



# **Accreditation Report**

**Cold Harbor Elementary School**

**Hanover County Public Schools**

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Cold Harbor Elementary School, located in Mechanicsville, Virginia, is easternmost school in Hanover County. The school opened in 1983 and originally housed students in grades K-7. An additional wing was added to the building in 1988.

Our school population consists of suburban communities and typically averages 600 students from preschool through fifth grade. As of the spring of 2015, 591 students are being served with grade levels ranging in size from 87 to 100 students each. Our student body is comprised of diverse learners: 29.78% (176 students) are economically disadvantaged; 13.37% (79 students) receive special education services; and 6.33% (38 students) receive Gifted and Talented services. Our ethnic distribution is: 88.66% (524 students) White, 6.94% (41 students) African American, 1.35% (8 students) Limited English Proficiency, and 1.02% (6 students) Asian. While our student enrollment number fluctuates little from year to year and the core of our student body remains consistent, transience is a challenge at Cold Harbor. During the 2014-15 school year, 42 students joined our student body as first through fifth graders while 13 students moved from Cold Harbor to other Hanover schools, neighboring divisions or elsewhere. Students who transfer from one school to the next are at a disadvantage because the school staff does not have a deep understanding of their backgrounds and there may be inconsistencies in curriculum, programs and even vocabulary. Ensuring that we are meeting transfer students' needs is therefore a consuming task.

Sixty four full-time employees include office staff, classroom teachers, resource and special education teachers, instructional assistants, three custodians, and a cafeteria manager. Five part time employees also contribute time to Cold Harbor. The faculty is comprised of 42.5 total teachers including 24 K-5 classroom teachers, 8.5 resource teachers, 7 special education teachers and 3 preschool teachers. Our pupil:teacher ratio, based on classroom teachers, is 25:1. All of our teachers meet the federal definition of "highly qualified," and 24 hold advanced degrees. Our teachers' dedication to the Cold Harbor community is one unique characteristic of our school. Twenty seven staff members also live within the Cold Harbor boundaries, and 29 teachers have taught at Cold Harbor for five or more years. Many teachers who begin their careers at Cold Harbor tend to stay as evidenced by 24 teachers who have only taught at Cold Harbor. We are currently fortunate enough to have 6 teachers on staff who have been at CHES for 25+ years. Two of those six will be retiring in the Spring of 2015. In addition to a dedicated staff, community members are vested and active in our school. Many students' parents comment that they too attended Cold Harbor. We are fortunate to have numerous, consistent parent volunteers who participate in our Watch D.O.G.S program, join their students during lunch and assist with copying and special events in classrooms throughout the year. During the 2014-15 school year, 571 volunteers logged 1680 volunteer hours, an average of 2.85 hours per student enrolled. The primary source of parental support is our Parent Teacher Association (PTA) which was comprised of 494 members, representing 87% of our enrolled students. The Cold Harbor community cherishes annual events planned by our PTA, and the majority of our community attends them. There is typically one community event each month. Mainstays include: Trick or Treat Night, Movie Night, Father-Daughter Dance, and Mother-Son Kickball. A dedicated team of approximately twenty parents attend PTA executive board meetings and coordinate these events. Over the past year, PTA funds have supported school-wide activities and initiatives including: communication folders, agendas and classroom magazines for students; Theater IV performances; Poetry Alive assemblies; an after-school tutorial for students in need of remediation; outdoor learning areas; PE and recess equipment; technology including our final purchase of SMARTBoards for kindergarten classrooms; and a wide array of educational tools. Our PTA, like many organizations, has been impacted by the uncertain economic times currently faced by our nation. Fundraising shortfalls during the past school year presented the challenge of budget cuts and a reevaluation of how the PTA can best support our school.

In addition to the support provided by our PTA and other parent and community members, we are fortunate to have partnerships with 37 local businesses who grant "wishes" for teachers' classroom use each year, support the Cougars with Character program through certificates.

frames, and coupons, recognize student achievement, and donate supplies to school events like Field Day.

Cold Harbor houses several unique programs in addition to K-5 general education classrooms. Three preschool programs support a variety of students. One teacher and one assistant lead our Virginia Preschool Initiative (VPI) program that seeks to introduce students who meet specific criteria by providing them with their first classroom experience at the age of four. Two early childhood special education programs are also part of Cold Harbor. One of these programs led by one teacher and one assistant serves only students with disabilities while the other program follows a reverse inclusion model in which typically developing peers join students with disabilities to learn preschool skills and concepts. The reverse inclusion program is led by one teacher and two instructional assistants. Two school-aged programs within our school are specially designed to meet the unique needs of students with Emotional Disabilities and Intellectual Disabilities and include both Cold Harbor community students as well as other students from the eastern corridor.

Over the past three years, the Cold Harbor staff has refined their practice of supporting the individual needs of every student within the building. While meeting students' needs has always been at the forefront, we now engage in formalized practices to monitor each child's progress during what we call TAP meetings. Once per quarter, the general and special educators who serve each grade level meets as a group with administrators and curriculum leaders to analyze data, capture each student's current instructional level, discuss support or enrichment he/she has received, set goals for that child and plan how we can support him/her to the next level.

Supporting students includes more than closely monitoring their academic progress. Social-emotional growth is critical to the development of well-rounded students as well. In order to explicitly teach and reinforce behaviors we expect of every Cold Harbor cougar, our staff has developed a Positive Behavior Interventions and Support program that is specific to our school. This process began with the articulation of core expectations for common areas within the school, and students worked collaboratively to earn cougar paws. When a certain number of cougar paws are earned, students vote on a school-wide reward to celebrate their accomplishment. Following the implementation of collective recognition, students began the next school year with the ability to earn individual recognition in the form of cougar cash for displaying positive behaviors. Students' behavior is expected to reflect the motto they say each day: "I am responsible, respectful, and motivated to make good choices. I am proud to be a Cold Harbor cougar." Currently, a complete core program is in place including K-2 clip and 3-5 tracking systems, a school roar store run by student workers, and specific data collection and parent communication systems. Individualized tiered support is available for students who require additional behavioral support through interventions such as Check In Check Out.

A variety of resources and programs make CHES a great place to interact with one another, develop themselves as leaders, and gain 21st century skills. Extracurricular activities include: Reading Olympics, Chorus, Orff and mini clubs. Our first leadership opportunities begin in second grade when students can apply for jobs in the Wee Deliver post office, our school's mail and roar store delivery system. Third graders can also apply for postal positions and serve as representatives in our Student Council Association. Fourth and fifth graders also serve as representatives are are elected to the positions of SCA President, Vice President, Secretary, and Treasurer. Each fifth grader is provided with an opportunity for a 5th grade helper position that assigns them to a specific area of the school where they provide consistent service for the duration of their fifth grade year. Within classrooms, teachers make efforts to integrate collaborative activities within daily lessons, providing students with a foundation in collaboration and communication with one another. A variety of technology is accessible to teachers and students to further promote 21st century skills. Every general education classroom is equipped with a SMARTBoard, and teachers have been engaging in professional development to learn how these can best be utilized by students. In addition to the standard "five pack" of desktops in classrooms, we have mobile laptop carts that teachers can use during daily instruction. Kindergarten classrooms are equipped with 5 iPad minis for small group use while first grade shares an iPad mini cart. Students in collaborative special education classes also have access to an iPad mini cart, while our library and GT share another cart. An ongoing challenge for our school is ensuring that teachers are able to expose our students to current technology in a way that promotes our instructional goals. Ultimately, all of our efforts are focused on student engagement, achievement and the development of a love for learning.

## **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.**

Cold Harbor's mission statement is:

The Cold Harbor community will learn, work and play responsibly today to become successful citizens tomorrow.

Our beliefs include:

- A school community challenges students to reach their full potential.
- A nurturing climate of mutual respect and trust promotes positive attitudes, cooperation, and achievement.
- Positive student, staff, parent and community involvement are vital for a quality public education.
- Differentiated instruction promotes academic, physical, social and creative development of all students.
- A clean, safe, and healthy environment promotes learning.

Values:

Shared responsibility

Communication

Respect

Student-centered

Our school embodies its purpose through the following programs:

Collaborative classrooms (SPED and GT)

PBIS practices

Monthly collaborative events with PTA (Back to School Night, Trick or Treat Night, Book Fair Dinner, Music concerts, Chapters with CHES Movie Night, Father-Daughter Dance, Reading and Math Night, Mother-Son Kickball, Groovin with Gratitude)

One School One Book program

Family Nights

Hanover Christmas Mother Canned Food Drive (donated 1,000 items)

Pennies for Patients campaign (raised over \$2000)

Spirit Days

Mentor Program

Cougars with Character

## 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.**

Cold Harbor has been fully accredited by the Virginia Department of Education since the inception of the Standards of Learning in 1999. During the current continuous improvement cycle, the following individual staff members have achieved specific recognitions:

Julia Davis was selected from a pool of 146 metro-Richmond nominees as a R.E.B. Distinguished Educator based on her innovative instructional style. She received \$8,000 to explore historic, cultural, geological and scientific sites throughout England and to use this experience to create dynamic lessons and songs for 4th and 5th grade science and social studies units.

For the past three years, former librarian Kim Marsh and current librarian Rory Tufaro have been awarded \$2,000 in grant support from the Hanover Education Foundation to participate in the One School One Book initiative. This is a highlight of January for CHES families as they engage in reading together.

In the Spring of 2015, an HEF grant was awarded to Rory Tufaro and Amy Owen for their development of a Mini Economy Market program for all fourth graders at Cold Harbor.

Hanover County Public Schools participates in the recognition of nominees from each school who stand out among their peers as leaders and role models for others. Over the past three years, Cold Harbor has recognized the following Teachers of the Year: Wendy Pursel (VPI, 2013); Jocelyn Miller (SPED, 2014); Angela Dickinson (Grade 1, 2015). Additionally, the following individuals have been named Support Employee of the Year: Sylvia Card (SPED instructional assistant, 2013); Jill Goodrich-Stuart (SPED PK instructional assistant, 2014); and Debbie Hart (financial secretary, 2015).

Stacey Duke obtained her VCU Clinical Faculty status.

Areas of Improvement:

We have placed emphasis on math over the past two years. During 2012-2013, our school transitioned to the HCPS Mathematics Pathways in order to ensure each child received differentiated instruction with grade level curriculum. This also required us to analyze our common pre- and post- assessments within each math unit to identify each student's strengths and areas of need. During that school year, teachers engaged in professional development to learn how to instruct and evaluate math process standards to ensure that students would be able to not only solve problems but communicate their reasoning and processes. School improvement efforts are based on a variety of data and are dynamic from one year to the next. We met federal AMOs for all areas except students with disabilities in math; therefore, math continued to be an instructional focus, with special emphasis on students with disabilities during the 2014-2015 school year. With this laser-like focus on math instruction, the percentage of students with disabilities who met proficiency increased by 18%.

Based on AdvancEd indicator rankings, another focus during 2014-2015 was establishing a more collective ownership of student learning, meaningful collaboration, and shared leadership. To achieve this goal, we established common planning for teams, held vertical alignment meetings, and assigned sustaining tasks to task forces. Other improvement efforts involved grade-level specific professional development, assistance in serving ESL students, accommodating for students with special needs, building capacity for data analysis, refining PBIS practices, practicing safety plans, and maintaining and updating our facility.

Our leadership and staff are always striving toward educational excellence. Based on Spring 2015 student achievement data, we need to continue to concentrate on closing the achievement gap for our students with disabilities. Although this subgroup met the AMO for math this year, they did not achieve the AMO for reading. Since many of our students with special needs are served within the collaborative setting, deliberate collaborative planning and instruction will become one area of focus. Over the next few years, we also plan to address: effective collaboration among teams; vertical alignment of curriculum, vocabulary, and procedures; tier two and three interventions available to students who need additional support in math; and integration of instructional technology to target learning goals. Furthermore, we aim to effectively communicate our work to ensure parental confidence in Cold Harbor.



## **Additional Information**

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

There is no additional information to share at this time.

# 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"> <li>•Survey results</li> <li>•Minutes from meetings related to development of the school's purpose</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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

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

### Areas of Strength:

Cold Harbor Elementary School is dedicated to fostering teamwork among stakeholders to ensure we are working toward a learning environment centered on student achievement and what is best for students. We have been moving towards more vertical alignment among grade levels while still ensuring continuity in instructional practices within each grade level, helping to focus our instructional efforts. School leaders meet with grade levels quarterly to document and review continuous improvement in student progress. This process includes action planning, remediation and enrichment efforts, and identification of resources to bolster student achievement. Additionally, our daily morning announcements conclude with students reciting the statement, "I am responsible, respectful and motivated to make good choices. I am proud to be a Cold Harbor Cougar." This serves as a reminder about our school-wide behavioral expectations. This statement, which was revised during the 2014-2015 school year, is posted in each classroom.

The school improvement team (SIP) at CHES includes administrators, teachers and parents. This team uses an analysis of school level data as well as division level goals and initiatives to form our school goals at the beginning of each school year.

All of these efforts have resulted in shared values for creating a solid, focused mission and vision statement for our school.

### Areas in Need of Improvement:

While all areas in standard 1 received the same rating, there is a need to better develop a process for engaging in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. Our school's mission and vision statements need to be updated and revised to reflect current goals and alignment among stakeholders.

### The Plan for Improvement:

Currently, Hanover County Public Schools is in the process of revising the division's mission and vision. Once that process is complete, CHES will begin the process for updating our school level mission and vision statement. This will ensure alignment with the overall division mission and vision.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.33

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"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Assurances, certifications</li> </ul>	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Survey responses</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li></ul>	Level 3

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

Indicator ratings were based on the understanding that the School Board and central office administrators comprise our governing body while building level administrators and team leaders serve as our school leadership.

## Areas of Strength:

Policies are adopted by the School Board to inform practices and procedures adopted by central office administrators that are then communicated to school leadership. Policy manuals and student-parent handbooks serve as communication and reference tools for school leaders and community stakeholders. These policies, practices, and procedures provide the framework from which schools operate and, while various advisory committees ensure linkage between stakeholders and central office administrators, there is still building level autonomy to make decisions based on the needs and culture of the specific school.

Over the past four years, with the adoption of the HCPS teacher evaluation process informed by professional growth portfolios that include artifacts, observations and annual student academic progress goals. These portfolios result in improved professional practice and student growth. School-wide efforts are continually monitored in monthly faculty professional development/faculty meetings, team leader meetings, school improvement meetings, and task force meetings. Each of the aforementioned groups are comprised of representatives across teams to ensure shared leadership and effective communication. Collaborative efforts of leadership teams result in ongoing improvement.

## Areas of Weakness:

School staff found indicators involving our vision difficult to rate. The school's purpose and vision should be revisited based on the number of new staff members and consideration of updated data sources. Once revisited, it will be easier to determine whether our school culture is consistent with that purpose as well as the degree to which stakeholder engagement supports that purpose.

School staff members indicated that there are delays and inconsistencies in information that is communicated by central office administrators to the school staff. This is especially true when questions are raised or new policies are adopted.

Plan for Improvement:

Upon adoption of a division level mission statement, the school plans to revisit and further define our dated mission and vision statements. All staff members will take shared ownership of this process.

### 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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

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

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

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> </ul>	Level 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas for TAP (Teachers Analyzing Performance)</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 3

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

Areas of Strength:

Cold Harbor's curriculum and instruction provide all students with challenging and equitable opportunities to learn. Teacher and staff members work hard to differentiate instruction for all students, utilizing formative and summative data to plan effective instruction. Evidence of this is found in teacher data charts, professional growth portfolios maintained by teachers, and lesson plans. Student growth is assessed regularly throughout the year using county mandated guidelines. This data is used to develop appropriate instruction for students at their individual level. Data drives our instruction, and individual student differences are taken into account when instruction is delivered and assessment is administered. In addition, the SPED and GT departments work collaboratively with classroom teachers to ensure that individual students' needs are met.

CHES uses the Virginia Standards of Learning, Virginia Enhanced Scope and Sequence, and Hanover County pacing guides and curriculum maps to plan and prepare meaningful lesson plans. Teachers use research-based instructional strategies and methods to ensure student achievement and incorporate critical thinking and life skills into the curriculum to develop well-rounded learners. Students are expected to be engaged in online learning often through use of netbooks, desktop computers, Smartboards, iPads, and other digital tools. Common assessments are used across each grade level to ensure they reflect the rigor that students will experience on SOL testing and align vertically among grade levels. Similarly, content area benchmark assessments reflecting the curriculum and rigor of SOL assessments are provided and utilized up to 3 times per year by the district and are common across the grade level throughout the division. To ensure these resources and assessments are being utilized appropriately, administrators conduct walk-throughs and both informal and formal observations to observe these instructional practices in action. Formal observations are coupled with a formal conference during which the administrator asks questions to coach the teacher as he/she reflects on the observed instruction. Additionally, each teacher meets with an administrator to set a measurable professional goal at the beginning of each year. Throughout the year, they impact student learning through intentional strategies and document progress through specific data collection. Administrators and teachers meet mid-year to document growth toward meeting their learning goals and again at the end of the year to evaluate overall achievement.

All instructional staff members participate in continuous program of professional learning that is aligned with our school's purpose and direction. These collaborative learning communities take place throughout the year during monthly faculty meetings, grade level/department meetings, data meetings and even over the summer. In the summers of 2014 and 2015, the principal and reading specialists collaborated to lead a Daily 5 book club that met four times for teachers to learn about and implement the Daily 5 in their classrooms. Research-based professional development from the county is implemented at faculty meetings, and products from these experiences are often showcased in individual teacher professional portfolios. Additionally, during TAP data meetings, grade levels participate collaboratively in professional development with their colleagues, led by administrators and instructional specialists.

The faculty and staff at CHES are committed to developing a safe, positive, and bully-free school environment that is both preventive and instructional when dealing with student behavior. At CHES, students recite the school motto "I am respectful, responsible, and motivated to make good choices. I am proud to be a Cold Harbor cougar" to remind them daily of expectations. Students work to earn cougar coins by showing our main behavior expectations of safety, respect and responsibility through the Positive Behavior Interventions & Support (PBIS) program. Teachers spend time teaching and modeling these appropriate behaviors through common grade level lessons at the beginning of the year, then monitor behavior throughout the school year. The faculty and staff reinforce individual behavior with "cougar cash" that students can redeem for tangible rewards or privileges from their grade level reward menu. Students who earn 100 coins during one school year earn a trip to the "Principal's Roar Store." In addition, group behavior is rewarded with "cougar paws" that are compiled to earn school-

wide rewards.

Cold Harbor strives to engage families in meaningful ways in their children's education through the designing and implementation of programs with a variety of options for participation. Administrators utilize email to communicate with parents through "Thursday Thoughts" each Thursday as well as "ConnectEd" messages to keep parents informed of upcoming events and about opportunities to get involved in their child's academic career. In addition, each month the PTA sends out a parent newsletter in students' Thursday folders. Cold Harbor's website maintains a digital version of this updated calendar and announcements.

Parents are invited to volunteer for various programs throughout the year by filling out a CHES volunteer form at the beginning of the year that allows them to indicate their interest in assisting with classroom or school-wide events. One example of a major volunteer program at CHES is the WatchDOG program in which dads volunteer in our building and in their children's homerooms. CHES has a very active PTA, with 87% of families as members, as well as a large network of volunteers. Many events have become "annual events" in conjunction with our PTA such as Trick-or-Treat Night, Chapters with CHES Movie Night, the Father-Daughter Dance, and Mother-Son kickball. Other community programs include the "Chapters with CHES" program in which one book is chosen in order to create a shared reading experience within our school community. A single chapter book is chosen, and each family in the school receives a copy of the book. Families participate by reading the book at home over the course of a single month. For a finale event, the PTA invites families to view a movie version of the book read and offers refreshments. Activities at school such as awards assemblies, grade level lunches, and field day offer other opportunities for families and the community to participate and take an active role in their child's education.

In order to stay informed about their child's academic progress, parents have weekly access to grades via PowerSchool and classroom newsletters sent home weekly in the primary grades, and bi-monthly in grades 3-5 in student Thursday folders. Parents also receive interim reports and marking period reports each nine weeks and are provided the opportunity for structured parent-teacher conferences twice a year, or whenever requested. Report cards offer communication to parents on student grades, content area skills, social behavior and work habits.

Hanover County provided mentoring and coaching programs through New Teacher Mentorships and The Hanover Teacher Leadership Institute. Newly hired staff members participate in professional development prior to the start of the school year that familiarizes them with the district's vision and beliefs, as well as CHES policies. Cold Harbor has a mentor coordinator that provides additional support to new hires by offering monthly meetings to help them become acclimated to our building.

Areas in Need of Improvement:

An area of weakness noted in standard 3 was curriculum, instruction, and assessment being monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice. While this is a strength for us in individual grade levels with grade level TAP meetings and common planning, CHES can improve in the area of vertical alignment.

The Plan for Improvement:

Moving forward, CHES plans to have vertical alignment meetings at the end of each school year in which grade levels meet with the one below them as well as the one above them (when applicable) to discuss the group of students on that grade level's strengths, weakness, standards that have been mastered and standards that are a weakness for students across content areas. Our first meetings following this format were held in the spring of 2015.

## Standard 4: Resources and Support Systems

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

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	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 sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 2

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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 2

**Accreditation Report**

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Mentor Program and Check-in, Check-out program</li> </ul>	Level 3

# Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Description of IEP process</li><li>•Description of referral process</li><li>•Description of Gifted referral and identification processes</li></ul>	Level 3

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

## Areas of Strength:

At Cold Harbor Elementary School, we have policies, processes, and procedures in place to ensure that our school leaders hire and retain qualified professional and support staff. In terms of selecting qualified staff members, administrators partner to write interview questions specific to the position they are seeking to fill. Additionally, they evaluate interview responses based on specific criteria and, when appropriate, involve team members in writing questions or even participating in the interview process. Once selected, school administrators conduct both formal and informal observations of faculty members. In addition to classroom observations, faculty members maintain a professional growth portfolio (PGP). Teachers are evaluated on their PGP based on the status of their contract and year within the evaluation cycle. Teachers begin the school year by setting a SMART goal in an area of weakness that has been identified in their classroom based on multiple data sources. Throughout the school year, the teacher collects data pertaining to this goal, and administrators meet with teachers for formal mid and end of the year conferences to review progress and determine mastery of the goal for each faculty member. School administrators also lead professional development sessions during faculty meetings and TAP Day meetings to assist faculty members in keeping up to date with the new strategies or programs.

Although this was rated as an area of weakness in the past, deliberate planning allows us to protect instructional time for students. The master schedule is created over the summer before the school year begins, and teachers take an active role in working alongside administrators to establish common instructional blocks that adhere to guidelines set forth by the division. Attempts are made to have uninterrupted language arts and math blocks at all grade levels kindergarten through fifth grade. Additionally, schedules are varied enough to allow special education teachers, reading resource teachers and the gifted and talented teacher to meet the needs of the students they serve in different grade levels of subject areas effectively. Morning announcements are brief to ensure a quick start to each day. School administrators have decreased the number and length of assemblies throughout the year, and they are pre-planned during the summer for the upcoming year so that they are on varying days of the week at varying times to ensure that the same content area is not being impacted each time.

In terms of material and fiscal resources, administrators utilize funding to directly impact instructional efforts. Teachers are frequently surveyed to maintain a running "wish list" of instructional supplies so that finances can be earmarked for specific projects. Over the past two years, fiscal resources have been reserved to increase the volume of leveled books in our school guided reading bookroom, purchase a writing curriculum for grades 1-5, purchase a social skills program, secure a math intervention program for primary students, and fund student accounts on both reading (RAZ Kids) and math (DreamBox) instructional technology programs.

## Accreditation Report

Cold Harbor Elementary School

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Providing a safe, clean, and healthy environment was an area needing improvements based on previous stakeholder surveys. In order to achieve this goal, school administrators complete custodial reviews with teacher input three times per year to ensure the cleanliness of each part of the building and monitor areas that have been neglected in the past. Our school crisis team conducts monthly fire drills, tornado drills, intruder drills, and earthquake drills. Faculty and staff attend annual safety plan reviews and have participated in multiple trainings led by the local sheriff's office to learn about recently installed equipment and newly adopted procedures for responding to an armed intruder at our school. Cold Harbor has passed all mandated inspections and safety audits. The safety and crisis task force has addressed concerns noted during these inspections by adding new signage and crosswalks outside of the building. In addition to the maintenance of our facility and practice following safety guidelines, great pride is taken to ensure that our school facility is inviting to all stakeholders. The visual appeal of a building is important; therefore, updates including fresh paint on the exterior lettering for our school and new décor in our lobby and front office have led to heightened excitement about the physical environment of our school.

Technology plays a vital role in education at Cold Harbor. Students are able to use ipads (K, 1st, and SPED), netbooks, SmartBoards, desktop computers, and document cameras to strengthen their 21st century skills. Through the purchase of licenses for Raz Kids, Dreambox, Pebblego, Bookflix, Discovery Streaming, and Trueflix, students are exposed to information in a variety of styles. In addition, these media and information resources serve as a tool to remediate or enrich in various content areas. Through the implementation of PowerSchool, teachers are able to input students' attendance and grades. Parents are able to view this data from home to acquire immediate feedback about their child's performance.

In the classroom, students are provided with equitable opportunities through differentiated instruction. Gifted and Talented (GT), Special Education (SPED), and English as a Second Language (ESL) services are available for students who qualify. Students can be referred for each of these specialized programs through a formal process created at the county, state, and/or federal levels. Teachers, instructional specialists, and administrators collaborate in Teachers Analyzing Performance (TAP) data meetings on a quarterly basis to identify remediation needs of students. Our reading instructional specialists meet with students identified as in need of remediation to provide additional reading instruction through research-based programs like Reading Mastery or extra literacy groups.

At Cold Harbor, we make every effort to educate the whole child. In addition to providing academic support, we teach and reinforce students' behavioral choices, thus addressing their social and emotional needs. "I am responsible, respectful and motivated to make good choices. I am proud to be a Cold Harbor cougar" is the motto for Cold Harbor. Our behavior system has been designed around this motto to create clear and consistent expectations for students. Instructional time is dedicated to explicit instruction of these expectations. When student behavior exemplifies the school motto, students have the opportunity to earn "cougar cash" for their actions. Students can save up their cash to buy items or privilege passes from the school roar store. In addition, classrooms can earn "cougar paws" when an entire class works together to display desirable behaviors. The school works to earn a certain amount of cougar paws in order to achieve a school-wide reward. Consistent behavioral systems, Clip It (K-2) and Tally It (3-5), were designed by the PBIS task force in order to ensure all students receive fair consequences when not meeting expectations.

Students are offered a variety of activities to participate in before, during and after school in order to address their social and emotional needs. Students may participate in mini clubs, Orff Ensemble, Chorus, Student Council Association (SCA) and the annual Talent Show. In addition to teaching classroom guidance lessons, our school counselor offers small group sessions (divorce, grief, friendship, etc.) for students and will hold small lunch groups when needs arise. The counselor also works closely with our fifth grade students as they prepare for middle school. The students meet with the counselor to plan appropriate classes aligned to their needs. A tour of the middle school is set up to allow rising sixth graders to see what a middle school day entails. Additional support services such as, the Intercept program, mentor program, and Check In Check Out intervention (CICO) provide students with an additional adult role model that they can turn to when needing emotional or behavioral encouragement.

## Accreditation Report

Cold Harbor Elementary School

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### Areas in Need of Improvement:

Rankings indicate a continued need for focus on ensuring a safe, clean and healthy environment. Additionally, strategic resource management including long range planning to support the purpose and direction of the school was noted as an area where improvements can be made.

### The Plan for Improvement:

In order to continue to strive for a safe, clean and healthy environment moving forward, CHES plans to continue monthly safety task force meetings to address safety needs and issues that may arise. We have also implemented formal data collection measures to gain teachers' current perspectives on the needs of our school in terms of cleaning and maintenance of our facility.

Strategic resource management may be addressed by sharing with stakeholders more information about the budget and facilities since these decisions are based on resources from the division level.

## 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: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•-County Assessment Reading Assessment, Individual Student Progress Report Charts to be kept in their Cumulative folders</li> <li>-TAP (Teachers Analyzing Performance) Kidspiration Spreadsheets showing tiers of student performance based on said criteria.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•-TAP (Teachers Analyzing Performance) Agendas with expectations for student tiers</li> <li>-PGP (Professional Growth Portfolio) Goal Data Collection</li> </ul>	Level 3

**Accreditation Report**

Cold Harbor Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•-Retention rubric for students who do not show readiness for the next level</li> <li>-Collaboration with Stonewall Jackson Middle School for students transitioning to middle school</li> </ul>	Level 3

# Accreditation Report

Cold Harbor Elementary School

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

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

## Areas of Strength:

Cold Harbor Elementary follows state and county mandates for assessment purposes. These, in conjunction with school-level expectations, provide for multiple assessment measures across content areas throughout each school year. The consistent use of assessments across grade levels provides data that reflect individual student growth, class growth, and grade level growth within specified content areas. Student instructional reading levels are found using the Fountas and Pinnell assessment system in order to form appropriate and differentiated guided reading groups. The exception to this is in kindergarten, where Phonological Awareness and Literacy Screening (PALS) data determines differentiated grouping for teachers. Data from these assessments and adherence to criteria in Hanover's Balanced Literacy Handbook drives all reading instruction within our school. Student report card reading levels are then marked as below grade level, on grade level, or above grade level based on benchmarks for student reading levels adopted at the division level. Throughout the year, teachers utilize running records to determine student progress, and data are closely monitored to determine instructional needs of our students. Faculty members regularly analyze this data, formative assessments in the classroom, and county-developed benchmark assessments to determine if our core program is meeting the needs of individual students. When weaknesses are noted across groups of students, reading specialists and administrators collaborate to offer professional development on strategies that supplement and enhance classroom instruction. When weaknesses are noted for a student, individual or small group interventions are provided. Criteria for reading performance are reviewed quarterly, and students are prescribed interventions in addition to core instruction if they are not meeting expectations that have been set for them. Remediation programs including extra literacy groups, Reading Mastery, Corrective Reading, Foundations, Wilson Reading, Voyager Passport, and EdMark reading have consistently been utilized as tier 2 and 3 interventions over the past 5 years. In math, students are administered pre- and post- assessments for each of the concepts within a particular grade level. These assessments were created by our division math specialists and reviewed through Table of Specifications analyses by teachers to ensure they closely match the rigor that will be on state assessments. Pre-assessments are utilized to guide teachers as they pace and plan that unit of instruction, differentiating activities to meet the needs of the individual learners in their classrooms. The post-assessments are used to measure student success and determine which objectives the students have mastered and which need to be remediated. In addition to pre- and post- assessments, students also participate in county benchmark assessments, as well as state assessments at the third through fifth grade levels. The data collected during the county assessments are analyzed during TAP (Teachers Analyzing Performance) data meetings in which teachers collaborate on methods of remediation in their classrooms.

Data collected from the aforementioned assessments are documented on individual class spreadsheets that are updated regularly by

classroom teachers. Each spreadsheet contains information about subgroups into which students fall, performance on state, county and school level assessments, and details about interventions students receive. The administrators, grade level teachers, and instructional specialists review this data with each teacher during quarterly TAP data meetings. Intervention updates, written by each intervention leader, provide further documentation of tier 2 and 3 students' progress. New goals are set for these students. In addition, this data is used to evaluate the effectiveness of interventions and programs. These meetings also the opportunity for teachers to participate in professional development opportunities that are designed specifically for their grade level and content areas that are in need of continued improvement. While teachers measure and document student growth across content areas, they also annually engage in a data-driven goal-setting progress to target a specific area of weakness for their students. Administrators meet with each teacher to set this SMART goal, monitor progress toward the goal, and ultimately document outcomes. This goal-setting process is important as teachers have support and coaching but are ultimately responsible for collecting and analyzing data to consistently inform their instructional practices in an area that they feel will have the greatest impact on their students. Often, teachers set goals that align with School Improvement Plan goals, thus demonstrating faculty stakeholder alignment and support of the school improvement process.

In addition to analyzing data to document student progress within classrooms and across grade level teams, data is compiled and analyzed at the school level. The principal regularly analyzes ongoing assessment data to determine instructional strengths, weaknesses, and trends. She collaborates with instructional reading and math specialists to plan data analysis activities for grade levels to delve into their data and draw conclusions about their instructional practices and learners. Additionally, the principal presents a summary of data to the school improvement team, staff as a whole, and parent group in order to paint a picture of our progress toward achieving school improvement goals and maintaining state accreditation.

In order to sustain these areas of strengths, school personnel will continue to utilize multiple assessment measures across content areas. Student progress will be monitored closely on data spreadsheets to be discussed at quarterly data meetings. School personnel will continue to inform stakeholders of student progress through the use of PowerSchool communication as well as faculty and parent presentations.

Areas in Need of Improvement:

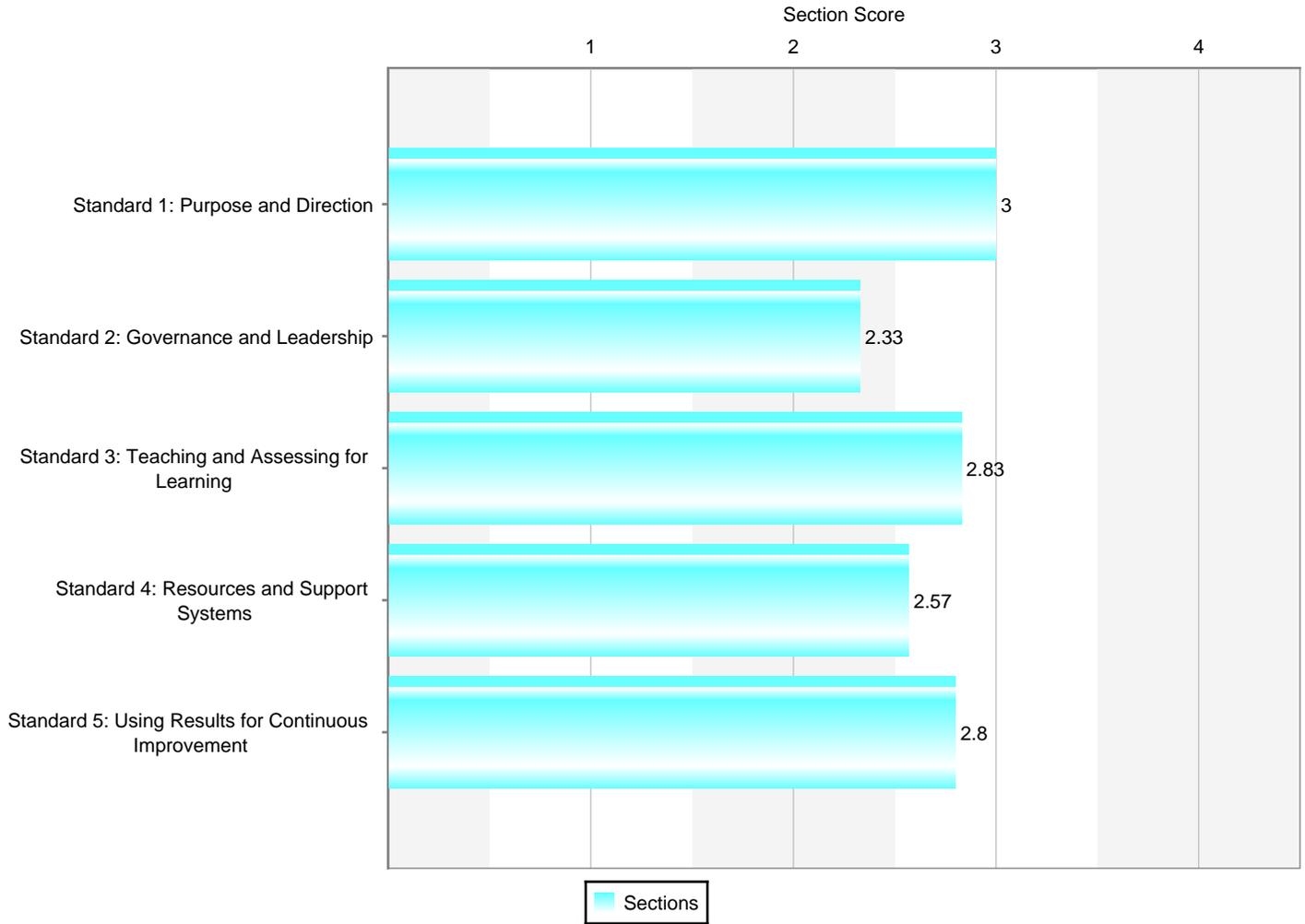
Teachers continually participate in professional development offerings division-wide, within the school, as grade levels, and by attending professional conferences throughout the school year. One particular area of ongoing professional development is on how to evaluate, interpret and use data. We can improve our professional development by making these programs not only available to classroom teachers, but by opening the availability of this formal training in data analysis to our 15 instructional assistants who serve our kindergarten and special education students.

The Plan for Improvement:

CHES will communicate the county level professional development opportunities to the instructional assistants through monthly special education meetings that are led by our assistant principal. Throughout the school year, Hanover County offers multiple opportunities for instructional assistants to gain expertise in their focus areas.

## Report Summary

### Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

### Stakeholder Feedback Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

Based on AdvancED staff survey results, the highest indicator ranking was indicator 4.1 which states that "the system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs," with an average rating of 4.33 out of 5.

Another high indicator ranking by staff was indicator 3.8 which states that "the system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress," with an average rating of 4.2 out of 5.

Based on AdvancED parent survey results, the highest indicator ranking was indicator ranking was indicator 4.1 which states that "the system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs," with an average rating of 4.26 out of 5.

Another high indicator ranking by parents was indicator 3.5 which states that, "the system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels," with an average rating of 4.21 out of 5.

Based on AdvancED K-2 student survey results, the highest indicator rankings are tied among 12 indicators (1.1, 2.1, 2.4, 3.1, 3.3, 3.6, 3.10, 4.3, 4.4, 4.5, 4.6, and 5.5) with an average rating of 3 out of 3.

Based on AdvancED 3-5 student survey results, the highest indicator ranking was indicator 4.5 which states that "the system provides, coordinates and evaluates the effectiveness of information resources and personnel to support educational programs throughout the system," with an average rating of 2.92 out of 3.

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

Staff surveys were administered beginning in the spring of 2014; therefore, we only have data from two surveys to reference in predicting trends of increasing satisfaction or approval. Gains were noted in Indicators 2.4, 3.2, 3.6, and 5.5; however, the largest gain was .07; therefore, these may not be indicative of a trend. Gains were noted across standards 1-4 based on indicators 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.10, 4.4, and 4.6. Most notable gains were in indicators 3.6 (average score of 3.56 in 2014 to 4.13 in 2015) and 3.8 (average score of 3.72 in 2014 to 4.2 in 2015).

Student surveys were administered beginning in the spring of 2014; therefore, we only have data from two surveys to reference in predicting trends of increasing satisfaction or approval. Gains were noted in Indicators 2.4, 3.2, 3.6, and 5.5; however, the largest gain was .07; therefore, these may not be indicative of a trend.

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

A different parent survey was used prior to the 2014-15 school year by Hanover County; therefore, it is difficult to determine how the items on both surveys would align. In the previous 2013-14 parent survey, 93.3% of parents agreed with the statement, "my child is receiving a quality education," our second highest rated statement. This statement could correlate with indicator 4.1 which included survey items related to qualified staff members, adequate resources and protected instructional time and received a high ranking (4.26 out of 5) during the 2014-15 survey.

## Areas in Need of Improvement

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

Based on AdvancED staff survey results, the lowest indicator ranking was indicator 3.7 which states that "mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning," with an average rating of 2.5 out of 5.

Another lower indicator ranking by staff was indicator 3.9 which states that "the system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience," with an average rating of 3.13 out of 5.

Based on AdvancED parent survey results, the lowest indicator ranking was indicator ranking was indicator 3.9 which states that "the system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience," with an average rating of 3.68 out of 5.

Another lower indicator ranking by parents was indicator 3.12 which states that, "the system and its schools provide and coordinate learning support services to meet the unique learning needs of students," with an average rating of 3.76 out of 5.

Based on AdvancED K-2 student survey results, the lowest indicator ranking was indicator 3.9 which states that "the system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience," with an average rating of 2.38 out of 3.

Based on AdvancED 3-5 student survey results, the lowest indicator ranking was indicator 5.1 which states that "the system establishes and maintains a clearly defined and comprehensive student assessment system," with an average rating of 2.11 out of 3.

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

Staff surveys were administered beginning in the spring of 2014; therefore, we only have data from two surveys to reference in predicting trends of decreasing satisfaction or approval. Decreased averages were noted across standards 1-5 based on indicators 1.3, 2.2, 2.4, 2.5, 2.6, 3.7, 3.9, 3.11, 3.12, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.5. Most notable differences were in indicators 3.7 (average score of 3.4 in 2014 decreased to 2.5 in 2015) and 2.6 (average score of 4.09 in 2014 decreased to 3.43 in 2015).

Student surveys were administered beginning in the spring of 2014; therefore, we only have data from two surveys to reference in predicting trends of increasing satisfaction or approval. Decreases were noted across Standards; however, most of the differences are between .01 and .05; therefore, these may not be indicative of a trend. The largest difference was .15 for Standard 4.3 which earned an average rating of 2.71 by students in 2013-14 and dropped to 2.56 in 2014-15.

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

After a year with new administration, teachers began to feel informed of and able to meet expectations (Indicator 2.3). Additionally, an emphasis on curriculum and assessment practices through professional development in teams and as a faculty led to increased confidence in their instruction (Indicator 3.6). Teachers also feel that they have improved in their communication of student progress with parents based on the division's adoption of PowerSchool, which allows parents to access their children's grades continuously (Indicator 3.8).

In terms of decreasing scores from 2013-14 to 2014-15, the most notable difference referenced mentoring, coaching and induction programs; however, it is important to note that there were no new staff members in the 2014-15 school year; therefore, an induction/mentoring program was not in place.

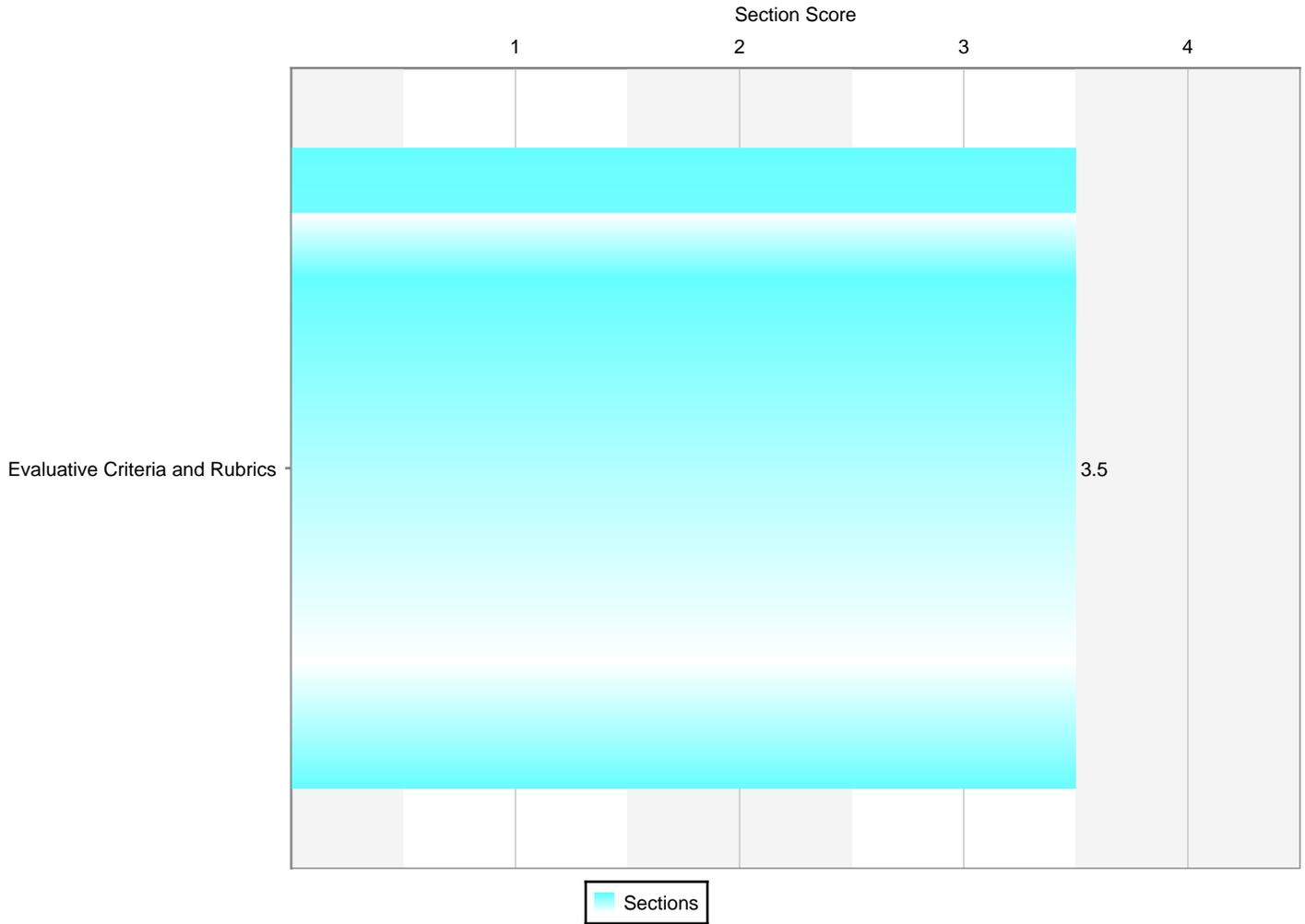
The most notable difference indicated within student data referenced the cleanliness of the facility. It is interesting to note that no significant maintenance projects occurred prior to the summer of 2015.

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

Parallels could not be drawn between current surveys and other sources of feedback in a valid or reliable manner.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

### Student Performance Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

## Areas of Notable Achievement

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

CHES maintained state accreditation based on 2014 and 2015 SOL testing results. CHES met or exceeded federal Annual Measurable Objectives for each subgroup except Students with Disabilities in Math in 2013-14 and Students with Disabilities in Reading in 2014-15. Grade 3-5 students maintained their pass rate on the Reading SOL with an 83% from the 2013-14 to the 2014-15 school year, with grade 5 students increasing their pass rate from 77% in 2013-14 to 88% in 2014-15. Grade 3-5 students increased their pass rate on the Math SOL from 77% in 2013-14, to 87% in 2014-15. All grade levels increased their percentages by at least 8% points.

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

All grade levels increased their proficiency percentages in reading, math and social studies from 2013-14 to 2014-15.

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

Highest performance levels were noted in Social Studies with a 100% pass rate from our fourth grade students on their Virginia Studies SOL.

Another notable percentage were fourth graders in math, with a 98% pass rate.

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

The following subgroups showed an increasing performance trend when comparing 2013-14 to 2014-15 performance on the Math SOL test: Gap Group 1 (21%), Gap Group 2 (7%), Students with Disabilities (18%), and Economically Disadvantaged (22%).

The following subgroups showed an increasing performance trend when comparing 2013-14 to 2014-15 performance on the Reading SOL test: Gap Group 1 (2%), Gap Group 3 (4%), English Language Learners (25%), and Economically Disadvantaged (7%).

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

In 2013-14, there was a 20% point gap between students in Gap Group 1 (57% pass rate) and all students (77% pass rate). This proficiency gap decreased by 10% in 2014-15 with Gap Group one achieving a 79% pass rate with all students achieving at 89%. The gap has also significantly decreased for our special education students in math. In 2013-14, a 36% gap existed between students with disabilities (41% pass rate) and all students (77% pass rate). In 2014-15, this gap has narrowed by 10%. Students with Disabilities achieved 63% proficiency compared to all at 89%. From 2013-14 to 2014-15, students within the economically disadvantaged subgroup also showed progress in closing the achievement gap when compared to all students. Specifically, in 2013-14, there was a 20% proficiency gap with Economically disadvantaged students achieving a 57% pass rate as compared to all students who achieved a 77% pass rate. In 2014-15, 80% of

economically disadvantaged students met proficiency as compared to 89% of all students.

All subgroups who increased their percentages on the Reading SOL test from 2013-14 to 2014-15 illustrate that the achievement gap is closing because all students maintained their pass rate of 83% from year to year, while the following subgroups increased their scores: Gap Group 1 (2%), English Language Learners (25%), and Economically Disadvantaged (7%). Cold Harbor attributes the achievement gap closing to being able to serve all students identified as below level through a double-dip group most appropriate to their needs (decoding, concept of word, fluency, comprehension, and test-taking).

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

The above findings were consistent with students' performance on HCPS benchmark assessments throughout the 2014-15 school year.

## Areas in Need of Improvement

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

Examination of overall student performance across subject areas indicates expected levels of performance. With 50% of students with disabilities demonstrating proficiency on SOL reading assessments, that subgroup does not meet the current federal criteria of 54% reading pass rate.

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

When looking at students' overall performance across subject areas, there are no negative trends. A closer look at subgroup data reveals that students in Gap Group 2 showed a decline in reading performance from 2013-14 to 2014-15 by 5%, decreasing their SOL pass rate from 65% to 60%.

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

In the area of reading, lowest performance was noted by students with disabilities, who achieved 50% proficiency in 2014-15 and by Gap Group 2 students, who achieved 60% proficiency. Within the area of math, lowest performance was by students with disabilities, who achieved 63% proficiency in 2014-15.

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

In examining 3 year trend data, Gap Group 2 students show a trend toward decreasing performance in the area of reading. The 3 year average pass rate of 76% is greater than the pass rate of 65% in 2013-14 and 60% in 2014-15.

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

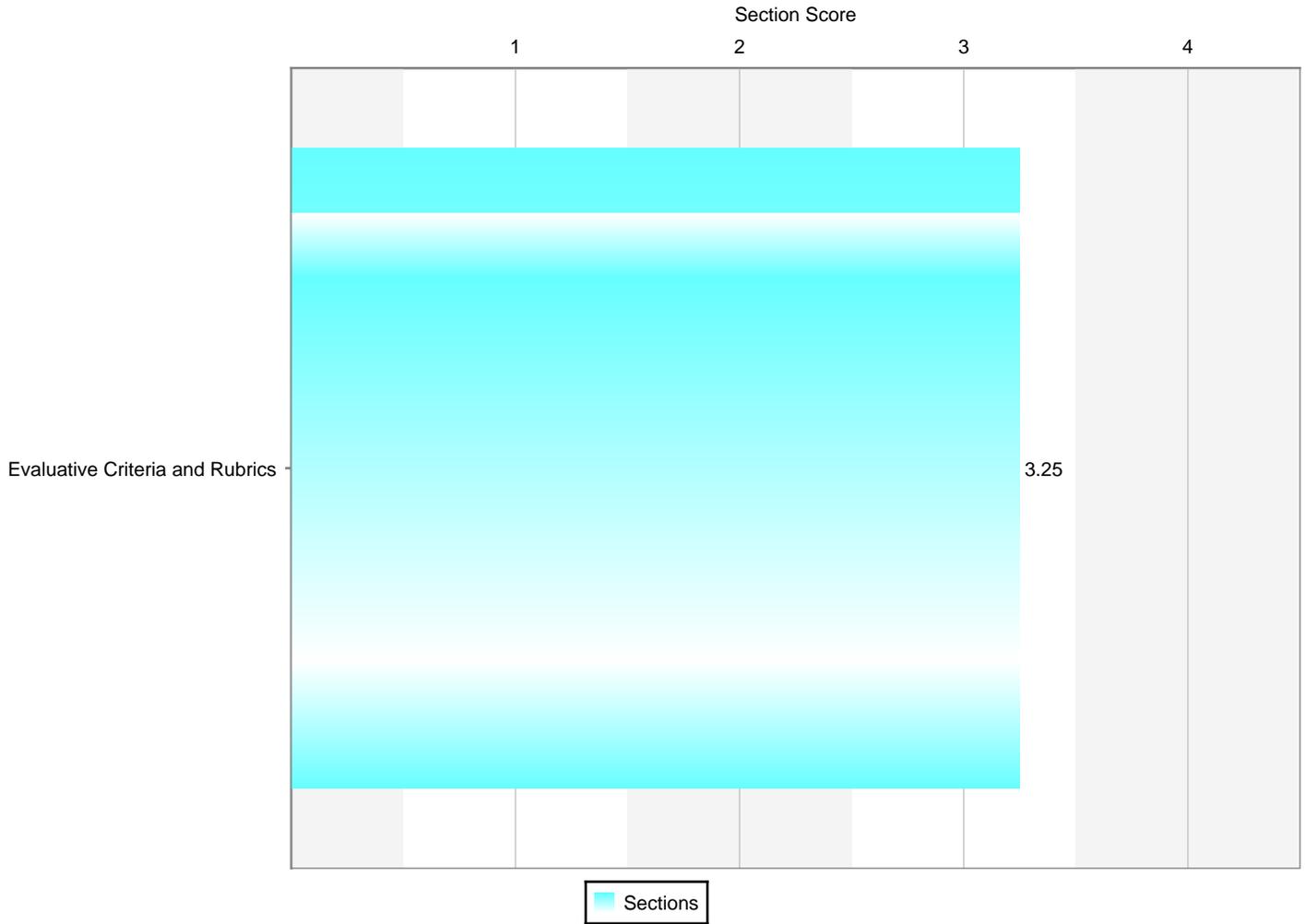
The achievement gap continues to broaden between Gap Group 2 students and All Students in the area of reading.

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

The above reported findings are consistent with assessment data presented in quarterly data meetings.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

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

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

## AdvancED Assurances

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

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