



Accreditation Report

Chickahominy Middle 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?

Chickahominy Middle School is a suburban school in Hanover County, Virginia, serving students grades 6, 7, and 8. Sixth graders come to CMS from 6 neighborhood elementary schools. Total school enrollment is 1,237 students. 12% of the students receive special education services, and 19% receive gifted and talented services. The total teaching staff totals 73 with 64% of teachers with advanced degrees. The school community features an involved family base and a well developed network of school business partners. In the past three years, a new principal and assistant principal have been appointed to the school. Additionally, a recent reduction in staff to meet budget guidelines has resulted in an increased class size. An on-going technology initiative has increased instructional technology through providing each classroom with a projector and document camera and an increase in SMARTboards. The division has also recently adopted a "bring your own device" policy allowing students to bring electronic devices for instructional use.

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.

Our mission is to be the best place to learn and achieve.

We believe in:

Providing a safe environment

Fostering a continuous quest for learning

Developing the full potential of every student and teacher through high expectations, standards, and an active system of support

Providing equal opportunities and freedom to share ideas

Promoting parental and community involvement and giving back to the community

Strengthening leadership, self-reliance, and accountability

Promoting positive attitudes and cooperation through mutual respect and trust

Embracing meaningful change which is critical for continuous improvement

Facilitating effective transitions from elementary school to high school

Encouraging pride in our school, state, and country

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.

Chickahominy Middle School participated in numerous service projects throughout the school year and raised over \$15,000 for the following charities: Leukemia & Lymphoma Society (Pennies for Patients), American Heart Association (Dodge 4 Heart), American Cancer Society (Relay For Life), and Juvenile Diabetes Research Foundation. Students also took part in a fundraiser for MDA, in order to raise the funds to send a student to the Summer MDA camp. CMS was successful in this attempt, raising the money to send one student to the camp.

A promotional video for Noah's Children, a pediatric hospice supported by Bon Secours Hospitals, featured CMS 8th grade art students. Through the project, the students learned about challenges that families and terminally ill children face. The students created collages, donated for the annual Noah's Children fundraiser and based on the themes of hope, journey, and renewal. Through the video, students discussed their collages and expressed what the experience meant to them.

Teachers are working to provide a curriculum that is challenging, accessible to all students, and that provides inquiry based application of concepts. A sixth grade team of students participated in three yearlong project based applications of learning directed by their core teachers. Students raised fish that were extinct in the wild in their classroom applying ideas of the water quality and testing and the life cycles of animals. Math students "adopted a shelf" in the library and maintained organization of the books, applying sequencing of decimals. Language arts students participated in a multi-genre writing fair, where they compiled their writing throughout the year into displays in a collaborative effort with the neighboring high school.

Chickahominy Middle School represented Hanover County as one of 22 Richmond-area schools to receive "Active RVA" Certification by Sports Backers, a local organization whose mission is to "produce and support nationally recognized quality sporting events and programs that motivate locals and visitors alike to be more active." The Sports Backers established the Active RVA certification and awards program to recognize the region's exceptional employers and schools that are implementing innovative programs to promote physical activity. Thirty-eight companies and 22 schools were recognized for earning Active RVA certification, serving as role models in the community. All companies and schools recognized took home a commemorative plaque. Chickahominy was recognized for its wellness programs that promote fitness among teachers and students, including Chargers on the Move - an after-school running/walking group for students, teachers, and parents, Girl's and Boy's Nights Out - wellness nights for families, more than 15 fitness-related clubs, including our award-winning Archery team, and "Workout Wednesdays" - where students dance in the hallways during announcements. CMS plans to continue all of these programs and to continue finding ways to incorporate activity within classrooms and among students, faculty, and community members.

Chickahominy Middle school received The Blue Ribbon School Award 2012-2013 from the Virginia Music Educators Association. This award recognizes schools throughout the Commonwealth who have superior performing ensembles. A Superior rating is the district's Performance Assessment for ensembles that included our band, chorus and orchestra. This award of this award is from the implementation of the highest ideals of music education for our students

Moving forward, the school strives to increase adult advocacy for all students at the school and are working on developing a more program for mentorship. Currently, students are placed in homebases (homerooms) that meet each day and have focused class meetings.

Counselors travel with students as they are promoted from sixth, to seventh, to eighth grades. It is an area of development to expand these
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connections to a more individualized level.

Another focus moving forward is to expand the number of opportunities for teachers for professional development and collaboration in the area of data analysis and interpretation.

Additional Information

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

Chickahominy Middle School maintains an active school improvement team comprised of varied stakeholders, to include faculty, staff, administration, parents, and students. The group meets each 9 weeks as a whole group and sub-committees related to the improvement plan meet monthly throughout the school year. Students who serve on the school improvement team often share their insights and perspectives at faculty meetings, through small presentations and with other students.

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: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school'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"> •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present 	Level 3

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

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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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 4

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

The school improvement process and planning team are a relative strength for Chickahominy Middle School.

- The school improvement planning team includes varied stakeholders.
- The plan is data centered and goals are monitored throughout the school year.
- This year to gain a greater understanding of the school improvement process, sub-committees are encouraged to share their work and progress at the greater faculty meeting.

Student learning is the primary focus of the work of Chickahominy Middle School.

- On-going professional development, shared dialog, and a framework for teachers to collaborate and reflect upon their practice is in place.
- In the past year, it is of great note that project-based learning, cross-curricular connections and increased rigor components of instruction found in all classes (gifted, special education, elective, core-content).
- Student learning and academic achievement is continually reviewed via performance data, regular meetings with teachers, in regards to academic goal-setting and progress, and a new division-wide system of teacher observation and evaluation.
- Student Academic Centers will be introduced in the 2013-2014 academic school year to provide additional support and enrichment for special education students.

Sustaining areas of strengths is tied to reflection and revision of the school's improvement plan and through additional reflection and goal setting for both the leadership team and the school improvement team. Professional development, while now gaining momentum, must continue in the coming year and included multiple means of consumption for teachers and staff.

The school vision and mission statement is in need of review. It was last formally reviewed in 2007, and at the time the decision was made

to keep both the same. The school improvement committee, in collaboration with randomly selected stakeholders, is charged with this review for the 2013-2014 school year.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

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"> •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Examples of decisions aligned with the school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Involvement of stakeholders in a school improvement plan	Level 4

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">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	Level 3

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

Stakeholder involvement continues to expand and evolve.

- Stakeholders serve the school through a variety of volunteer positions, such as WatchDOG Dads, front office greeters, chaperones for fieldtrips, members of the school improvement team, guest readers and mentors to students.
- Business partners serve the school through donations of time and resources.
- Communication to families is significant.
- Communication to other stakeholders through news releases, the school website and marquee, and school visits can be expanded.

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- Feedback from stakeholders is solicited through a district-wide survey.

Supervision and evaluation processes help improve teaching practice and in turn, student success. Newly developed district (and state) standards for teacher evaluation are linked to teacher goal setting.

- With a mid-year and end of the year reflection and meeting with an evaluator, teachers are monitoring student success and making adjustments throughout the year.
- Teachers are involved in both content and grade-level discussions focused on intervention and problem-solving.
- The new model has increased teacher collaboration and a willingness to try new approaches to teaching. (Teacher book clubs have formed, a renewed interest in project/problem based learning, and increased focus on data collection and analysis)
- The new system of evaluation has provided a more consistent way to deliver feedback to teachers.
- Teachers maintain a professional growth portfolio over the course of three years to include artifacts aligned with each standard and to document goal progress.

Leadership and staff foster a culture consistent with the school's purpose and direction.

- A faculty value and purpose survey revealed that teachers viewed their purpose and values well-aligned to the school's mission and purpose and to one another.
- Sub-committee chairmen and members work collaboratively on goals tied to the school improvement plan and to the greater school purpose and direction.
- A sense of community is evident through teacher collaboration, shared vision and purpose and a general sense of teamwork.

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: 3.17

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"> • Learning expectations for different courses • Course schedules • Enrollment patterns for various courses • Course descriptions 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> • Teacher evaluation criteria • Agenda items addressing these strategies • Professional development focused on these strategies • Authentic assessments • Examples of student use of technology as a learning tool 	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 beyond classroom observation 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"> •Curriculum maps •Supervision and evaluation procedures •Administrative classroom observation protocols and logs 	Level 4

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"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	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"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none">•Volunteer program with variety of options for participation•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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">•List of students matched to adult advocate•Curriculum and activities of formal adult advocate structure	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">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs	Level 3

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

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

Students are provided opportunities to develop learning and thinking skills.

- Varied math levels are available for students to access math at a challenging level
- Gifted and talented "clusters" are available for in all core content areas
- Core content area teachers meet weekly to discuss curriculum expectations and assessment
- Students meet each day with a homebase teacher where application of content skills are present in a real life framework

Student learning is monitored and adjusted.

- Teachers participate in a goal-setting process that is data driven and reviewed three times throughout the year
- Content area teachers give common assessment to ease data comparison
- The division provides benchmark assessments conducted twice a year
- Teachers use SchoolNet, a data management system to manipulate data
- As part of the reflection process, of the professional growth portfolio, teachers reflect upon their teaching and implement methods to improve and adjust their teaching

Students are actively engaged in varied lesson presentations

- Through division wide professional development, many teachers are beginning to implement project-based learning
- A cross grade level group of teachers participated in a STEM project based/inquiry professional development
- Special education teachers collaborate with general education teachers to ensure effective differentiation to meet the needs of all learners
- A group of special education teachers are collaborating to included cross-content, project based learning
- SMART board technologies are being introduced to and used at a greater frequency

School leadership monitor student success and the instructional practices.

- District lead teacher specialists provide walkthrough observations and support to teachers

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- The professional growth portfolio allows for an on-going dialog between school leadership and teachers
- District professional development, focused on 21st century skills, in addition to site based professional development, provide content specific standards of progress

Teachers participate in learning communities and implement the school's instructional process.

- Teachers have participated in grade level learning communities focused on the evaluation process and the 21st century skills
- Teachers volunteered to participate in book group professional development rooted in current practices
- Teaching teams meet every other day to discuss best practices, student success, and academic problem solving
- Core-content area teams meet monthly
- The special education team meets weekly

New teachers participate in a mentoring and coaching program.

- All new teachers participate in either a buddy program (teachers new to the school) or a formal mentorship (teachers new to the field).

Chickahominy engages families in a variety of opportunities and means.

- "WatchDOG dads" is a successful program to include dads as part of the school community.
- Girls Night Out provides an annual community event.
- Parent Coffee Hours are hosted at feeder elementary schools to assist with transition to middle school.
- A weekly electronic update goes home to all families enrolled in the E-connect program.
- Volunteers have logged over 1700 hours this school year.

Professional development is continuous and offered through site-based opportunities, district initiatives, and individualized opportunities.

- Professional development, coordinated through the district, was offered monthly to teachers.
- All teachers participated in a two-day professional development session at the start of the year.
- Faculty meetings have a professional/best practice focus, often presented by school improvement subcommittees.
- Several teachers participated in two book club discussion groups.
- Paraprofessional staff members are offered on-going professional development at the district level.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

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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 the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •List of support services available to students 	Level 3

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

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

Accreditation Report

Chickahominy Middle School

Chickahominy Middle School is staffed with a dynamic, highly qualified staff.

Working collaboratively with the district office, the principal and counseling department chair work to create a schedule that supports the vision and mission of the school.

- Instructional time is protected as much as possible.

In recent years, the SOL testing schedule has been adjusted to limit the amount of class disruptions.

The school is clean and well maintained.

- Families and students rank their school as a safe place to be.

- The Crisis and Safety committee meets monthly to review regular safety assessments, drill results, and refine procedures.

The school has access to and uses a wide variety of media and information sources.

- The school library has over 21,000 volumes, managed by a qualified staff of two librarians and a half-time library secretary.

- Library staff work collaboratively with teachers to plan and implement lesson related to the appropriate use of materials and to support the curriculum.

- An open computer lab is monitored by staff, in addition to the library lab, for students to use before school hours.

Programs are designed and implemented to support students' emotional, social, and academic development.

- Grade level counselors move grade levels with their students to establish an on-going relationship/advocacy.

- Students are instructed in character development on 3 designated days per month.

- Teachers moderate class meetings where students help each other problem solve situations related to bullying, stress, and emotional development.

- Counselors serve as liaisons for families and available community resources.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	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"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

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

Accreditation Report

Chickahominy Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 4

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

Teachers use a variety of assessments.

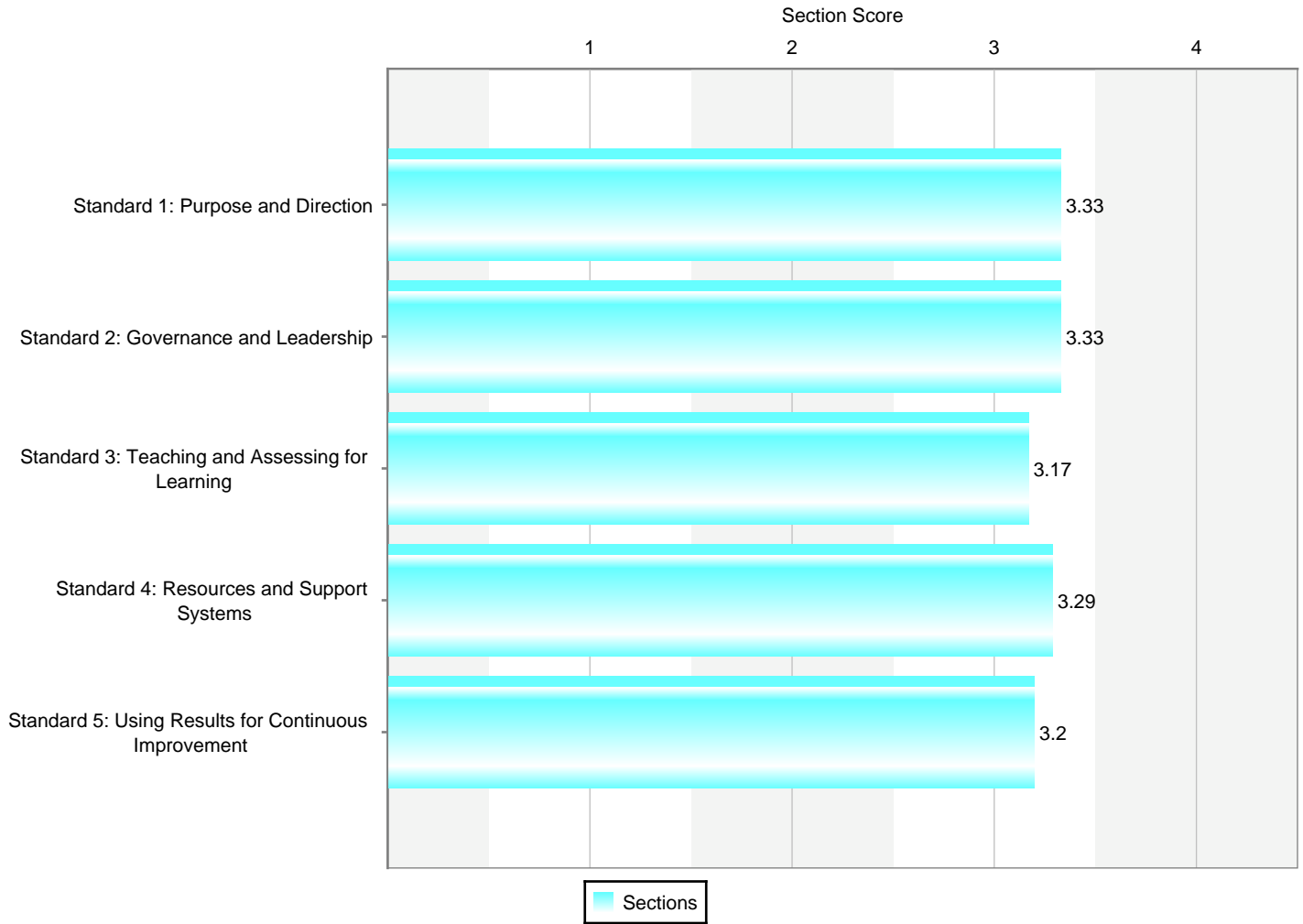
- District created benchmarks are uniformly implemented and data collected allows for class, school, and district analysis.
- Content area teams use common assessments and meet weekly to discuss assessment results.
- As part of the new district evaluation system, teachers frequently use pre, mid, and post assessments to track student growth.

As part of the new evaluation system, school staff have a refined view of student academic growth with support in data analysis.

- School personnel use data to set student learning outcomes and to monitor and adjust instruction.
- All teachers have received professional development and on-going support in data analysis at both the school and district level.
- Teachers review collected classroom data with their primary evaluator three times a year.
- Teachers are evaluated on goal attainment (focused on student academic growth).

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	CMS completed stakeholder surveys through our district office. An attachment was added that shares the CMS feedback.	CMS Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Parents feel their students receive a quality education at CMS that challenges them beyond current levels. Parents feel informed at CMS with teachers posting to blackboard and the weekly Friday folder that includes celebrations and events that will occur in the near future.

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

Parents satisfaction in regards to communication.

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

Parents from our School Improvement Committee comment on the effectiveness of the communication at Chickahominy Middle School. Parents are pleased with the many types of communication, along with the frequency of said communication.

Areas in Need of Improvement

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

Reliability of technology is an area of concern for stakeholders at Chickahominy Middle School.

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

Stakeholders want improvements to the technology used in the school and technology that is offered to our students.

What are the implications for these stakeholder perceptions?

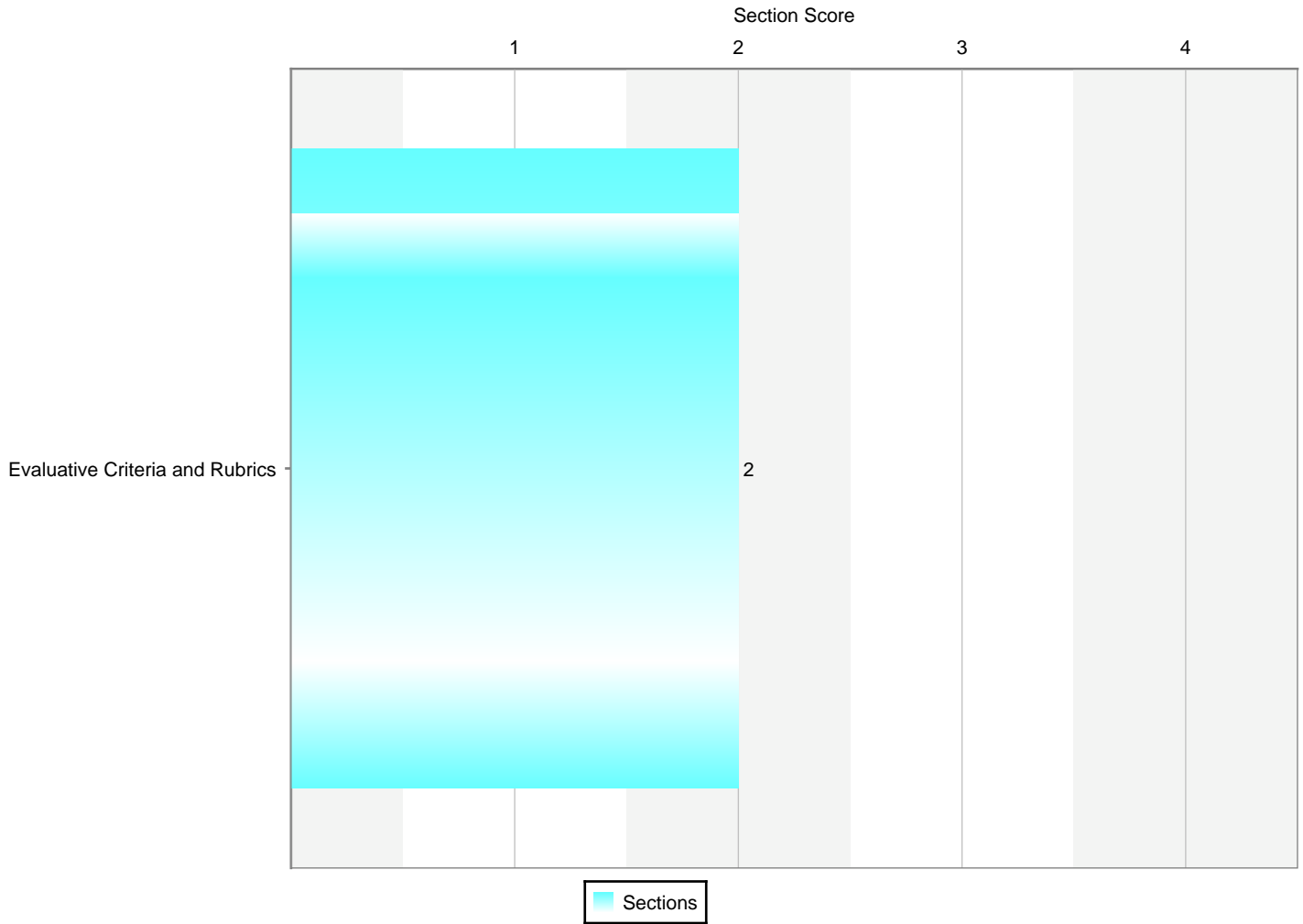
Stakeholders want to ensure that students are prepared to use the technology that is expected of them, when entering the next level in their education.

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

Teachers desire improvements in technology as well. Teachers and faculty members ask for improvements and upgrades at a consistent rate.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

Science and History scores are close to one hundred percent in both curriculum areas. Historically, students at CMS score very well in the standardized testing areas.

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

Our students with disabilities have displayed improvement in many curriculum areas. However, the rigor of standardized tests and the AMO will continue to increase. With that being a potential area of concern, stakeholders will continue to develop strategies to assist students in this subgroup.

Which area(s) indicate the overall highest performance?

Science and History scores continue to be an areas of strength for our eighth grade students.

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

Students who are economically disadvantaged have improved with standardized test scores for the 2014-2015 school year.

Between which subgroups is the achievement gap closing?

Students who are economically disadvantaged have improved with standardized test scores for the 2014-2015 school year.

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

Teachers of students who are academically disadvantaged have tried tiered interventions with these students. Students in this gap group participate in smaller TREC groups. TREC is the time of day that allows students to take part in during the day remediation. We have seen positive gains with this group of students.

Areas in Need of Improvement

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

Students with disabilities have made improvements; however, they still have challenges to face, due to the fact that the AMO increases each year.

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

While our writing scores were above the district average, we still had a decrease in the number of students who had advanced writing scores on our 8th grade writing SOL.

Which area(s) indicate the overall lowest performance?

Reading and Writing scores have had a decrease in the last year. We still made the AMO; however, the reading and writing is still an area of concern for the current school year.

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

Students who are economically disadvantaged have shown a decrease in performance.

Between which subgroups is the achievement gap becoming greater?

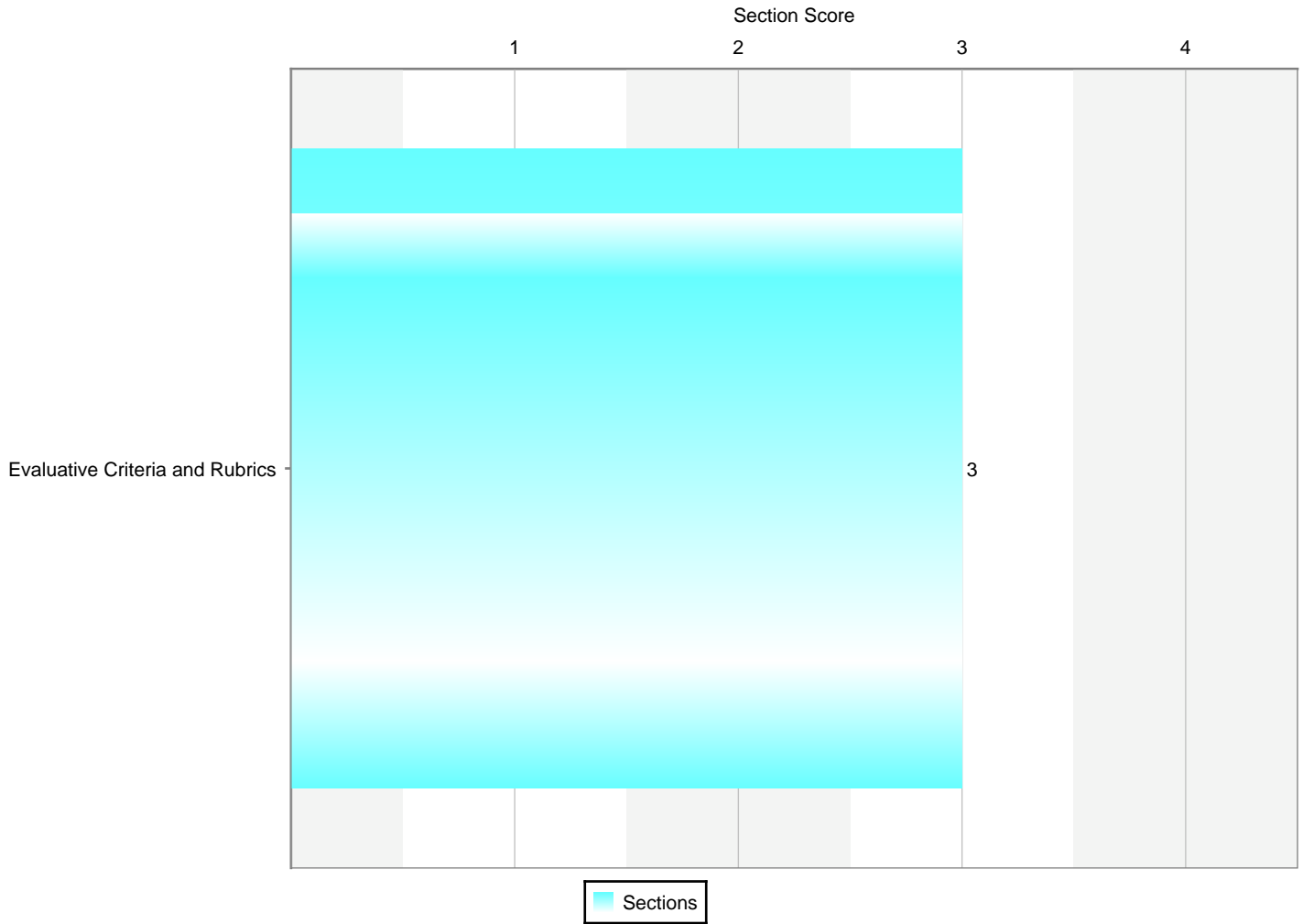
Gap group 1 continues to have the greatest gap.

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

Teachers are seeing the same challenges when looking at the data from district level benchmark assessments.

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"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

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

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

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