



# **Accreditation Report**

**Cool Spring 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?**

Cool Spring Elementary School opened in August 1997. Cool Spring Elementary School is situated adjacent to Chickahominy Middle School and Atlee High School in zip code 23116. This close proximity enables the schools to share resources and work in collaboration to establish learning opportunities for students in grades K - 12.

During the 2015-2016 school year Cool Spring Elementary School housed 667 students in grades K-5. Of our population, we have about 12.5 % special education and 8% gifted and talented. We have 8% identified as economically disadvantaged. The majority of our student population is caucasian at 89%. The 2014 school profile listed 62% of our teachers with advanced degrees.

Parent and teacher participation is important to the overall success of our school program. In our 2014 school profile, 89% of our parents belonged to the PTA. Our volunteers support The Watch DOG Program, Literacy Links, Math Buddies, Mystery Readers, and a variety of other needs.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of Cool Spring Elementary school is "Cool Spring Students Excel and Succeed."

We believe that all students have an equal opportunity to learn and succeed. Students learn best when they are actively engaged in the learning process through a variety of opportunities that address different learning styles and instructional needs. Teachers, administrators, students, parents and the community share the responsibility for maintaining high expectations to ensure learning. In addition to a safe and welcoming environment which promotes student learning.

Our students and faculty have a daily school pledge which is shared by students each day on the morning announcements. We take part in the Olweus Bully Prevention Program. Classrooms have weekly morning meetings to discuss successes, challenges, and other topics.

Teachers, staff, and parents work together to provide learning opportunities for students which are academically challenging and engaging, as well as curriculum driven. Our art, music, library, and physical education departments are all a part of the educational programming. Cool Spring teachers integrate 21st Century Learning Skills into their instruction. With the support of our PTA we have over 80% of our general education classrooms equipped with SMARTBoards.

Students and teachers also practice safety drills and a school-wide crisis plan is available in every classroom.

## **Notable Achievements and Areas of Improvement**

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

Cool Spring Elementary has received the Governor's Award for Academic Excellence in 2012 and 2014, and the Distinguished Achievement Award in 2013. We clearly focus on student success. A continuous improvement process is currently in place and we work through our school improvement goals each year as a school team.

Our biggest area of challenge for the next three years will be to continue to maintain high academic challenges for our students so that they achieve academic success. This will require us to work closely as grade level teams and across grade levels so that we continue to monitor our curriculum pacing/framework and provide assessments which will ultimately guide our instruction. This will also require us to focus our staff PD on specific areas. We understand that we are facing more challenging times as far as acquiring needed resources, but we will continue to seek support from our business partners and our PTA, especially in the area of technology and PD. We would also like to seek opportunities to engage additional members of the student population, parent population and the support staff population in regards to their input and participation in the School Improvement Process.



## **Additional Information**

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

Cool Spring Elementary seeks ways to enrich our student population in areas such as community support for others. In past years we have supported the FeedMore Back Pack Program, Habitat for Humanity, and currently we are supporting our schoolwide selected charity, Wounded Warriors. Our students and their parents are also part of this community support.

We also provide opportunities for our staff and students to get together in PODS which are cross grade level learners and staff with a common goal in mind. These PODS support community programs as well as build community among our Cool Spring Elementary School population of learners.

# 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>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•mission statement</li> <li>PTA newsletter</li> <li>E-connect</li> <li>School Improvement Planning Team minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•PODS</li> <li>Math Buddies</li> <li>Literacy Links</li> <li>Olweus Bully Prevention</li> <li>21 Century Tools</li> <li>school pledge</li> <li>staff development</li> <li>mission posted outside classroom doors</li> <li>PTA newsletter- Principal's Corner</li> <li>Watchdog Dads</li> <li>e-connect messages</li> </ul>	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 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>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•parent survey</li><li>team leader meetings</li><li>grade level meetings</li><li>school improvement meetings</li><li>vision/mission statement</li><li>PTA board minutes</li><li>staff agendas</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.**

Our school continues to maintain and communicate a purpose and direction that commits to high expectations to learning and shared values and beliefs about teaching and learning. We use a wide range of tools, strategies, and instructional practices to ensure the quality of the education of our student population.

Our strengths include our mission/purpose statement, which clearly focuses on student success. We commit to a culture that is based on shared values and beliefs about challenging learning experiences for all students. Our teachers differentiate instruction through a variety of instructional practices. Teachers make a conscience effort to increase our expectations to meet the increased rigor of the curriculum. A continuous improvement process is currently in place through our school improvement goals. Our School Improvement team meets regularly to discuss and document the progress of achieving these goals. Our School Improvement team is comprised of a member from each grade level team, a member from the Resource and Special Education teams, as well as parents. Each nine weeks, teams provide documentation of their interventions used to meet these goals. This information is gathered in a team data notebook and then shared and analyzed among all team leaders to ensure collaboration and unity as a school.

Our faculty and staff have noted areas for improvement. We continue to benefit from encouraging participation by representatives from all stakeholder groups in our process of reviewing our school's purpose and direction to meet learning expectations. Teachers are interested in observing colleagues, within our school.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices 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> <li>•e-connect</li> <li>•PTA Newsletter</li> </ul>	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"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•PD attendance log (school and county) for custodial, cafeteria, instructional support staff, clerical staff, and teachers</li> </ul>	Level 3

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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"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 3

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

Our school has systems in place which support the overall policies and practices in place by our governing body (HCPS). Our school does have its own staff handbook to highlight routines and practices specific to our individual school. Our individual school has a leadership team composed of team members from every grade level team, resource team and special ed team as well as each curriculum area and SCA. Our leadership team communicates with all students, staff and parents with a process to ensure that decisions and actions are in accordance with defined roles and responsibilities. The individual school has the autonomy to meet goals for achievement and instruction and to manage day to day operations effectively. Evaluations are in accordance with policy. Financial responsibilities are in accordance with fiscal policy.

We have noted areas in which we need to improve. We need to consistently document through the use of minutes from school improvement/team leader/grade level or action team meetings. These minutes are to be maintained in the appropriate binders. We have discovered that we could benefit from having more students, parents, and support staff on our leadership team so that communication is consistent across all levels as to student performance and school effectiveness. We will continue to move forward on the areas noted for improvement.



### 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: 3.33

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. 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>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•Study Island Data</li> <li>SMART Board Activities</li> <li>Individualized Kindergarten assessment data sheet</li> <li>Cross-curricular projects</li> <li>SOL data</li> <li>Foundations (K-2)</li> <li>Literacy Links (K-2)</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Encore Recording Sheet</li> <li>4th Grade- use of fraction test to remediate areas of weakness</li> <li>pre and post math assessments</li> <li>DSA data</li> <li>Team leaders' agenda</li> <li>K-1 reading progress chart</li> <li>Math Buddies Data</li> <li>SOL grant summary data</li> <li>Grade level reviews of assessments in use using essential knowledge (part of year long PD plan)</li> <li>Unpacking the Curriculum</li> </ul>	Level 3

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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 are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"><li>•Teacher evaluation criteria</li><li>•Agenda items addressing these strategies</li><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>•Examples of student use of technology as a learning tool</li><li>•Student work demonstrating the application of knowledge</li><li>•Findings from supervisor walk-thrus and observations</li><li>•Surveys results</li><li>•Interdisciplinary projects</li><li>•Study Island Data cross-curricular projects social studies and science foldables math pacing guides - beginning of the year STEM projects HEF grant (Habitat Hotel)</li></ul>	Level 4

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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"><li>•Curriculum maps</li><li>•Documentation of collection of lesson plans and grade books</li><li>•Supervision and evaluation procedures</li><li>•Recognition of teachers with regard to these practices</li><li>•Surveys results</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•HCPS - Form: walk throughs (teacher evaluation) Reading resource collaboration for mentoring Student teacher mentoring AHS mentoring program Professional Development - Reading Assessments, Math Strategies PGP &amp; Smart Goals</li></ul>	Level 4

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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>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Math Work Station Collaboration Professional Development with Study Island Team meeting agendas Professional Development using Strategies that Work (summarizing) Comprehension Toolkit collaborative lessons Report Cards/ White Data Cards/ parent-teacher conference form Collaboration between classroom teacher and special education teacher Collaboration between reading resource and new teachers to CSES HCPS New Teacher Mentoring Program</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>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•report cards, interims, benchmark scores Revised assessments Direct Writing Evaluation forms Tuesday Folders PowerSchool Gradebook Study Island (enrichment package)</li> </ul>	Level 3

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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>•Records of meetings and walk thrus/feedback sessions</li><li>•Survey results</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li><li>•HCPS Mentor Program- assignments for new teachers to CSES County attendance at PD for new teachers County attendance at PD for instructional support staff for autism and custodial staff AHS Mentor Program AHS Teacher Cadets Student Teachers Practicum Students EduLead</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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parent-Teacher conference forms e-mails classroom newsletter/blogs resource blogs PTA links/blog Watch Dogs, Math Buddies, Literacy Links, room parents Curriculum Fair HEF Math Grant (parent-student participation afterschool) 2013-2014</li> </ul>	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"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•PODS Guidance teacher/student evaluation Classroom teachers math buddies groups reading resource groups library, clinic, and art helpers Literacy Links Watch Dogs</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Power School - report card interims Tuesday folder Study Island report direct writing evaluation county/school handbook on grades school designated individual for powerschool support</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Professional Development - county and school Individual staff (teachers, instructional support staff, administrators, custodial support staff)</li> </ul>	Level 3

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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>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•reading resource math buddies literacy links gifted and talented special education-push in / pull out guidance learning styles inventory Foundations ESL screenings/support</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.**

Our school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Teachers use a range of formative and summative assessments, various instructional tools and technology, and curriculum mapping in order to meet learning expectations. We provide programs that engage families and keep them informed of their child's progress. Teachers participate in a continuous program of professional learning.

Faculty and staff noted many areas of strength. Strengths include problem based learning in math and science, differentiated instruction with tiered assignments to meet the academic needs of all students, and encore/enrichment time built into all teachers' classroom schedules which all lead to student success at the next level. QRI (Qualitative Reading Inventory), Fountas & Pinnell assessments, DSA, county benchmarks, PALS testing, math exemplars, as well as pre and post assessments are all used to monitor and adjust instruction and allow for fluid groupings within the classroom. Teachers use student goal setting, critical thinking skills, and a variety of technology in the classroom to engage students in their learning. Most teachers use SMART boards to enhance learning in their daily instruction. Teachers plan cross curricular activities to apply knowledge and skills. Each grade level has a common planning time once a week that allows teachers to work collaboratively. Teachers use the common planning time effectively to work together to share ideas and build a collaborative learning community. Teachers assess student knowledge in a variety of ways that consistently prompt modification and instruction. Parents are kept informed of student progress in a variety of ways which include: email communication, Power School (an online grade book assessable by parents), Tuesday folders, Blackboard, newsletters, and common forms among grade levels to report student progress. Our school and PTA work together to provide fun and engaging activities for families, such as Curriculum Fair Night, Dolphin Dash, and Fall Festival. We have a structure in place to ensure that each student is well known by at least one adult, other than their classroom teacher. This structure, which is called PODS, groups students from all grade levels together and places them with at least 2 adults from the building. PODS meet several times a year and teachers are advocates for these students' needs as well as the students in their own "home" class. Teachers attend multiple professional development sessions and document professional learning in their PGP (Professional Growth Portfolio). In 2014-2015, support staff was included in professional learning activities.



Areas for improvement were suggested by our faculty and staff. Teachers continue to work together to effectively use the curriculum framework, including essential knowledge, to create common assessments that accurately assess all learning expectations; this is an ongoing process. Unit assessments are more common among grade levels to ensure accountability of all students. We also noted that we will continue to assess students throughout the year and allow for fluid grouping. Close attention should be focused on increasing the rigor of instruction and assessments instead of just making the assessment harder. Clear expectations for remediation and enrichment are needed for consistency among all teachers.

**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: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Countywide budget (over time)</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•schedule binder</li> <li>•fee sheets - purchases</li> <li>•SmartBoards</li> <li>•schedules</li> <li>•1/2 day subs for professional development</li> <li>•HEF grants</li> <li>•PGP</li> <li>•mission statement</li> <li>•allocations of time/ team</li> <li>•leaders' agenda</li> <li>•Business Partners</li> <li>•Instructional supply budget</li> </ul>	Level 3

# Accreditation Report

Cool Spring Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve 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"> <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> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•library schedule ITRT schedule SYSOP Library Blog e-connect SmartBoard &amp; Document Camera purchases 2014-2015 Funding of Literacy Links- grade 2</li> </ul>	Level 3

# Accreditation Report

Cool Spring Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•HCPS personal technology device policy/permission</li> <li>•HCPS technology plan and budget</li> <li>•2015-2016 implementation of Google Drive</li> <li>•2014-2015 Microsoft Word Update</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel 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>•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>•List of support services available to students</li> <li>•PODS</li> <li>•1.5 school counselors</li> <li>•Good Citizens</li> <li>•Olweus</li> <li>•Coffee Hours for special services</li> <li>•SPED child study</li> </ul>	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"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•whole class guidance lessons</li> <li>•small groups and individual</li> <li>•academic skills groups</li> <li>•coffee hour for middle school</li> <li>•guidance lesson plans and calendar for classroom visits</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.**

Our school has resources and provides services that support its purpose and direction. Qualified personnel, instructional time, material resources, well maintained facilities, media and information resources, technology, and support services all ensure the success of our students. Our faculty and staff have evaluated each of these standard indicators.

Our strengths include a 5 minute schedule which allows teachers to document and manage the best use of their instructional time. School leaders budget for time and materials in order to provide opportunities for students to meet challenging expectations. To continue to improve instruction, additional math manipulatives were purchased to increase hands on learning. Each classroom has a crisis preparation bag which includes emergency supplies as well as a binder with codes and directions for inclement weather conditions and emergencies (fire drills, intruder drills, tornado drills, shelter in place etc). This notebook outlines clear expectations for safety and all faculty, staff, and students are accountable for maintaining these expectations. We also have measures in place to allow for continuous tracking of safety, cleanliness, and a healthy environment. We have a variety of media and information resources such as United Streaming, Online Library Catalog, Study Island, PebbleGo, and School Net. We also provide an ITRT, SYSOP, and Librarian to assist in supporting these programs. Our school continues to work and provide Smart Boards, net books, and other computer technology in addition to those already in use. Our school's guidance counselors coordinate and provide effective classroom instruction as well as small group meetings to meet the physical, social, and emotional needs of our students. The counselors use a student rating system at the beginning, middle, and end of the year to identify students in need of support. Our school uses reading and math data cards to track student progress. The special education team has a referral process in place to determine if a student is in need of an individualized education plan.

Faculty and staff have given the following suggestions for areas of improvement. We feel the need to reevaluate improvement plans for facilities, services, and equipment under standard 4.3. Another area of improvement we feel would be beneficial is to continue to work collaboratively to increase proficiency in the SEAS (Special Education Automation Software) program. Enhancing the HCPS technology plan to improve technology services and infrastructure to support the school's teaching, learning, and operational needs is an ongoing area of concern.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•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>•Evidence that assessments are reliable and bias free</li> <li>•Fountas and Pinnell reading assessment DSA</li> <li>HCPS direct writing evaluation running records pre and post assessments</li> <li>HCPS benchmarks</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>•DSA</li> <li>HCPS direct writing evaluation</li> <li>HCPS benchmarks</li> <li>Fundations assessments</li> <li>Fountas and Pinnell</li> </ul>	Level 3

# Accreditation Report

Cool Spring Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•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> <li>•Power School Foundations School Net Study Island</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•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>•SMART Goal/ PGP HCPS Compacted Readiness Criteria - 4/5 and 5/6 Math</li> </ul>	Level 3

# Accreditation Report

Cool Spring 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>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•PALS results HCPS benchmark results SOL results classroom assessment results</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.**

Our school implements a comprehensive assessment system and uses the results to guide continuous improvement. Our assessment system provides the data to improve instruction. This system is focused on student learning and evaluated to ensure the assessments are reliable and bias free.

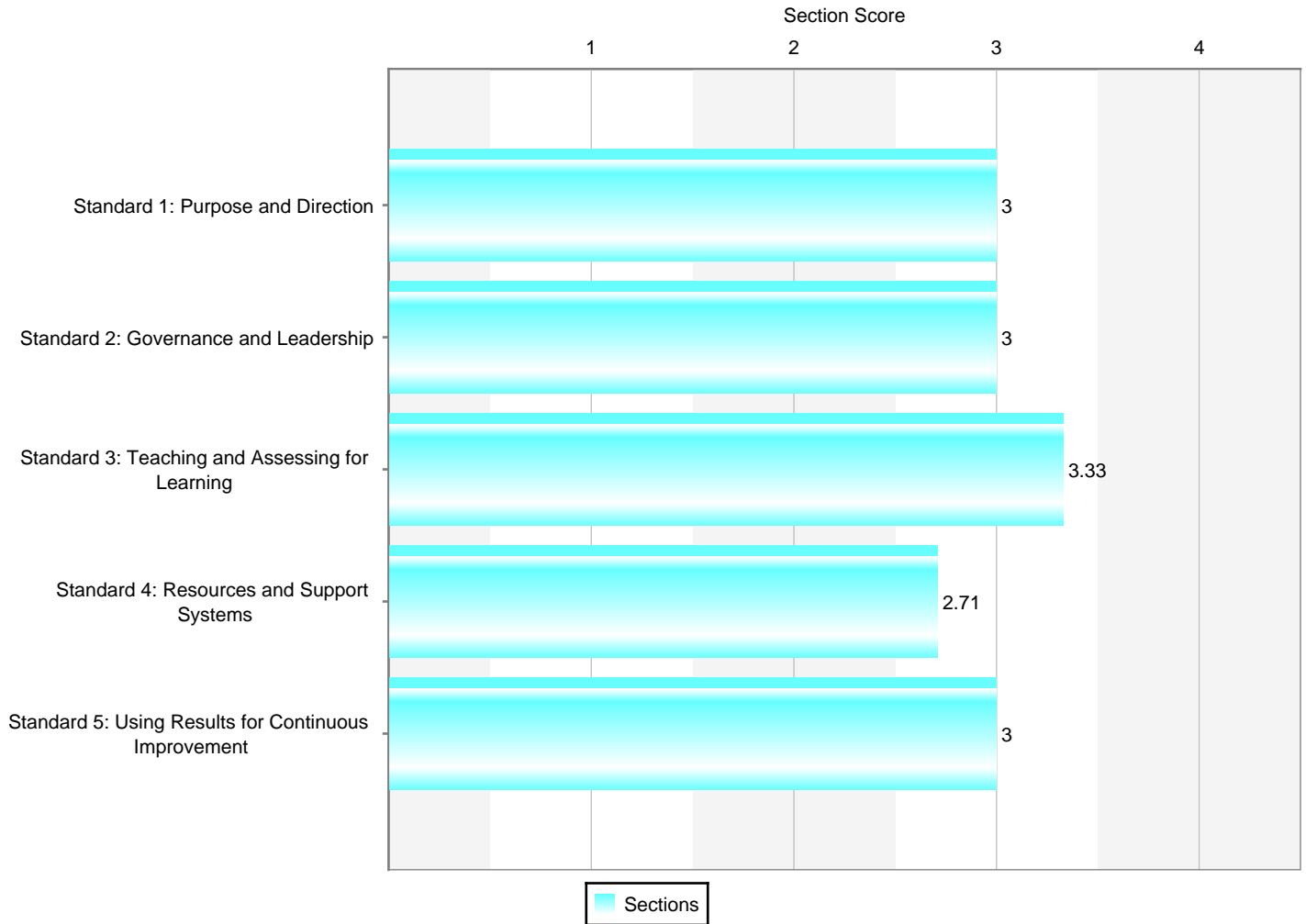
Our strengths include using County benchmark data to drive instruction. We use Power School and Schoolnet (instructional improvement education software) to analyze assessment data and create graphs to note areas of strengths and weaknesses. This information is maintained in a confidential grade level notebook where the data is used to help us provide the most effective programs to help all students excel. These data notebooks are reevaluated each nine weeks to monitor student progress. Teachers design pre and post assessments for each math strand to help structure our fluid math groups. The pre and post assessments also help with planning lessons and engaging activities for the students. Another area of strength is the common planning time for each grade level which was made possible by our current resource schedule. The common planning time gives teachers an opportunity to work collaboratively. Additionally, grade levels use common communication logs to communicate information about student achievement levels with parents throughout the school year. Faculty receives training and professional development on the assessment programs we have in place.

Our faculty and staff have identified the following areas for improvement. Faculty recommended the opportunity for teachers to continue to have collaborative discussions with other grade levels, such as K-1, 2-3, and 4-5; this helps with long term planning of vertical alignment of curriculum mapping. Although the grade level data notebook is an area of strength, teachers also feel it would be beneficial to reevaluate the procedure for collecting data as state standards change.



## 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		CSES

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>1.</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.</b>	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

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

Students and parents rated 4.3/4.4 as the highest which supports students and staff using a range of media and information resources to support the schools education programs and leadership and staff fostering a culture consistent with the school's purpose and direction. The staff rated 5.5 as the highest which indicates leadership monitors and communicates comprehensive information about student learning and the achievement of school improvement goals to stakeholders.

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

This is the first year for this survey.

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

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

## **Areas in Need of Improvement**

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

This area varied based on the survey population: Grades K-2 rated engages families in meaningful ways in their children's education and informing them of student's progress (3.8). While students in grades 3-5 rated 5.1 as the lowest which is establishes and maintains a clearly defined and comprehensive student assessment system. Parents rated 2.3 as the lowest which is 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. Staff rated 3.5 as the lowest which is teachers participate in collaborative learning communities to improve instruction and student learning. These are areas which will need to be researched further. We are assuming the larger class sizes and using funding from the PTA to support learning may have impacted 2.3. The limited time for common planning may have been factor for the lower staff rating on 3.5 due to certain program needs for our student population.

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

All areas will be monitored in upcoming years to determine any trends.

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

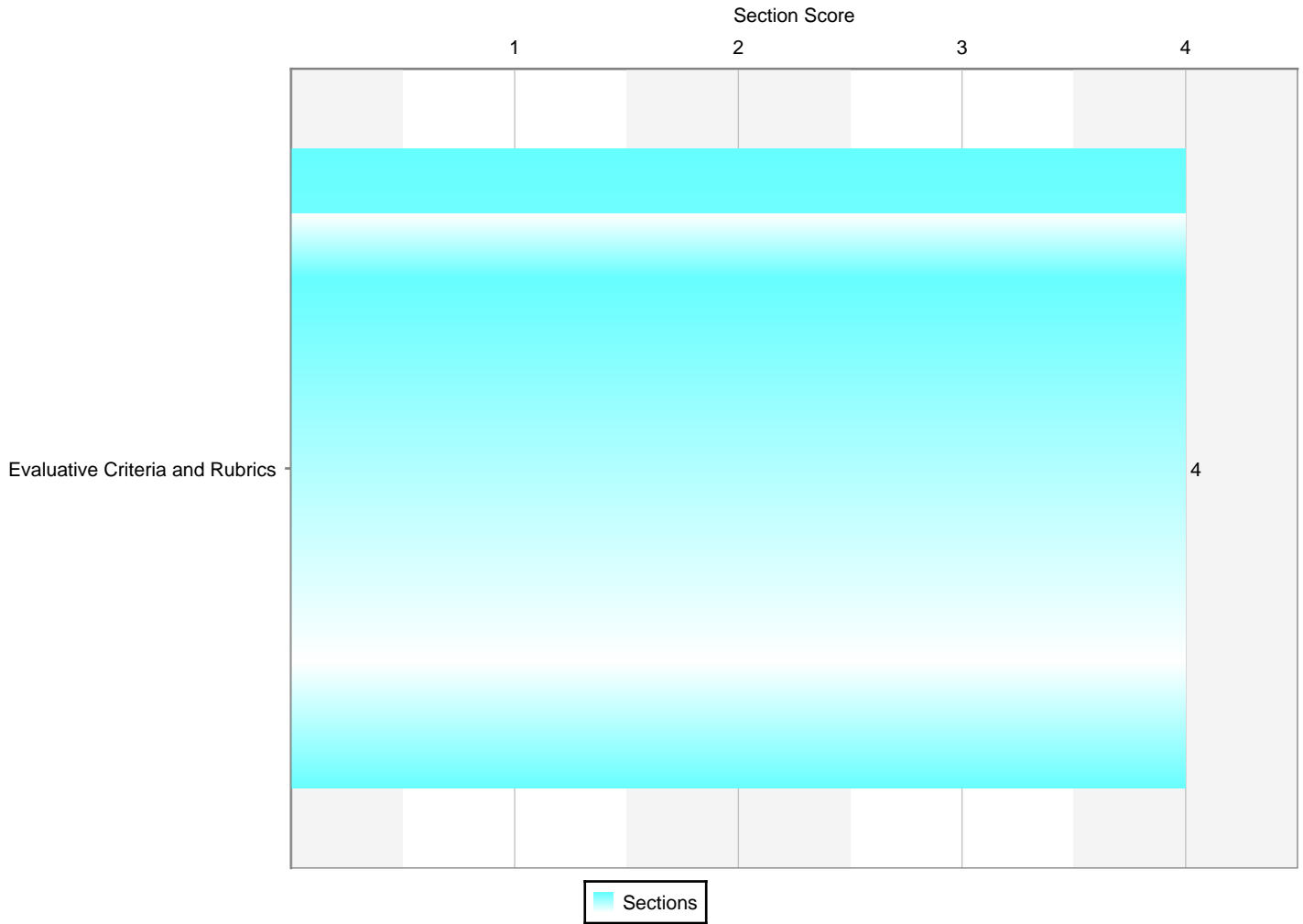
Communication is the key to all perceptions and we will continue to look for avenues which have the potential of reaching the majority of our stakeholder.

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

Overall, looking for ways to communicate all of the happenings at the school and encouraging stakeholder involvement. Looking for additional opportunities within the school day for teachers to collaborate.

## 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		CSES 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?

The entire staff at CSES supports the learning environment which helps to foster meeting the needs of the students.

The areas of assessment are monitored and the data is used to plan the next steps.

The areas of math and reading are above expected levels of performance.

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

The performance of the students in the areas of math and reading continue to show above level performance. The school community maintains a focus on meeting the needs of the students. The use of problem solving in math is part of the daily culture within the classrooms.

The use of guided reading and the use of small group learning helps to provide the focus in reading.

Gap Group 1 in the areas of reading and math continue to make gains.

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

The success of all of our students in math and reading continue to show improvement over time.

The entire staff at Cool Spring Elementary help to foster a culture consistent with our purpose and direction.

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

Gap group 1 and our special education population are showing an increase in performance in reading and math, but those areas are still a major focus for our school.

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

Gap group 1 in reading and math still exists, but is improving.

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

CSES monitors the reading levels of students through various assessments. Eventhough our focus is always on helping the students reach grade level in reading by grade 3, we still have students (grades 3 - 5) who are not on grade level in reading based on the assessments.

## Accreditation Report

Cool Spring Elementary School

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Limited supports are in place during the school day, so our SOL tutorial program for students in grades 3 - 5 expanded to afterschool last year to support students in need of learning in small groups.

## Areas in Need of Improvement

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

All areas meet the state and federal benchmarks, but CSES has targeted Gap Group 1 and special education as an area of focus in reading. The other area, based on data collected, is students performing above average. Not all of our students who are identified as reading above grade level, scored advanced on the SOL test in reading.

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

No areas show a negative trend using SOL data. As a school, we are monitoring our numbers identified for the Gifted and Talented program since the data for 2015 showed the county has 13% of the population identified as Gifted and Talented and CSES shows only 9% of our population as receiving services. This is an area of concern for our school.

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

Based upon the 2014-2015 SOL testing, our students in Gap Group 1 in the areas of Science and Social Studies are showing scores in the the lowest range.

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

None

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

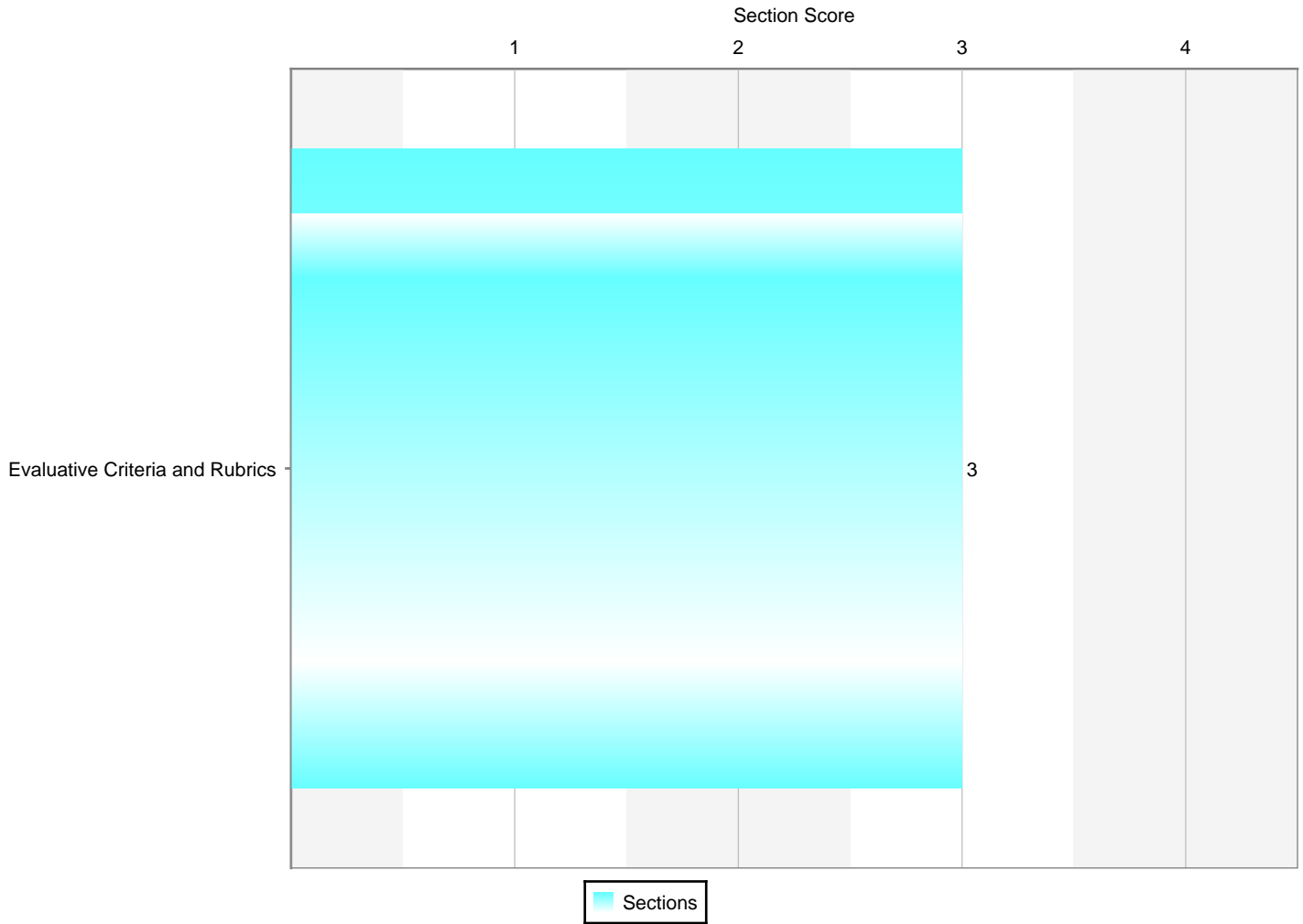
None

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

The area of reading impacts science and social studies. The fact that we have students who are below level in reading based upon reading assessments is consistent with our overall findings.

## 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		