students and parents survey results showed students use a range of media and information resources that support their learning.

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

Parent survey results have shown a steady increase in the school provides a safe environment.

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

Parents and students participated in our school wide goal to increase our technology devices used by students and teachers in the classrooms. This would be a direct support to the parent and student survey results.

Areas in Need of Improvement

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

Parent and staff survey results indicated the lowest area is a school mentoring, coaching and induction program support instructional improvement.

Student survey results indicated the lowest as a clearly defined and comprehensive assessment system.

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

An area that has shown a trend toward decreasing stakeholder satisfaction is the student instructional level at an appropriate level.

What are the implications for these stakeholder perceptions?

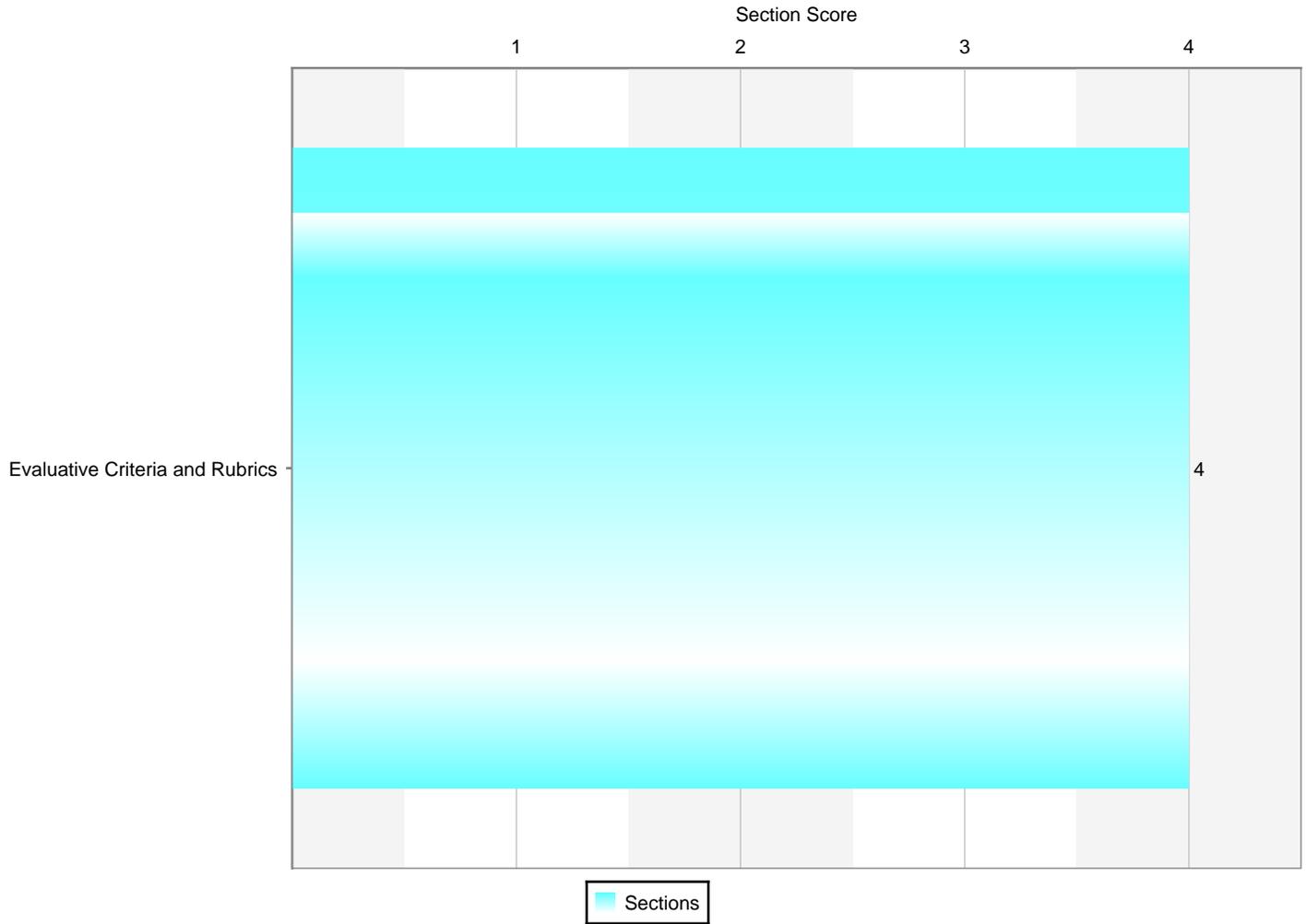
PGES is monitoring student progress with short term goals each nine weeks in an effort to improve student rigor and stamina in instructional levels.

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

Parent survey results indicated a decrease in satisfaction with student instructional level as appropriate for their child.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see the attached PGES Continuous School Improvement Plan for HCPS 2015-2016.	PGES Continuous School Improvement Plan

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?

All students for Reading, Math, Science and Social Studies exceeded the AMO for 2015. Math 6 was 100% pass rate for 2015.

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

In grades K-2, Foundations program has assisted students in overall performance on the PALS assessment, and student performance on PALS has improved.

Which area(s) indicate the overall highest performance?

Math for all students had 88% pass rate for 2015. Math 6 students had 100% pass rate for 2015.

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

Gap group 2 showed an increase in Math from 74% to 82% in 2015.

Between which subgroups is the achievement gap closing?

Our subgroups are an area of continued improvement and our data does not indicate any achievement gap closing at this time.

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

The above reported findings are consistent with benchmark assessments and teacher generated assessments for academic progress.

Areas in Need of Improvement

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

In the area of Reading, Economically Disadvantaged students scored 54 with AMO of 65, SWD scored 42 with AMO of 54, Gap Group 1 scored 53 with AMO of 65, Gap Group 2 scored 59 with AMO of 64.

In Math, SWD scored 56 with AMO of 57.

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

Gap Group 1 has shown a negative trend in performance in Reading.

Which area(s) indicate the overall lowest performance?

Students with Disabilities in Reading has the overall lowest performance.

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

Data indicates a decrease in performance with Gap Group 1 in Reading.

Between which subgroups is the achievement gap becoming greater?

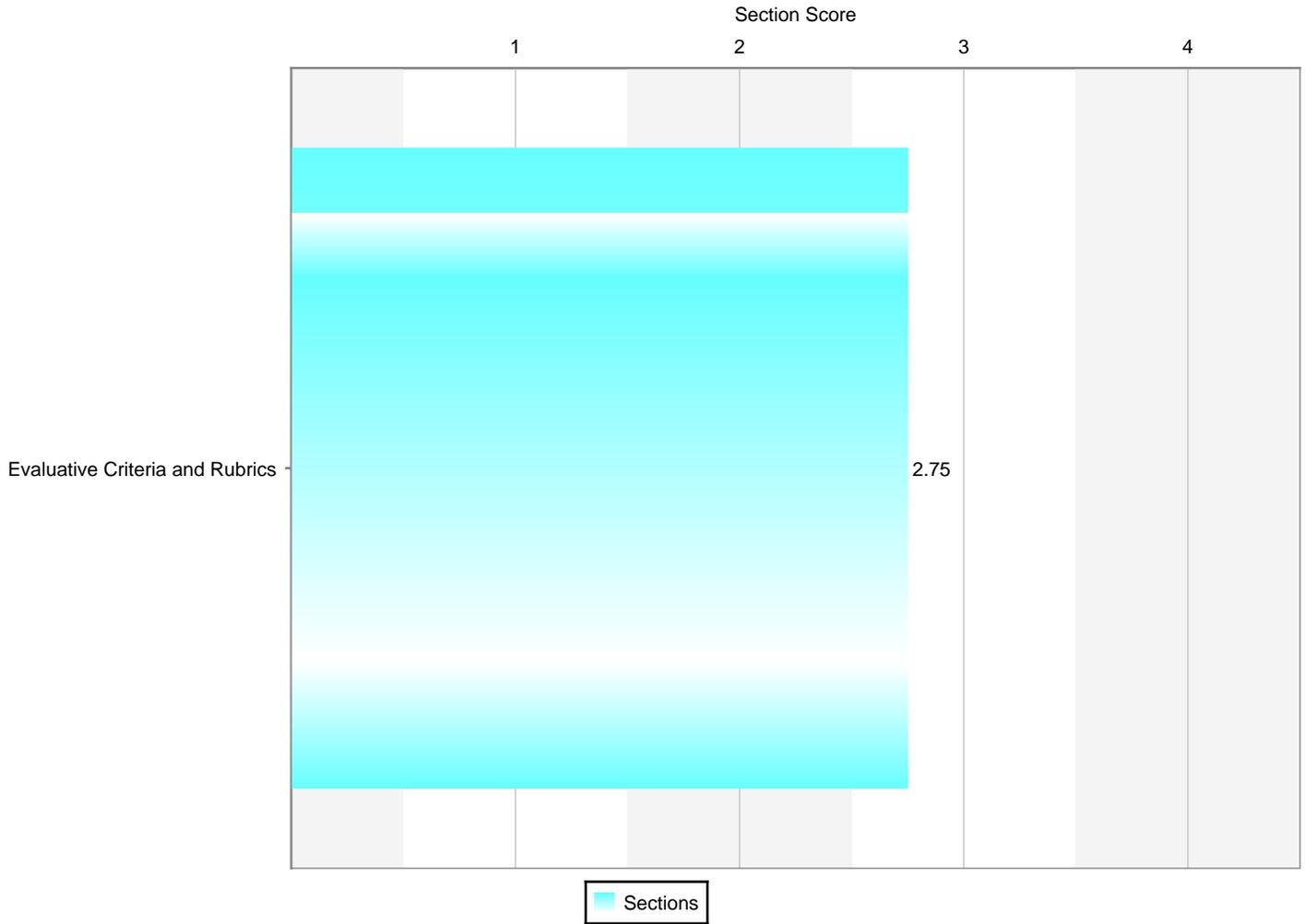
The subgroup with a greater achievement gap is Students with Disabilities.

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

All of the above reported findings are consistent with findings from other data sources such as benchmarks and teacher-made assessments. This is especially true with Students with Disabilities.

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	Pole Green Elementary School has read, understands, and complies with the AdvancED Policies and Procedures.	

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	Pole Green has reported all substantive changes in the institution.	

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	Pole Green has a crisis management plan and provided training to stakeholders. An electronic copy is available through Hanover County Public Schools. Staff has a hard copy of the plan and it is also on the school shared drive.	

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

Accreditation Report

Pole Green Elementary School

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	Pole Green Improvement Plan is available, and a copy is attached.	Pole Green Elementary School Continuous School Improvement Plan 2015