Accreditation Report

Battlefield Park Elementary School

Hanover County Public Schools

Ms. Judith Bradley, Principal
5501 Mechanicsville Turnpike
Mechanicsville, VA 23111

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Executive Summary

Introduction

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

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

Description of the School

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

Battlefield Park Elementary (K-5)

5501 Mechanicsville Turnpike

Mechanicsville, VA 23111

723-3600

Battlefield Park Elementary School

Students Promoted 479

Percent (based on end-of-year enrollment) 100%

Students with English as Second Language <10

Students Receiving Special Education Services 65

Percent (based on enrollment) 13%

Students Receiving Gifted/Talented Services 54

Percent (based on enrollment) 11%

Enrollment (Fall 2014)

Number of students 481

Number of Volunteers 284

Library Book Inventory 16,088

Number of Books per Student 29.7

Books Circulated 41,929

Staff Members

Number of Teachers 23

Pupil/Teacher Ratio 20.9

Total Teachers 34

Pupil/Teacher Ratio 14.1

Teachers with Advanced Degrees 23.7 (Percent 70%)

Overall Parent Satisfaction (Annual Parent Survey)

Instruction is provided at appropriate level. 96% agree

Students receive a quality education. 95% agree

This is the type of school I want my child to attend. 95% agree

PTA/PTO/PTSO Membership (Elementary) 450

Percent (based on enrollment) 94%

- In the 2014-2015 school year Battlefield Park Elementary has met and exceeded the Standards of Learning benchmarks set by the state of Virginia and all federal standards in all categories except for our Gap Group 1 and Special Education. Battlefield implemented the Fountas and Pinnell Leveled Literacy Intervention Program for Special Education Students along with students below level. In addition to the program we were also able to have an additional reading resource teacher to address the needs of students grades K-2 along with a SOL tutor for grades 3-5.

Battlefield Park is a bucket-filling school. We practice bucket filling by giving compliments and recognizing those that have great behavior and practice the golden rule. Our school also continued the Watch D.O.G.S (Dads of Great Students) program through which we have been truly blessed by having so many wonderful role models volunteer their time during the instructional day. Our Watch D.O.G.S program has been very successful and we are truly thankful for our community's support and time. We will be implementing Pounces in the 2015-2016 school year which will provided mentors for all students.

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.

The Battlefield Park Elementary School community is dedicated to providing differentiated, quality instruction where each child will experience success and have the opportunity to become independent, critical thinkers. The Battlefield Park Elementary School community provides a warm and safe environment which encourages and supports the development and growth of students into high achievers and lifelong learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

School Improvement Goals
3 Highlights for the 2013-2015 school year

1.Instructional Focus -

-Implemented a Boost Block to our Master Schedule

-Grade Levels held data meetings almost bi-weekly to analyze and discuss student's academic progress

-Created a Student Academic Progress folder on the shared drive

-Completed all school improvement requirements according to the safe guard school form.

-Discussed all grade level data analysis at all School Improvement Meetings

-Grade levels created common assessments.

-Used data analysis from Pre/Post Assessments, PALS, Fundations, County wide Benchmarks, Running Records, Unit Tests and subjective assessments to continue making data driven decisions based on individual student needs - DATA ANALYSIS, DATA ANALYSIS, DATA ANALYSIS!!!!!!

-Teachers were part of an observation process in the area of Fundations, all grade 1 teachers were given the opportunity to observe all Kindergarten teachers. The Fundation program was implemented in grade 2 as well.

-Created a Reading and Math Committee which was responsible for researching and creating technology enhanced SOL questions for both content areas

-The SMART Goal Setting Process and Goals that were created with focused on one instructional area of either math and reading

-Restructured the SOL tutorial to include intraday tutors for reading in grades 3-5.Teachers also held after school tutorial programs for math in grades 3-5.

2.Technology -

-All classrooms both general education and special education have SMART boards in their classrooms

-Staff Development was held to implement and use the SMART board as an instructional tool and to get children up and using the board as well

-Ordered 10 Ipads for the special education department

-Offered staff development for the use of the Ipads as an instructional tool

-ITRT met with all grade levels to ensure proper test taking practice with the SMART board used as a model and all children practicing with the Netbooks.

-Math Specialist collaborated with grade levels to teach lessons and review math material on the SMART board

-Children practiced using the Netbooks as much as possible including grade 2 using the Netbooks for their benchmarks. All grade levels used the Netbooks for practice both on benchmarks and unit tests

-Reviewed test taking strategies for online testing

-Staff explored various websites to assist with online testing, ITRT and math specialist assisted

-Developed and Utilized the online computer lab schedule to ensure students practiced the online testing taking formats as well as the

remedial program Reading Assistant

3. Safety -

-All doors at Battlefield Park Elementary are locked

-All doors are numbered according to the guidelines set forth by the Sherriff's Office

- A new map was developed and all classrooms were updated with an evacuation route with the use of the new map

-3 years ago BPES had 8 walkie talkies, over a 3 year period of time we now have walkie talkies for all teachers and the majority of our paraprofessionals

-Completed all drills on time and with the assistance of the Sherriff's Dept, Fire Station #3 and Will Noel

-Ensured all flip charts were up-to-date including the Signal Blue Drill

-Completed state safety survey with parents, students, and staff

-Administration, Staff and the Sheriff's Department stood at the doorway for high traffic events such as: Winter and Spring Parties, Field Day and the 5th Grade Musical

-Gave students a bullying survey for the 2014-2015 school year

-Safety is addressed on all parent and student surveys

- Conducted a Re-unification and Relocation Drill with Hanover County School Improvement Goals

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-Gave students a bullying survey for the 2014-2015 school year

-Safety is addressed on all parent and student surveys

- Conducted a Re-unification and Relocation Drill with Hanover County Sheriff's Department and Rescue Squad

- Renovated playground equipment to ensure compliance with safety standards

Department and Rescue Squad

- Renovated playground equipment to ensure compliance with safety standards

Additional Information

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

According to staff, student, and parent surveys there was a need for mentoring program to strengthen relationships among all students. Therefore the Pounce program will be implemented in the 2015-2016 school year.

In order to reach our struggling readers we will expand the Fountas and Pinnell Leveled Literacy Intervention Program for students in Gap Group 1 and Special Education.

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: 3.67

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

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.	•Survey results •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.

An area of strength that is noted in standard 1 is our Master Schedule that is driven to ensure all students have the supports necessary to achieve academic success. In addition we utilize our reading specialist, math specialist, and gifted/talented teacher to reach students on all levels by working together collaboratively in the classroom. Resource Teachers (Art, PE, Library, and Music) plan collaboratively with all grade levels to align with the VA SOL in order to provide cross curriculum support.

One way the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's purpose for student success is by sharing the SIP notes and agendas at team meetings, through the shared drive, and conducting surveys with all stakeholders and using the results to drive our School Improvement process/plan.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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.	•Student handbooks •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Communications about program regulations •Governing code of ethics	Level 4

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.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 4

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.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •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 •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	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.

Several areas of strength are noted in standard two. Staff continue to be trained and supported in their efforts to develop their personal PGP and SMART goals. Administration completed several announced and unannounced observations of all staff members. Each staff member participated in beginning, middle and end of the year goal meetings with administration (primary evaluator). All classroom teachers were allotted time each week for common planning and we held 3 full day data collection and analysis meetings during the year, along with the monthly grade level data meetings.

The following are also areas of strength noted in Standard 2:

Use of Boost Block

Crisis team meetings

School Improvement meetings

Emergency flip charts updated

TAC/CAC minutes

Administration attends monthly data collection meetings for each grade level along with representatives at the School Board Level.

To improve in Standard 2 we feel the need to have more parental involvement at our school improvement meeting. PTA will take a larger role in school wide events such as Run For Fun and School Carnival. We will adopt a more intentional professional development program with specific workshops conducted each month.

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: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques	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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 4

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.	•Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	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.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Calendar/schedule of learning community meetings •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	•Records of meetings and walk thrus/feedback sessions •Survey results	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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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.	•Survey results	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 2

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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

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

An area of strength noted in standard 3 is the use of guided reading and flexible math groups. This provides students with small group instruction on a regular basis. Also, a compacted math curriculum is available in 4th and 5th grade for students identified as capable of advanced math instruction. Staff members created and utilized many TEI questions to allow students more exposure to these types of questions. The staff engaged students in their learning through instructional strategies such as 21st century learning skills, lap books, and learning centers, SmartBoards, number, talks, book talks, Interactive Math notebook, STEM, and STREAM.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning. For example, data analysis meetings are held each month and adjustments are made in response to the data collected. Each grade level administers parent surveys and collects the responses. These results are then shared with administration. The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress in several ways. For example, every year we have a Math & Reading Night that is very well attended. Teachers communicate with families on a regular basis through PowerSchool, conferences with parents, and through interims and report cards which are sent home. The school has a formal structure whereby each student is well known by at least one staff member. For example, teachers can provide information on any student they have concerns with during the CARE team monthly meetings. Also, data analysis meetings allow teachers in each grade level an opportunity to discuss students that are not making adequate progress. Teachers also hold class meetings on a weekly basis.

One growth noted in surveys was the need for a mentoring program to encompass all students. Therefore our "Pounce" program was created for the 2015-2016 school year. ALL students will have a peer mentor along with at least two adult mentors in the building. All staff participate in the POUNCES.

An additional growth would be in the area of staff development, which has not been approached systematically in the last few years. However, a PD University has been implemented for the 2015-2016 school year. Teacher will be presenting PD while other will be taking part in the PD sessions.

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: 2.86

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.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	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 •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for 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.

Several things were noted as areas of strength for Standard 4. We utilize an end of the year maintenance checklist, requests for bathroom renovations and building improvements continued to be shared with SBO members, and requests for improvements in technology and infrastructure have continued to be shared with school board members. We use a range of media and information resources to support the school's educational programs. For example, the ITRT collaborates with staff and students on a regular basis. SMART Boards are now in every classroom, in addition Ipads have been purchased for our Special Education department and reading specialist. School counselor teaches guidance lessons in all classes, and offer small group and individual counseling to all students. The Counseling department administers a parent survey each year. Parenting classes are offered by the school and county. The counselor makes weekly Character education announcements and each nine weeks holds Good Citizens awards ceremonies. Staff also fills out "Bucket Filler" slips as a way to encourage and reward good behavior.

School Leaders will work on a plan of improvement for the cleanliness of the building to share with all stakeholders.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Evidence that assessments are reliable and bias free	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.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	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.

Battlefield has many areas of strength to reflect Standard 5. The school establishes and maintains a clearly defined and comprehensive student assessment system. The following assessments are used with students throughout the year: PALS (Phonological Awareness Literacy Screening), County Benchmark assessments,Fundation Assesments, DSA (Developmental Spelling Analysis) and the Fountas Pinnell Reading Benchmark system is utilized for Fall, Mid-year and Spring reading assessments. Students identified as Tier 2 or Tier 3 receive regular assessments using the Leveled Literacy Intervention program. Professional and support staff continuously collect, analyze, and apply learning from a range of data sources. For example, staff participate in data analysis meetings, running records are given, white data cards are used and maintained each year, and SEPs/IEPs/DEPs are maintained and updated. Each student maintains a cumulative file with all important information from year to year. We hold cross grade level meetings every year in order to ensure readiness for and success at the next level. Professional and support staff are trained in the evaluation, interpretation, and use of data during county professional development days. Teachers also have Professional Growth Portfolio (PGP) and goal meetings with administration throughout the year.

Plans for improving:

We need to include more stakeholder in the school improvement process (parents will be included in the School Improvement Committee Meetings, School Improvement goals will be announced at regular PTA meetings.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3.67

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 2.83

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 2.6
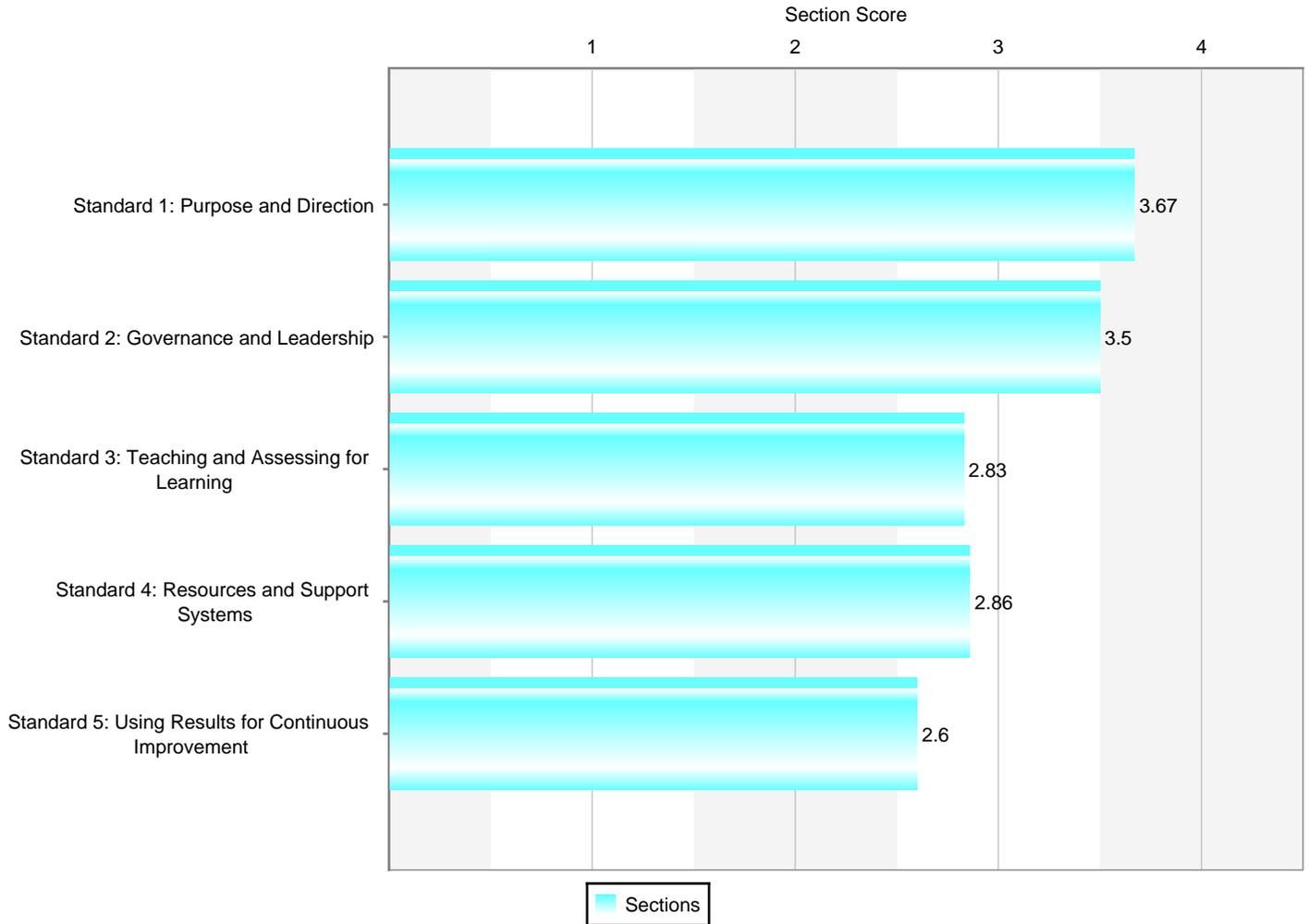
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		BPES Stakeholder feedback 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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?

Parents and student surveys marked indicator 2.4 :Leadership and staff foster a culture consistent with the school's purpose and direction, as one of our overall highest rankings (parents 4.31 and students 2.98)

Student surveys also marked indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs (2.98), 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 (2.98) as highest level of satisfaction.

Staff surveys marked indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning as overall highest level of satisfaction (4.38).

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

This is the first year the survey results have been calculated in this format, therefore trend data cannot be determined.

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

Over the years Battlefield has consistently had a high rating in the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning as overall highest level of satisfaction.

Areas in Need of Improvement

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

Our lowest level of satisfaction varied based on the survey population:

Student Surveys Grades K-2 rated 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 as our lowest level of satisfaction (2.47 on a 3 point scale)

Student Surveys Grades 3-5 rated indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student

assessment system as our lowest level of satisfaction (2.26 on a 3 point scale)

Parent Surveys rated indicator 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 as our lowest level (3.9 on a 5 point scale)

Staff Surveys rated indicator 3.5 Teachers participate in collaborative learning communities to improve

instruction and student learning, as our lowest level (3.61 on a 5 point scale).

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

This is the first year the survey was conducted in the manner, therefore trend data can not be determined.

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

Communication is the key all perceptions. Communication with all stakeholders will be increased to address their perceptions. For example, parents will be included as part of our School Improvement team, school improvement updates will be shared at the beginning of each PTA meeting, teachers will inform stakeholders of school improvement activities and information (via class newsletters, emails, weekly communications).

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

Staff Surveys rated indicator 3.5 Teachers participate in collaborative learning communities to improve

instruction and student learning has consistently appeared as a weakness. Therefore we have created the BPES University. This is a systemic approach to staff development offering choices of PD based on their inputs as well as needs determined by data. Teachers within the building will be facilitating the workshops each month. In addition we have provided more opportunities for collaboration and team planning.

Report Summary

Scores By Section

Section Score
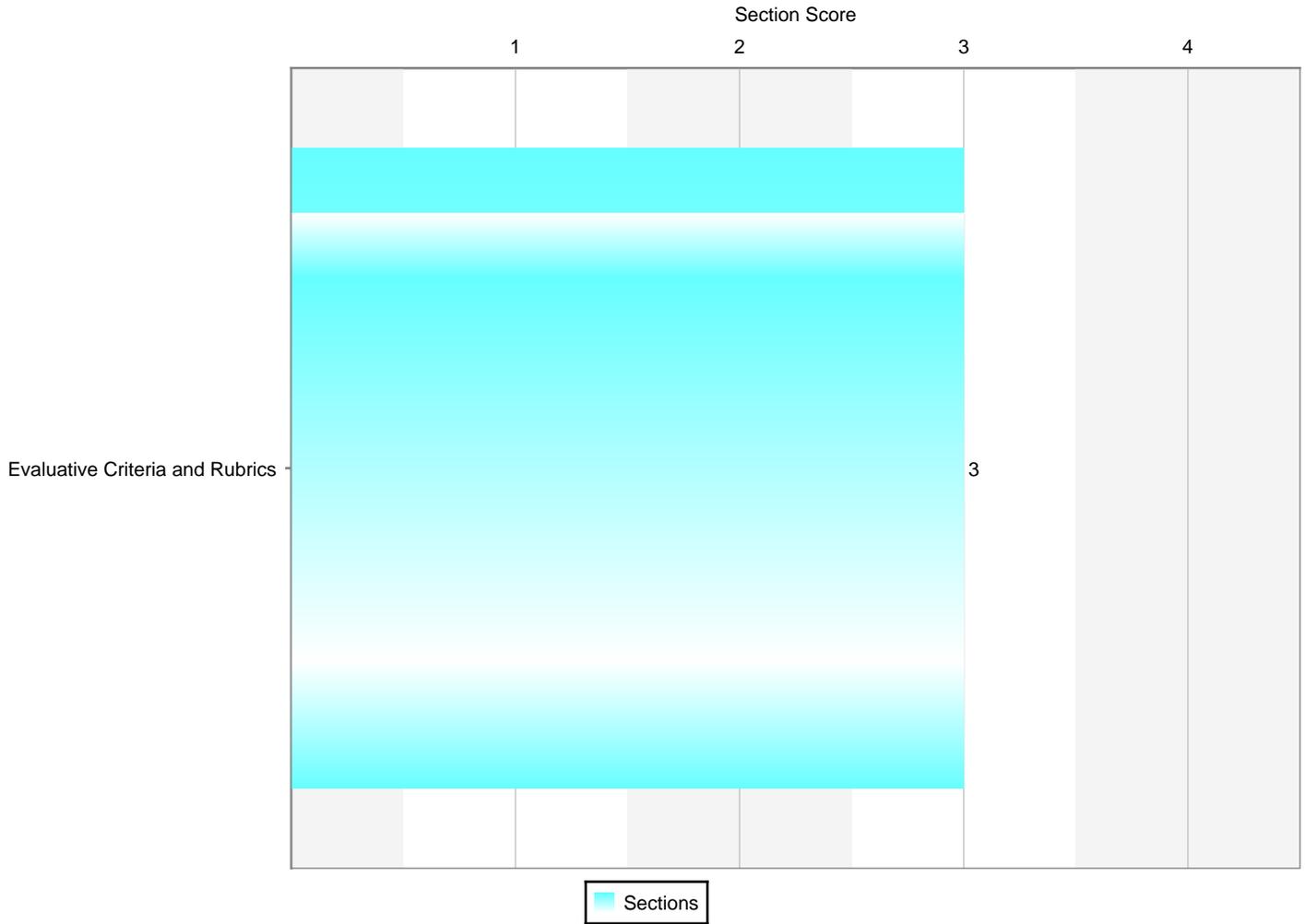
Student Performance Diagnostic

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		BPES Binder

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

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

Areas of Notable Achievement

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

Due to our achievement gap (students with disabilities) in the content areas of reading and math we have significantly increased data collection and analysis for all students. We have also standardized assessments in these areas school wide in order to ensure the consistency of data collection. We have utilized personnel within the school and district to assist with data analysts.

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

Our overall SOL scores for reading and math increased in 2014-2015.

Which area(s) indicate the overall highest performance?

The overall highest performance in grades 3-5 is math. In grades K-2 the Fundations program has tremendously improved PALS scores.

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

At this time none of our subgroups show a trend toward an increase of performance.

Between which subgroups is the achievement gap closing?

Trend analysis has indicated that there needs to be significant emphasis on closing the achievement gab.

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

Data from many different sources (SOL testing, county wide benchmarks, Fountas and Pinnell assessments) show a consistent finding; sub groups are struggling in the areas of reading and math.

Areas in Need of Improvement

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

Data indicates that students from all subgroups are under performing in reading and math.

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

Data indicates that students from all subgroups are under performing in reading and math.

Which area(s) indicate the overall lowest performance?

Data indicates that students with disabilities are the lowest performance in the area of reading.

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

Data indicates students with disabilities are under performing in reading and math.

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

Students with disabilities.

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

Data from many different sources (SOL testing, county wide benchmarks, Fountas and Pinnell assessments) show consistent finding sub groups are struggling in the areas of reading and math.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.75
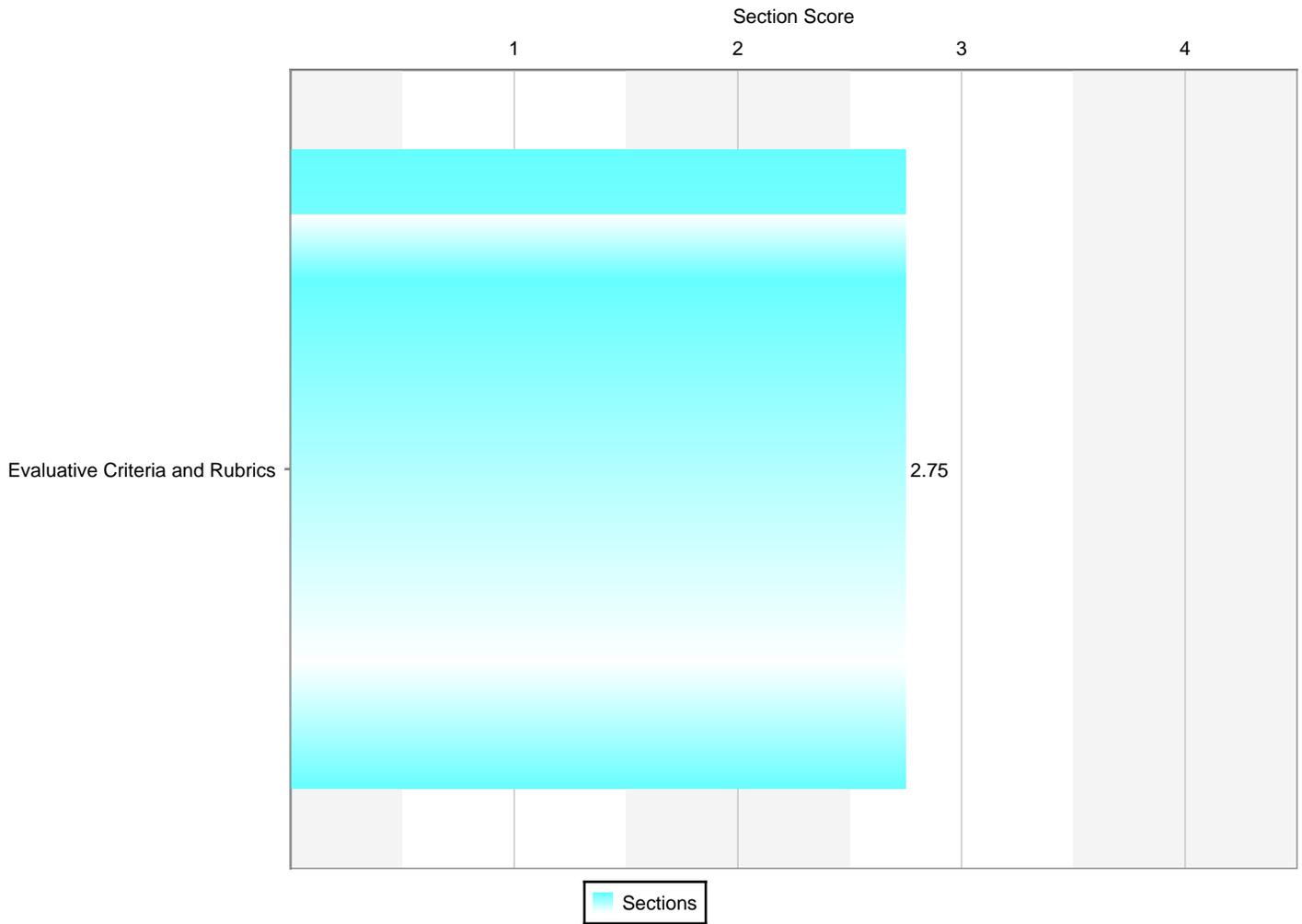
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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