Accreditation Report

South Anna Elementary School

Hanover County Public Schools

Ms. Alicia Todd, Principal
13122 Walton's Tavern Road
Montpelier, VA 23192

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

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?

South Anna Elementary School is located in western Hanover County in Montpelier, Virginia. Our school serves approximately 652 students from pre-kindergarten through the fifth grade. Hanover County is approximately 12 miles north of Richmond and 90 miles south of Washington, D.C. In 2007, Forbes magazine recognized Hanover County for providing the "Biggest Bang for Your Buck" because it ranks in the top 50 counties in the nation in terms of student achievement vs. cost per pupil. As one of the largest counties in the state, Hanover County is a community that offers an extraordinary blend of rural and civic pride with suburban living. Hanover County has been named one of the Top 100 Communities in America for Youth by America's Promise. The county has a population of approximately 86,000.

Hanover County Public Schools is a national award-winning suburban school district located in the Richmond, Virginia, metropolitan area. Approximately 19,400 prek-12 students attend the twenty-five comparably successful schools--fifteen elementary, four middle, four high, one alternative, and on technical school. All schools are accredited by the Virginia Department of Education and the Southern Association of Colleges and Schools.

As of Spring 2015, South Anna Elementary serves approximately 652 students, an integral part of the district population. Our student body is comprised of a fairly diverse group of students: 17.6% are economically disadvantaged, 13% (82 students) receive special education services (compared to 13% in 2014 and 12% in 2013), and 11% (68 students) receive Gifted & Talented services (compared to 11% in 2013-2014). Our ethnic population is approximately 3.1% (compared to 1.399% in 2014 and 1.34% in 2013), with 7 students who are monitored or receiving ESL instruction as students who are Limited English Proficient, 8.7% African American (compared to 8.95% in 2014 and 9.81% in 2013), 2.2% Hispanic/bi-racial (compared to 2.08% in 2014) and 86.66% white (compared to 86.42% in 2014 and 88.12% in 2013). Our enrollment distribution by gender is 42.9% female (43.83% in 2014 and 55% in 2013) and 57.1% male. (56.17% in 2013 and 2014) With respect to federal annual measurable objectives, South Anna's student population falls into Gap Group 1 and Gap Group 2.

The faculty of South Anna Elementary School is comprised of 36.4 total teachers (compared to 37.4 in 2012), 26 of them being classroom teachers. Our pupil-teacher ratio, based on classroom teachers, is 22:1, a ratio that has remained consistent since 2011. This is comparable to the district average of 21.7:1. 52% (44 educators) of our teachers have advanced degrees and one is Nationally Board Certified. All of our teachers meet the federal definition of "highly qualified." The 2014-2015 SAES Staff consisted of 4 kindergarten teachers, 2 kindergarten instructional assistants, 5 first grade teachers, 4 second grade teachers, 5 third grade teachers, 5 fourth grade teachers, 5 fifth grade teachers, 8.5 special education teachers, 1 reading specialist, 1.5 school counselors, 1 G/T resource teacher, 1.5 art teachers, 1.5 music teachers, 1 part-time instructional technology resource teacher (ITRT), 1 systems operator (SYSOP), 1.5 physical education teachers, 1 media specialist, 1 library instructional assistant, 2 secretaries, 1 assistant principal, 1 principal, 1 cafeteria manager, 4 cafeteria workers, 3 cafeteria monitors, and 3 custodians.

The community is comprised of a fairly homogeneous group of families. The mobility rate of the students at SAES is low, approximately 2%. The stable nature of our base population allows our students to flourish. The community South Anna serves is a very involved, supportive body. We are fortunate to have numerous parent volunteers to assist with tasks such as copying services, library cataloging and check-out, the Accelerated Reader program, Watch Dog Dads, Walk & Talk supervision, SOL hall monitoring, and classroom tutoring and assistance, in addition to their valuable support as members of the Parent Teacher Association (PTA). There are 573 (compared to 631 in 2014) registered

parents/community volunteers at South Anna who undertake the organization, implementation and management of the aforementioned programs and events. In 2013-2014, 2,788 volunteer hours were logged at South Anna, an average of 4.5 hours per student (higher than the district average of 4.2 hours per student).

The PTA is a large and active organization at SAES comprised of community volunteers who work tirelessly to support the mission and vision of our school: "Do your best, be your best!" Based on enrollment, 74% of our parents belonged to the PTA at the end of the 2014-2015 school year (compared to 70% in 2014). The PTA's Executive Board is comprised of a president, vice president-programming, vice president-fundraising, vice president-membership, secretary, treasurer, staff representative, and school administrators. The PTA initiates and supports a plethora of important programs, including The Fall Festival, the Science Fair, the South Anna Spirit Stride 5K/1 mile fun run, the sale and distribution of candy grams prior to the winter holidays and Valentine's Day, the Hospitality Committee, the Helping Hands Committee, the Literary Magazine, Family Fun Nights (movie night, skate night, game night), the Reflections program, school beautification, room parent coordination, spirit wear, and the student directory.

SAES has a variety of business partners who contribute to the vibrancy and the overall productive nature of our school. Presently, we have seven business partnerships created to support education. Our business partners allow SAES to provide students with an overall increased level of educational opportunities. Our business partners include: Richmond Blinded Veterans Association, The Eastern Chickahominy Tribe, Master Cho's Tae Kwon Do and Martial Arts, Lighthouse Reality, Hanover Fire/EMS, The Fun Bus, Subway, and The Country Day School.

Although we lost several business partners during the economic decline, those that remain are committed to South Anna and our students. Students benefit when parents and community members partner with the school. Two examples that underscore the positive impact that our business partners have on our school community include the Richmond Blinded Veteran's Association and the Eastern Chickahominy Tribe. These business partners have sponsored our school in the Bowl-for-Education event to raise money for the Hanover Education Foundation. Subway at Winding Brook graciously works with us to reward students who are recognized each nine weeks as a part of our Character Education program.

South Anna faces several challenges that are associated with the communities that we serve. SAES has a population of students that is distributed over a larger rural area which requires long bus rides to and from school. Additionally, our student enrollment has demonstrated a declining trend since 2009-2010, when there were 719 students enrolled, to 2010-2011's enrollment of 684 students, to 2011-2012 when there were 664 students enrolled, to 2012-2013 with 639 students enrolled. We saw a slight increase to 648 students during 2013-2014 and 653 in 2014-2015. The decrease in enrollment has led to a decrease in staff, which shifts responsibilities onto and among remaining staff members.

South Anna has parents that are highly involved in their children's education, and while this is ultimately a strength of our school, it can also occasionally lead to challenging situations between the parents and teachers. This is due, in part, to the parent's geographic location to our school. Many parents want to be a part of their child's education but it is not always convenient to come to school for parent conferences or workshops scheduled by teachers. As a school we have started to turn more to technology to provide the necessary link between home and school but that too is a challenge because not all parents in our rural community have internet access.

As the largest elementary school in Hanover's Western Corridor, South Anna is also home to most elementary special education center-based programs. In addition to schooling students within the South Anna attendance zone, we also serve 30-40 students annually who are placed into one of our programs for students with Autism (2 programs), Early Childhood Special Education, Emotional Disabilities, or Multiple Disabilities. There are a number of administrative and staffing responsibilities that come with serving as a hub for five special education programs in addition to the general curriculum special education population that all elementary schools in Hanover serve. Our school relies heavily on teacher-leadership to assist with various aspects of our programming. Training for general education and special education

teachers to manage all populations of students is an on-going professional development need.

An additional population of students we serve includes our increasing ESL population. While our numbers are very small compared to other schools with much larger populations, we have no full time personnel designated to our school for assisting ESL students and supporting classroom teachers of ESL students. A part time district ESL teacher was assigned to South Anna one day per week in 2015-2016. Test scores indicate weaknesses in the areas of reading and math for our English Language Learners. Our school's Reading Resource teacher supports these students and the teachers to the best of her ability, as she is not certified in English as a Second Language and is juggling the needs of struggling readers at each grade level in addition to those of English Language Learners. There is a critical need for additional support in this area.

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.

We have a strong purpose at our school that displays our values and beliefs. At South Anna Elementary School we believe that students need differentiated resources and instruction to meet their individual needs. We believe that students successes can be achieved through a variety of instructional practices and strategies. We also believe that collaboration, shared goals and actions will allow students to reach their fullest potential, and that all students in our school need to have an equal opportunity to learn. These purpose statements were last revised in Summer 2014, and are reviewed annually. Our mission at South Anna Elementary School is to do your best, while our vision is to be your best. The School Improvement team, consisting of grade level leaders, department chairs, instructional leaders, administrators, and representatives from our school community (instructional aides, PTA Executive Board members, and parent representatives) reviews the mission and vision biannually. This specific mission and vision statement was settled upon in 2010 due to its simple yet powerful message. In all areas, academic and otherwise, we want the members of our school community to strive to achieve excellence so that they may become/ continue to be successful, productive members of our society.

All of the programs, projects, curriculum design, academic and behavioral expectations, and instructional practices at South Anna work together to exemplify and strengthen our purpose, mission, and vision for our school community.

SAES is a student-based educational center. Although our educational outcomes are always based on the content- and grade level specific-Standards of Learning (SOL) objectives set by the Virginia Department of Education (VDOE), much of our instructional planning is data-driven from the formal and informal data that we regularly collect and analyze. Clear performance expectations for student learning are consistently in use at South Anna. Each grade level implements nine-week benchmark assessments so that formal data is collected 3-4 times per year, per child, in all subjects. In addition, data is collected from a variety of other sources, such as SOL performance, PALS screening conducted up to three times each year for students in grades K-2, Fountas & Pinnell benchmark assessments administered up to three times per year to determine, review, or confirm individual student instructional reading levels in grades 1-5, teacher observation, school surveys, classroom assessments, and other anecdotal data and information. This information is used by individual teachers, grade levels, content departments, and instructional leaders to determine the effect our instruction is having on student learning and as a basis for modifying instruction when our students are not meeting the high expectations set for achievement by the VDOE.

As a result of our ongoing efforts to assist our students in "doing their best" and "being their best," SAES offers a variety of program offerings to its students which enrich the whole child and support our mission and vision.

Gifted education at South Anna Elementary is an extension of our school's dedication to quality differentiation across the curriculum. Three main goals drive our program. We work to provide students with appropriate acceleration, rigor, and differentiation so they will be prepared for IB, AP, and Dual-Enrollment, provide appropriate pacing and complexity of instruction, and focus on higher level thinking skills and problem solving.

In accordance with the Hanover County Gifted Plan, we analyze response lessons, unit pretests, and SOL scores. This information is paired with classroom performance and teacher observations to help us determine when testing for identification is appropriate. Teachers, parents, and students can refer someone for testing in the Fall and the Spring. An eligibility team uses the OLSAT, Gifted Performance items, the Williams Creativity Test, and classroom samples are used as criteria to determine eligibility.

Although identification of gifted students is a priority at South Anna, we work to meet the needs of all students ready for acceleration in math and reading. Our gifted program at South Anna is a collaborative model that uses pull out when it better meets student academic needs. Collaboration allows teachers to plan, implement and monitor differentiated educational opportunities for all learners. We work closely within and across grade levels to make differentiation an important part of our everyday practice.   PALS testing and the Fountas and Pinnell Reading Inventory allow us to identify those students who are ready for above level reading instruction. Junior Great Books, Novels, Socratic Discussions and Vocabulary study are used to help us meet the needs of advanced readers. In math students are given pre-assessments per unit in order to inform teacher instruction. Flexible grouping is used in first through third grade in order to accelerate those students who already mastered on grade level material. In the fourth and fifth grade we use the Hanover County Compacted Criteria to determine placement in both the 4/5 Compacted and the 5/6 Compacted classes. These opportunities help ensure students can be challenged and accelerated in math.

In addition to providing resources and time for math and reading everyday, the gifted teacher coordinates enrichment activities throughout the year. Students at South Anna participate in VCU Mini Economy, The Stock Market Game, Game Factory, Cooking Videos, News Reports, Bridges and other engineering activities.

Special Education classes support 13% of our student population and work with students with disabilities identified to receive services based on individual strengths, weaknesses, and preferences. The majority of our special education children receive collaborative assistance in a classroom setting. SAES has four classes which serve children with multiple handicaps as well as autism and developmental delays. Students with learning disabilities, other health impairments, and emotional disabilities are served with their grade level peers in a least restrictive environment. SAES also houses the Reverse Inclusion Preschool program. This is the third year for this program and it allows general education students of preschool age to attend class with those students who have developmental delays. Two speech therapists serve the grade levels as well as itinerant specialists for occupational, vision, hearing, and physical therapies. South Anna Elementary School serves as the Western Corridor Center for Autism, Emotional Disabilities, and other Multi-Categorical Disabilities. We host students from several schools within the county, as these schools may not have the appropriate services for these children.

Our Reading Resource program works tirelessly to develop and strengthen the emergent, beginning, and intermediate literacy skills of our students. At SAES, all students who were identified as at-risk for reading difficulties on the K-3 Phonological Awareness Literacy Screening (PALS) at the Fall, Mid-Year, or Spring administration are given the opportunity to participate in Tier 2 or Tier 3 reading interventions with the school reading specialist or with trained reading interventionists. Students who do not receive a pass-proficient scores on the third, fourth, or fifth grade Reading SOL Assessments are also evaluated to determine if reading intervention is necessary and to determine participation in SOL score recovery programs. Depending on the strengths and weaknesses of the student as evidenced by their individual PALS task scores or other diagnostic instruments, students may participate in one of several reading interventions offered at SAES. The reading intervention programs available at South Anna include: Corrective Reading, Grades 2+: A Research-Based Decoding Program; Reading Mastery, Grades K-2: A Research-Based Decoding and Comprehension Program; Fundations Double Dip, Grades K-3: A Research-Based Phonological Awareness Program; Voyager Reading Passport, all grades: A Research-Based Comprehension Program; and QuickReads, Grades 2+: A Research-Based Fluency Program. The Fountas & Pinnell Leveled Literacy Intervention System was purchased by Hanover County Public Schools in the summer of 2015. Training is taking place for special education teachers and reading specialists in October 2015, after which time the intervention program will be implemented at South Anna. In 2014-2015, approximately 36 students, or 6% of the school population, participated in an intensive reading intervention throughout the academic year.

South Anna also has a School Counseling Department with one full time and one part time school counselor. Our school counselors offer a comprehensive and developmental school counseling program which serves all South Anna students. The school counselors offer individual and group counseling services that are designed to address the academic, social, emotional and developmental needs of our students. They

also conduct a variety of classroom lessons throughout the year in order to provide students with information relevant to their needs or concerns. These lessons may include study skills, social skills, and career exploration.   The school counselors coordinate the South Anna Student Leadership Program, the school-wide Positive Behavior Intervention and Support (PBIS) program, and the Good Citizenship Program for character education. As part of promoting a variety of career education opportunities, our counselors also coordinate a biennial Career Day during which multiple career professionals come to school and make presentations to the students. Another important part of our school counselors' role is consultation with parents, faculty, other school staff, and community agencies in order to best meet the individual needs of all students.

The Music Department is well-developed and offers a variety of opportunities for the students. Music classes are offered for students during the day as well as an after-school Chorus program for 4th and 5th grade students. Other music programs include Orff Ensemble, Recorder, and a school-wide musical. The Music Department also presents two major programs each year, a Winter Concert and a Spring Concert. Our Chorus has consistently performed in the "superior" category each year at King's Dominion, earning this distinction for the past eight consecutive years. In 2013-2014, 60 students were members of the school chorus and 24 students were members of the Orff Ensemble. Additionally, 95 students participated in a Kindergarten Patriotic Music production and 114 second grade students participated in the "Temples and Tombs" performance. For 2014-2015, 49 students participated in the chorus and 36 in the Orff Ensemble.

Physical Education and wellness is a daily part of each student's curriculum at South Anna. Students also attend formal physical education class one day a week. Our emphasis in P.E. is wellness of the individual student. In the fall of 2014, students are able to participate in a Walk-Jog-Run Club. This club operates one day a week for students in grades 2-5 after school and one day a week for students in grades 2-5 before school. Students can sign up for one or both clubs .These clubs promotes fitness beyond school hours. In 2013-2014, 164 students participated in the Walk-Jog-Run Club, an increase from 110 students the previous year. Our Physical Education department also sponsors a Jump Rope for Heart program each year. This project raises money for the American Heart Association and in 2012, the students rose over $12,000. At this time, SAES reached the $100,000 donation mark since the Jump Rope for Heart program began at SAES in 2002. South Anna received "Top School" Awards from the American Heart Association in 2012 and 2013 for their participation. 192 students participated in 2012-2013, raising a total of $11,946.80. 241 students participated in 2013-2014, raising a total of $13,489.60. In conjunction with the physical education department, South Anna also hosts the Spirit Stride 5K/ 1 m fun run to support our school. Additionally, all students at South Anna participate in the Sports Backers Kids Challenge. This running challenge is to encourage youth to build endurance through running and walking over a designated training period either at home or in school. By establishing healthy habits in childhood, kids learn to incorporate physical activity into their daily routines, which is critical to their long-term physical and mental health.

Our library provides formal instruction to each class, once per week. In addition to checking out books during their weekly library visits, 6,668 students visited our library during our daily open checkout time. When compared with last year's statistics, this is an increase of 960 students during open checkout. Daily assistance is provided to teachers in selecting educational materials for their classrooms. As of early June our library has circulated 39,670 books, an increase of 3,313 books over last year's end of year number.

To encourage reading and teamwork, our library offers a motivational reading program to fourth and fifth graders called Reading Olympics. This year a record breaking 116 students and 20 adult coaches formed 10 teams and met from October-April. Together these students read 2,459 books from the official reading Olympics title list. When the competition and monthly meetings were moved from after school to during the school day, participation nearly doubled. In collaboration with the PTA, the library also sponsors the Accelerated Reader program. All 652 students have the opportunity to earn tokens as they earn points for taking tests on selected titles. Teachers use this program as part of their total reading instruction.

Each fall our library sponsors a book fair to raise funds for the library program and to promote literacy. Students and parents have the opportunity to visit the book fair and purchase books for their home libraries. In 2013-2014, our book fair sales totaled $13,090.03. The

library was able to receive $463.57 in books and $3040.51 in cash profit to spend on our library program. The library additionally raised $1,317.80 through the Box tops for Education program this year. Our library also raises funds through the birthday book club. For a $10 donation students may sponsor a library book in honor of a student's birthday or other special event. The book has a special bookplate placed in the book commemorating the event. Through all of these fund raising efforts we have been able to build an excellent library collection totaling 17,205 books. This equates to 26 books per student, well above the district average of 18.2.

Art classes are provided one day per week to all students. Students have the opportunity to register for various art classes that are offered throughout the year after school on designated days. The students also have the opportunity to explore a variety of 2-D and 3-D art media, including ceramics. Students are also given a variety of other ways to showcase their art. Art is often displayed throughout the halls at school and in the school showcase. Also, each year student art is exhibited at the School Board office, in the PTA Reflections program, and at the Art and Science Festival held by Hanover County Public Schools. Three SAES students, Caroline Billingsley, Beth Nevius, and Ainsley Toone, were honored at the district level for their entries in the Reflections contest. This is a testament to the quality of the instruction provided in weekly art classes. Two SAES students, Caroline Billingsley and Syndey McAdoo, were honored at the regional level for their entries in the PTA Citizenship Essay Contest in Spring 2015.

SAES also integrates a variety of educational practices into each school day which enrich the whole child and support our mission and vision.

Reading is a strong focus at South Anna Elementary School. SAES offers 90 (grades 4-5) to 120 (grades K-3) minutes of literacy instruction based on the Literacy Diet, as advocated by the National Reading Panel and supported by decades of reading research. The Literacy Diet includes instruction and authentic experiences in reading comprehension, reading fluency, phonics and word study (spelling), vocabulary, and writing. SAES also follows the Virginia Department of Education's Standards of Learning Objectives in English & Language Arts. Guidelines set forth in the HCPS Elementary Handbook for Balanced Literacy Instruction are used to identify students that are working on, above, or below grade level based on the results of assessments used throughout the district to determine instructional oral reading levels. There are several instructional tools, methods & programs we use to ensure that students achieve success in all areas of literacy.

Guided Reading is the model of reading instruction expected for use within the reading workshop format in HCPS elementary schools. During a guided reading lesson, the teacher models and provides support for small, flexible groups of students (grouped by similar instructional reading levels and comprehension skill) in the implementation of comprehension strategies introduced during a whole group mini lesson or with skill deficits common to the group. Guided reading involves differentiated instruction and ensures that all students are working at their instructional level, helping them to continue to achieve greater reading success. The success is measured by student gains with respect to instructional reading level and by the results of standardized assessments, like the PALS assessment administered three times each year for kindergarten - second grade students.

Fundations is an adaptation of the Wilson Reading System authored by Barbara Wilson. It provides all students with a foundation for reading and spelling, and is delivered in SAES kindergarten through third grade classrooms in 30 minute daily increments. The lessons address letter formation, phonological awareness, sound mastery, phonics, vocabulary, sight word instruction, fluency, comprehension, and written composition. Principles of Fundations instruction include explicit, systematic instruction incorporating motor-memory learning, repetition, and feedback. In addition to the daily whole class lesson, students who struggle (lowest 30th percentile) have the opportunity to receive both the Fundations standard lesson and the double dose lessons for an addition 30 minutes 3-5 times per week. Since the implementation of Fundations at SAES, students are demonstrating the highest levels of achievement on the Phonological Awareness Literacy Screening (PALS) assessments we have ever achieved as a school, specifically with respect to spelling, alphabet recognition, letter sound identification, and word recognition in isolation (sight word) tasks.

Writing Workshop is the instructional approach utilized in HCPS elementary schools to teach and develop the composition, grammatical and mechanical skills associated with good writing. Writing workshop includes a mini-lesson during which teachers provide direct instruction and modeling of a specific skill that is relevant or timely for a particular group of writers, writing time, conferring time (teacher-student and student-student conferences) during which the teacher listens to the writer and is responsive to their piece of writing, and a sharing time when students can read their prose aloud for support, praise, and feedback. Using scaffolded mini-lessons based on Lucy Caulkin's primary and intermediate Units of Study for Teaching Writing, teachers assist students in attaining strong written composition skills. Mastery of written communication skills is assessed in fourth and fifth grade via district benchmark assessments and each year using district rubrics and writing evaluation forms.

At South Anna Elementary, we strive to match students who are unable to demonstrate grade-level appropriate benchmarks of literacy development with the intervention appropriate to assist them in developing the key literacy skills needed to do their best and be their best. As a result, the leadership team (administrators, school counselor, school psychologist, school educational diagnostician, reading specialist, and/or GT resource and special education teachers) meet each marking period in Annual Measurable Outcome (AMO) meetings to review the progress made by each Spirit Rider with respect to reading and math. For those who are not meeting the expected grade level benchmarks, a student educational plan (SEP) or an informal progress report is written with specific goals and interventions that will be implemented in order to accelerate the instruction of students reading below grade level.

In making sure that South Anna provides the highest quality mathematics education for each child, we also want to make sure that our students can use and communicate mathematics confidently and effectively. At South Anna we want to prepare our students for a technologically changing world. With this in mind, all teachers have begun to align their instruction with the new Math Process Standards (The Math Diet) where students use effective strategies to solve problems, use math vocabulary to explain their thinking, make connections, describe strategies that make sense in solving the problem, and use pictures, numbers, or words to show their thinking.

In addition to embracing the math process standards, South Anna has adopted a school-wide focus on problem-solving. Adapting strategies learned from the Singapore Math curriculum, each grade level has adopted a common structure to solving word problems and increased exposure and practice with problem-solving. In the past problem-solving was instructed during certain units of student. Now, problem-solving practice occurs throughout the school year.

The strength of our instructional process combined with high academic expectations for our students has resulted in student growth. South Anna continues to be fully accredited, having continually met the accreditation benchmarks in English, Mathematics, History and Science. We have met the AMO targets for Federal Accountability in each gap group and continue to demonstrate and exceed grade level expectations for performance on SOL Assessments.

In addition to instructional expectations, we also hold high behavioral expectations for our students. The faculty and staff of South Anna are committed to developing a safe, welcoming, and bully-free school environment that is both preventative and instructional when dealing with student behavior. Therefore, it is our practice to use a Positive Behavior and Intervention Support (PBIS) program to ultimately increase time spent on academic instruction. The students are taught appropriate school behavior and the faculty reinforces those behaviors through positive methods. This program was implemented in 2012-2013.

Our South Anna behavior expectations are: Be Safe, Be Respectful, and Be Responsible. The students are taught how these goals look and sound in all school areas through our Behavior Matrix. Teachers spend time teaching and modeling these appropriate behaviors, especially during the first few weeks of school. The faculty and staff reinforce individuals and classes with "Shout Outs" which are announced on the morning announcements. The students can also be moved "up" on the class behavior chart. All teachers use a color card system to reinforce our students' behavior choices throughout the day. The colors of our system and their specific meanings are as follows: Purple -

("Excellent Effort") - the student has exceeded the school wide behavior expectations and had an excellent day. Blue - ("Super Student") - the student has exceeded the school wide behavior expectations and had a great day. Green - ("Ready to Learn") - the student has met the school-wide behavior expectations and had a really good day. Yellow - ("Make Better Choices") - the student received a warning about his/her behavior. Orange - ("Think Time") - the student needed to take a break as a way to redirect his/her behavior. Red - Parents or Guardians are contacted and there may have been an office referral

All students begin each day on "green" and throughout the day teachers have students change their color cards based on their positive or negative choices. For example, if a teacher observes a student making a good choice, then he/she has that student change his/her card to blue. Likewise, if a student makes a bad choice he/she changes his/her card to yellow. A student can move sequentially up and down the color chart throughout the day based on his/her behavior choices. The color card system is taken to all resource classes, recess, and the cafeteria so that our behavior expectations are consistently reinforced in all parts of our school. A behavior calendar is sent home at the end of each day letting parents know on which color their child ended his/her day. The parents can then take a few minutes to talk with their child about his/her day and reinforce the importance of making good behavior choices.

A discipline technique called "Think Time," which emphasizes student responsibility for behavior choices, is used when any student exhibits a behavior that disrupts the classroom environment. "Think Time" consists of two parts. The first part is designed to allow students to focus and gain control by asking them to sit at a predetermined "Think Time" area in the classroom. The second part is designed to provide the student feedback about his/her behavior and provides an opportunity to plan for future success in the classroom.

There were 143 office discipline referrals (ODRs) as of 5/20/12 for the 2011-2012 school year and 79 for the 2012-2013 school year (the first year of PBS implementation) which yields a 48% decrease. When comparing the number of ODRs to those procured during the 2013-2014 school year, we continued with another 20% decrease (79 down to 63). This reflects greatly a successful implementation of the program.

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.

South Anna Elementary School is fully engaged and committed to its students. We have a variety of achievements which indicate the school's successes.

During the current accreditation cycle, SAES has been recognized twice consecutively (2013 and 2014) by the Virginia Department of Education as one of the Governors' "VIP Award Schools". The Virginia Index of Performance program recognizes schools and school divisions for the achievement of excellence towards goals established by the governor and Board of Education and provides incentives for continuous improvement.

Our staff members have also been recognized for outstanding achievement in education.

Tami Reeping is a National Board Certified Teacher that teachers Kingergarten at SAES. Heather Brazier and Cammie Gemmill are current NBCT candidate as of August 2015. One current SAES teacher, Carol Beazley, has been named HCPS Teacher of the Year (2008) and one current SAES teacher, Heather Brazier has been named HCPS Beginning Teacher of the Year (2013). Six current SAES educators have been graduates of the HCPS Leadership Academy since it's inception in 2004-2005 (Tami Reeping, Whitney Williams, Michelle Whaley, Holly Nicolette, Ray Heatwole, Hillary Billingsley). There are two current SAES educators that are graduates of the Hanover Teacher Leadership Academy (Hillary Billingsley and Michelle Whaley). Our previous principal, Michael Mudd, was the 2014 recipient of the REB Award for Instructional Leadership. Our reading specialist, Hillary Billingsley, was the 2013 Richmond Area Reading Council Teacher of the Year. Three SAES teachers, Hillary Billingsley, Laurie Parfitt, Michelle Whaley, Melissa Jones, and Anne VanLenten are Clinical Faculty members with Virginia Commonwealth University's School of Education. One special education instructional assistant, Marcina Dorton, was named the Hanover County ARC Special Educational Instructional Aide of the Year in 2009-2010.

In 2012, our teacher of Autism , Cynthia McCreary, was presented with the Ruby and Ester Bunzel (REB) Award. In April 2013, Mrs. McCreary attended the International Autism Conference in Dublin, Ireland. In July 2013, she attended the Carbone Clinic which is a Center-Based Autism School in New York City. In the Spring of 2015, Maureen Epps, a fourth grade teacher, was nominated for a REB Award.

Each year SAES selects a Teacher of the Year, Beginning Teacher of the Year, and Support Employee of the Year. Nine current SAES teachers have been recognized as Teacher of the Year, six have been recognized as Beginning Teacher of the Year, and eight have been recognized as support employee of the year.

During the 2014-2015 school year, Galit Fraser was named Teacher of the Year for her work with students with emotional and behavioral needs. Cafeteria Monitor Brenda Brock was named Support Employee of the Year. Mrs. Brock lives out our purpose through her dedication to fresh, quality, healthy meals for our students and staff each day. Caitlin Cordone and Alyssa Saraniti were named co-Beginning Teachers of the Year.

During the 2013-2014 school year, Whitney Williams was named Teacher of the Year for her leadership of the third grade team, her collaboration with colleagues, and her energetic, creative and motivational teaching style. Misty Colgin was named Support Employee of the Year for her instrumental work with students with special needs, particularly those with behavioral and emotional disabilities. We did not have

any first year teachers this year, so a New Teacher of the Year was not named.

For the 2012-2013 school year, Brad Davis was awarded Teacher of the Year for his work with students with special needs. Heather Braizer, a Fifth Grade Teacher, was awarded New Teacher of the Year for her hard work and dedication as a first year teacher. Heather created lessons that were actively engaging for her students and went above and beyond by creating a classroom environment that encouraged student success. Marcina Dorton was awarded Support Employee of the Year for working with students with special needs as an instructional assistant.

In order to procure funding for outstanding instructional resources, South Anna staff members apply for instructional grants. Five current SAES teachers (Whitney Williams, Michael McGrath, Tami Reeping, Anne Van Lenten and Carol Beazley) have been named Hanover Education Foundation Grant winners, with our school winning 11 HEF grants in one decade. Hillary Billingsley has won a Target Early Childhood Reading Grant; The IOTA State, Delta Kappa Gamma Society International Professional Development Enrichment Grant; an educational grant from The Dominion Foundation; and a Rappahannock Electric Cooperative LEARN grant to purchase instructional reading materials and to fund the One School, One Book program at SAES. Early Childhood Special Education Pre-K teacher Jennifer Gentry won the 2014 Hanover County Master Gardener Grant to update our school's courtyard, making it accessible to students with special needs and creating an outdoor classroom space. 5th grade teacher Heather Brazier won a Virginia Professional Educators Grant to secure differentiated text sets for her classroom. Maureen Epps, Heather Brazier, and Karen Bowles also received a new teacher mini-grant from Delta Kappa Gamma for moving to a new grade-level.

Student performance at South Anna Elementary is measured through a variety of criteria. We use the state-mandated Standards of Learning tests created by the Virginia Department of Education. These tests provide crucial academic information about the achievement of our students in the areas of Reading, Math, Social Studies, and Science. Using comprehensive data, our school has maintained school accreditation in all academic areas for the past five years.

Since the implementation of the Fundations program, reading achievement with respect to meeting and succeeding established state expectations in areas of emergent/beginning literacy has been a significant area of improvement. Kindergarten is an area in which we have seen great improvement. On the Spring 2015 PALS Screening, 96% of students passed the Kindergarten screening (compared to 88% when these students entered school in Fall of 2014). Only 3 students were identified as "at risk" for reading difficulty, compared to 10 students in the fall. 18% of the kindergarten grade level earned perfect scores on the screening, and while the SUM Score Range was 54-102, the mean was 97. 60% of our kindergarten students were not identified as "at risk" on any of the tasks on the screening, compared to 42% in Fall 2014. 99% pass rates were earned on the Alphabet Recognition, Letter Sound Identification, and Spelling tasks. Of 12 students who participated in a PALS intervention with the school reading specialist, 10 students (83%) passed PALS with a SUM score of 81 or higher. 100% of the intervention students passed the spelling task, alphabet recognition task, and letter sound identification task. Similar trends have been evident at first and second grade, as well. Second grade students who did not meet the high benchmark designation in the fall administration of PALS were administered PALS in Spring 2015. The pass percentage was 9% (compared to 85% in Fall 2014). 16 students (19%) earned a perfect score (76) on the screening. 37 students (45%) earned SUM scores in the 70s+. 9 students (11%) were identified as at risk for reading difficulty, compared to 14 students in Fall 204. The SUM Score range was 33-76, with the mean being 65.6. There was a 90% pass rate on the spelling task, with 16 students (19%) earning a perfect score (56) on the task and 40 students (48%) earning a score of 50+ on the task. 92% of the second graders screened passed the 2nd grade word list, compared to 68% passing the first grade word list in Fall 2014. 64% of the grade level read lists 1+ years above grade level, and 67% of the grade level read passages 1+ years above grade level on the screening.

Based on the trends that have been gathered from our data, the School Improvement Team has placed great emphasis on math over the past two years. In making sure that we provide the highest quality mathematics education for each child, we also want to ensure that our

students can use and communicate mathematics confidently and effectively. At South Anna we endeavor to prepare our students for a technologically changing world. With this in mind, all teachers have begun to align their instruction with the new Math Process Standards (The Math Diet) where students use effective strategies to solve problems, use math vocabulary to explain their thinking, make connections, describe sensible strategies to solving problems, and use pictures, numbers, or words to show their thinking. We are striving to design our math instruction around open-ended math problems so the students have multiple opportunities to meet these standards. We also encourage teachers to directly instruct while offering rubrics for students to communicate their thinking. Although many of the grade levels use pre-assessments to meet the needs of every student, we would like for this to become more consistent across all grade levels to enrich and remediate students based on this data.

While we have met the Annual Measurable Objectives (AMO) in Reading and Math, Special Education remains the weakest performance area for our school. We continue to focus on improvement in this specific area by continuing with the programs we have already initiated. Some of the programs that we use as interventions are Fundations, Reading Mastery, Corrective Reading, and the Voyager Math and Reading Program. At South Anna, we also have a school-based system for monitoring students which includes a team of staff members that review individuals and decide on the most effective interventions.

Another area of weakness has been the performance of students for whom English is a Second Language on SOL assessments and PALS screenings. While South Anna does not have a large enough population of English language learners (ELLs) to constitute an AMO subgroup, it is still an area of concern. South Anna does not have a staff member with a certification for instruction of ELLs. The reading specialist provides ESL instruction for students at proficiency levels 1-5. This is an area in which we will continue to seek further professional development, resources and insight.

Additional Information

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

We have no additional information to add at this time.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders	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.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

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

South Anna Elementary School is fully engaged and committed to a collaborative mission and vision statement with its stakeholders in order to ensure that a clear purpose and direction is established for student learning. Our mission statement at South Anna is to do your best, while our vision statement is to be your best. Our goal is for students and staff to always put forth their best effort with regards to all aspects of teaching and learning. Doing so will allow students and staff to be their best and experience the successes we all desire. The School's Purpose Statements are: (Students and their performances:) We believe that students need differentiated resources and instruction to meet their individual needs; We believe that students' successes can be achieved through a variety of instructional practices and strategies. (School Effectiveness:) We believe that collaboration and shared goals and actions will allow students to reach their fullest potential. (School and Community Contexts:) We believe that all students in our school need to have an equal opportunity to learn.

While there are always areas that can be improved upon, SAES is strong in communicating its purpose statements, mission and vision statement so that we are always focused on student learning and what's best for students. In order to stay focused on our purpose and direction, a systematic, inclusive, and comprehensive annual process is used to review, revise (if needed), and communicate our mission and vision.   At the start of each new school year, the faculty and staff review the mission/vision statement at our September School Improvement Meeting. This is evidenced by our meeting minutes and notes. A discussion is held to review the meaning of our mission/vision statement and reminders of how we can communicate it throughout the school and community. South Anna strives to make the mission/vision statement apparent by having it printed on school t-shirts, faculty and student newsletters, the SAES website, student agenda books, banners, marquis, testing pencils, classroom signs and Field Day bracelets. In addition, the daily morning announcements conclude with "Do your best, be your best." This serves as an audible reminder each day for students to do their best so they can be their best.

Another area of strength for South Anna is the process in which we align our goals to assure that we are all on the same page. Staying focused on our purpose and direction requires that the school's leadership team implements a continuous improvement process that encourages growth and change to support student learning. SAES has an established school improvement team (SIP) that consists of

administrators, teachers, and parents. The process begins as the county delivers its annual goals and initiatives. The SIP team takes these goals and the school profile and begins to develop school goals. Data from varied sources is analyzed and the annual school goals are derived from this. Once the goals are developed, a second meeting is held with all grade levels and the new school goals are shared and discussed. From this meeting, teachers are then asked to write their teacher goals in alignment with the school and grade level goals. A direct alignment from the county, to the school, to each grade level, and then to each teacher ensure that the county and the school's vision, purpose, and goals guide the teaching and learning process.

South Anna is strong in working together as a team in order to effectively implement our purpose in a culture that is based on shared values and the belief that all students must be given the opportunity to receive an equitable education and be successful in achieving academic and life skills. Our staff engages in school-wide professional development and/or PLCs on topics that are relevant to our student population or target populations that data has indicated needs attention. Recent topics include 'grit' and 21st Century Learning. This allows staff to better understand the population we serve so that we can meet their needs. All grade levels function as PLC's so that skills, ideas and information can be shared among themselves. SAES engages in frequent staff development on various topics so that everyone can be knowledgeable and know what is expected from every member of the South Anna team. Curriculum leaders have been designated and present current and important information that needs to be shared with the faculty and staff once per month during our faculty meetings.

An area in which South Anna needs improvement is inclusion of all stakeholders in decision-making meetings. We want to ensure that we involve parents and students more in the school improvement process. In the Spring of 2015, a presentation was made to the PTA to better inform them of the school improvement process and invite the PTA to help generate ideas of how they can become more involved. We are currently still discussing how we can better include students in our process because many issues and items that need to be discussed are out of the students' possibility of understanding and/or are inappropriate for student input due to confidentiality.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •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 implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff 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.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 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.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •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.

A number of indicators as part of this standard pertain to issues beyond local school control. Areas of strength at the school level include consistent implementation of policies, collaboration, and administrators encouraging and supporting staff, and aligning decisions and actions with school needs/mission. These areas of strength are a result of consistent leadership meetings between the Principal and Assistant Principal and collaboration among school administrators as well as the teacher leadership team at South Anna. This level of collaboration will continue into the next school year.

Areas of weakness include all stakeholders expressing a desire for accountability, administrators seeking input from all staff, as well as concerns addressed regarding supervision and evaluation. Plans were in place for this past school year to allow our school improvement meetings to take on a new focus. The meetings will be teacher-lead and teacher-managed. It provided more opportunity for discussion and teacher-input on school-wide issues and areas of concern. Results of our School Improvement survey were shared with staff in the Spring of 2015 to address areas of strength and weakness. Administrators will then follow-up with a survey to seek input regarding the administrative staff at South Anna. Instilling a desire for accountability is likely the most difficult to change of the main weaknesses noted. Publishing results from the survey will bring awareness to all stakeholders with a reminder that we are collectively responsible for student achievement and well-being at South Anna. School-wide data and how we all impact this data will continue to be shared regularly with staff throughout the school year.

Looking further into the future of our school improvement team, we have decided to align ourselves with the five standards from Advanc-Ed so that everyone within our school is more familiar with the standards and our improvement process. Heading into the Fall of 2015 our School Improvement Meetings will include the entire faculty and staff and our Leadership Team will meet at another time to handle more specific issues that do not need to be addressed at school improvement. Our goal is to better inform all of the stakeholders; administrators, teachers, parents, students, and community members of our process for continuous improvement. This new direction was shared during our summer School Improvement Retreat and further actions have taken place to adequately place the faculty and staff into committees based on their areas of interest and expertise.

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: 3.08

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

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •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.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures	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.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •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.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

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

Teaching and Assessing for Learning is an area of strength for our school.

South Anna's curriculum and learning experiences provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare students for success at the next live, have equivalent learning expectations, and are individualized

for each student to support achievement. Students are grouped by reading level based on Fountas & Pinnell benchmark and Phonological Awareness Literacy Screening assessments results, by math level based on county benchmark and SOL assessment performance, and by level of instruction (on grade level, above grade level, significantly above grade level, below grade level, significantly below grade level). Our courses demonstrate fidelity to the Virginia Standards of Learning curriculum and Hanover County pacing guides, in addition to taking into consideration the strengths, weaknesses, and preferences of the students in the class. Our lesson plans post learning outcomes, SOL objectives, and/or cross-content connections. Data drives our instruction, and individual student differences are taken into account when instruction is delivered and assessment is administrated, especially when it comes to student with special needs, students to whom English is a second language, and students who are gifted and talented.

Our curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice. South Anna uses the Virginia Standards of Learning, Virginia Enhanced Scope and Sequence, and Hanover County pacing guides and curriculum maps to prepare lesson plans. Report cards are provided by the district and are based on Virginia Standards of Learning at each grade level. The reliability, effectiveness, and user-friendliness of reading, math, and content assessments are regularly reviewed at both the school (administration, reading specialist, and school improvement team) and district level (English Curriculum Development Committee, Elementary Reading Specialists Committee, lead teacher for English/Language Arts). See Standard 5 Narrative for more information about this process. South Anna uses common assessments across each grade level that are also aligned vertically among grade levels. Reading inventories include the Fountas & Pinnell Benchmark system and the Phonological Awareness Literacy Screening. Writing samples are scored three times per year using the Hanover County Direct Writing Evaluation Forms, rubrics that are based on 6+ 1 Traits Writing and created to depict developmentally-appropriate written communication skills at K-1 and 2-5 grades. Content area benchmark assessments reflecting the content and rigor of the SOL Assessments are provided and utilized up to 3 times per year by the district, and are common across the grade level throughout the division. Students are informed of their progress through sharing of the results of unit previews, unit tests, benchmarks, and SOL assessments. Through our school's Tuesday Folder system, students and their families received specific and timely feedback, as every homework or classwork assignment or assessment is expected to be sent home by the Tuesday following its completion.

Teachers use research-based instructional strategies and methods to ensure student achievement. Lessons involve collaboration, self-reflection, and development of critical thinking skills, often personalizing instructional strategies to the student or a group of students when necessary. School and district-level professional development has focused on instructional strategies that integrate across content areas, utilize technology, and apply knowledge in product-based learning experiences. Examples include Kagan strategies, CRISS strategies, and the Daily 5. Students are expected to be engaged in online learning daily, through netbooks, desktop computer, Smart Boards, CPS clicker systems, I-Pads, and other digital tools. The school Instructional Technology Resource Teacher (ITRT) collaborates with individual teachers and grade levels to plan and implement lessons that utilize technology as both an instructional resource and as a learning tool, often resulting in interdisciplinary projects. School leaders monitor instructional practice through the Hanover County Teacher Evaluation System and monitoring of individual teacher Professional Growth Portfolios, including school-wide, department-wide, and individual teacher annual goals regarding student performance. Administrators conduct walk-throughs, informal observations, and formal observations to ensure teachers are curriculum maps, following district and school protocols, and preparing effective lesson plans and grade books. As this is a relatively new system in the district, just being implemented in 2012-2013, there is room for growth in this area.

All instructional staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction--for students to do their best and be their best! In addition to district-wide professional development held on the HCPS Licensed Instructional Personnel Evaluation System, (LIPES) the district created a Handbook for Teachers, Administrators, and Other Licensed Personnel in July 2012 to guide staff through the evaluation system. The handbook was created with input from district level administrators and lead teacher specialists, school level administrators, and teachers from general education, special education, and resource departments, with representatives from each school in the district. The handbook reviews the purposes and characteristics of LIPES; how performance will

be documented through observations, the evaluation cycle for teacher contracts, and the professional growth portfolio; measures for student progress; how employee performance will be rated via mid- and end-of-year review conferences regarding the seven performance standard ratings (professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, professionalism, and student academic progress); and information about improving professional performance through supportive dialogue and performance improvement plans. The handbook also provides many helpful forms and logs about the performance standards and indicators, the teacher evaluation cycle, and other records and checklists. Finally, HCPS has developed a Goal Writing Guide to assist staff in goal setting for student progress and reflecting at the mid-year and end-of-year about the progress achieved based on the goal.

School staff participate in collaborative learning communities through monthly faculty meetings, grade level/department meetings, cross-grade level meetings, and school improvement meetings. Each grade level has a common planning period at least once per week during which time they can collaborate on lesson plans, analyzing assessment results, etc. We also meet each marking period through Annual Measurable Objective (AMO) meetings, during which time teachers meet with school administrators, the school reading specialist, and the school psychologist to review student progress among AMO subgroups and develop Student Intervention Plans (SIPs), when necessary. Community meetings are listed on our master calendar and the administrators send out agendas for each meeting in advance.

The school engages families in meaningful ways in their children's education through the designing and implementation of programs with variety of options for participation. Reading Buddies are community volunteers who provide individual reading instruction guided by a retired teacher. They listen to students read books sent home, play phonics/spelling activities, read new phonics books with students, read new leveled books with students, listen to students read new books, and assist students with sight word activities during 30 minute blocks, twice a week. South Anna Watch Dog Dads are visible throughout the building on a weekly basis. WATCH D.O.G.S.®, a K-12 program, invites fathers, grandfathers, uncles, or other father figures to volunteer at least one day all day at their child's/student's school during the school year. Individuals sign up at a kick-off event such as a "Dads and Kids Pizza Night" or "Donuts with Dad" or in the office at any time throughout the school year. The program is overseen by a "Top Dog" volunteer who partners with the school administrator to coordinate scheduling and identify opportunities for WatchDOGS to provide assistance at the school. WatchDOG volunteers perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with unloading and loading of buses and cars, monitoring the lunch room, or helping in the classroom with a teacher's guidance by working with small groups of students on homework, flashcards, or spelling. One of our favorite community programs, One School, One Book, is a program from the 'Read to Them' organization designed to create a shared reading experience within a single elementary school community. A single chapter book is chosen, every family in the elementary school receives a copy, and every family reads that book at home over the course of a single month. Activities at school coordinate, promote and enrich the shared reading experience. The South Anna community also enjoys joint PTA- SAES Staff events like the Fall Festival, the Spirit Stride, and Field Day. In order to stay informed, parents have weekly access to grade level newsletters and student academic progress reports in TeacherEase. They also receive interim reports and marking period reports each nine weeks, and are provided the opportunity for structured parent-teacher conferences three times a year, or whenever requested.

The faculty and staff of South Anna are committed to developing a safe, welcoming and bully-free school environment that is both preventative and instructional when dealing with student behavior. Therefore, our school has implemented a Positive Behavior and Intervention Support (PBIS) program to ultimately increase time spent on academic instruction. The students will be taught appropriate school behavior and the faculty will reinforce those behaviors through positive methods. Our South Anna behavior expectations are: Be Safe, Be Respectful, Be Responsible and Be Kind. The students have been taught how these goals look and sound in all school areas through our Behavior Matrix. (Mine is located on the dry erase board in the front of the classroom.) Teachers have spent time teaching and modeling these appropriate behaviors, especially during the first few weeks of school. The faculty and staff now reinforce individuals and class with "Shout Outs" which are announced on the morning announcements. The students can also be moved "up" on the class behavior chart.All teachers use a color card system to reinforce our students' behavior choices throughout the day.

These policies and procedures allow the school staff to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Hanover County provides mentoring and coaching programs through New Teacher Mentorships and The Hanover Teacher Leadership Institute. Newly hired- staff participate in professional development prior to the start of the school year that familiarizes them with the district's vision and beliefs. On our staff survey, mentoring and coaching opportunities available to all personnel was a relative area of weakness. This is an area that will need to be further examined at the district level. Additionally, teachers report that school leaders need more time to be in the classroom, meet with teachers, and interact more directly with students. Again, we feel this is an area the district could review for improvement. Increasing demands on administrators' time, including ongoing meetings such as monthly elementary principals' meetings, monthly division level leaders meetings, monthly western corridor leaders meetings, quarterly site test coordinator meetings, monthly administrators of special education meetings, and bimonthly assist principal meetings that require their presence at the school board office or other buildings. This limits the effect they can have on a day-to-day basis. Perhaps the district could combine agendas for meetings so that the administrators time is not as taxed in the future.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 4

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.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 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.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 3

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

Overall, Resources and Support Systems are a strength at South Anna Elementary School. We also have various areas that we have designated as "needs improvement" and have a plan of action in place.

At South Anna Elementary School (SAES), we have policies, processes, and procedures which ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. SAES employs an administrative head with an administrative assistant who meet the highly qualified criteria of No Child Left Behind (NCLB). Also, all staff members meet the highly qualified criteria. Our professional personnel have a clearly defined five year plan of professional development. We have a strong, new system of evaluation in place for all professional personnel, called the Licensed Personnel Evaluation System (LIPES) which uses Goals and Roles Performance Evaluation Model. This system focuses on the collecting and presenting of data to document performance based on well-defined job expectations. The LIPES system uses a two-tiered approach, consisting of seven standards and multiple performance indicators, to define the expectations for professional personnel performance. Teachers set a SMART Goal which is monitored by an administrator. Teachers are observed formally and observed informally twice throughout the school year and have mid-year and end-of-year review where their SMART Goal and

Professional Growth Portfolio will be monitored and reviewed. During the Summative Year of the evaluation cycle, each teacher is required to have a completed Professional Growth Portfolio (PGP).

In keeping with our mission and vision of "Do Your Best…Be Your Best", instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of our school. Instructional time is maximized at South Anna by taking advantage of every teachable moment. Our master schedule is created at the beginning of the year to ensure that the student's day is interrupted minimally. School leaders work to maximize material and fiscal resources to meet the needs of all students. Classes are aligned with our Reading Resource teacher so that she can effectively meet the needs of students within each grade level K-5. In addition, our Gifted and Talented Resource teacher is able to meet the needs of our students by working with teams and grade levels due to the accurate alignment of our master schedule. Our instructional time is also protected in policy and practice. There is very little interruption throughout the day with the exception of assemblies that are closely linked to student learning. These assemblies are scheduled during the students' resource times to allow little interruption to the instructional day. With this said, our Resource Team at South Anna works closely with all grade levels to plan and prepare lessons that are linked to classroom instruction and the Standards of Learning in addition to their content curriculum.

Our efforts at South Anna Elementary towards the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction. Our Administrative Team which consists of the Principal, Assistant Principal, Reading Specialist, and Psychologist work together with classroom teachers to identify and focus on students who need Special Educational Plans (SEP's) each nine weeks during our Annual Measurable Objectives (AMO) meetings. During these meetings, the teams collaborates to determine the needs of those identified students with SEP's and what educational resources are needed to be put in place to remediate those students so they can achieve success and reach the goals set for them in their SEP. These AMO meetings are focused on school improvement and allow the administrative team to adequately disperse the material and fiscal resources where needed. We also receive an SOL (Standards of Learning) Grant which provides the school with additional resources that are used for SOL remediation materials and allows teachers to have SOL Planning Days. The school budgets sufficient resources to support its educational programs as well as its action plans for improvement. Teachers are allotted monies to purchase individual classroom needs. PTA teacher grants are also available. All financial transactions are audited yearly. The School Improvement Committee led the discussion of the budget and spending allocations this year, as there was a need to address the current state of the economy. Through grade level meetings of teachers and the School Improvement Meeting of leaders and parents, the budget was developed.

Technology access, as described in Standard 4.4, has always been and will continue to be an important educational tool at South Anna Elementary. We believe in creating a "Modern Classroom" that is full of 21st Century Learning and skills. The students at South Anna, along with all school personnel have access to media and information resources necessary to achieve the educational programs of the school. We have a fully equipped library and highly qualified School Librarian. Our library hosts 18,000 different varieties of media resources to include: books, magazines, CD's, DVD's, videos, and newspapers. We also have a large electronic Data Base for teachers and students to use within the classroom to enhance lessons and learning. Teachers and students have access to PebbleGo, TrueFlix, BookFlix, Grolier, and Discovery Streaming. We also have a highly qualified Information Technology Resource Teacher (ITRT) teacher that works with staff and students on incorporating 21st Century Learning Skills into the classroom learning environment. This ITRT teacher is shared among three different elementary schools within the division and is housed at South Anna every Monday. The ITRT is constantly collaborating with our teachers to incorporate technology on a daily basis. At SAES our use of technology consists of Smart Boards, I-Pads, LCD projectors, Net Book computers, ELMO projectors, and a variety of online sources. One area of concern at South Anna is the technology infrastructure. At the school level, we do not have control of what technology is dispersed to the individual schools. Hanover County has a technology plan in place, and South Anna has identified the critical needs and conveyed them to Human Resources. In the meantime, the SAES PTA is working to use funds raised to purchase as many SmartBoards as possible, with a goal of eventually placing one in each general and special education classroom. School administration and the School Improvement Team will continue to work with the PTA to suggest possible technological purchases to further allow access to the general curriculum in new and multi-modal ways.

South Anna Elementary provides support services to meet the physical, social, and emotional need of the student population served. SAES is a well-maintained site. All facilities and equipment provide an environment that is healthy and safe for all occupants. SAES employs four full time custodial employees and coordinates support efforts with Parks and Recreation to maintain exterior grounds. Facilities, equipment, and a site necessary for effective implementation of the instruction and extracurricular programs are provided. Five computers per classroom, space for resource, gifted and special education classes, a book room, a conference room as well as recess equipment for the playgrounds are provided. All mandated inspections are conducted and passed. Safety audits are conducted yearly and the School Crisis-Team conducts monthly drills, along with fire drills, tornado drills, and earthquake drills. It is evident that our school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment. We are working to steadily improve how we communicate these definitions and expectations with all of our stakeholders via our Policy Manual and Faculty Handbook.

South Anna Elementary also provides services that support the counseling, assessment, referral, educational, and career planning needs for all students. At SAES we have an efficient Child Study process to identify those students with special needs. Our guidance counselor works closely with our uprising Sixth Graders with transitions to middle school by planning appropriate classes aligned to those students' needs. We also provide programs necessary to meet the needs of all students by hosting cross-grade level meetings throughout the school year. During each of the four nine weeks, the administration holds AMO meetings with each teacher in every grade level. During these meetings, the teams collaborates to determine the needs of those identified students with SEP's and what educational resources are needed to be put in place to remediate those students so they can achieve success and reach the goals set for them in their SEP. South Anna Elementary also has a highly qualified Gifted and Talented Teacher that collaborates with each grade level to provide instruction and support to enrich the learning experience.

Areas of need are mostly out of the control of school-level personnel. The addition of a second reading specialist in order to meet the needs of students identified by PALS as "at-risk" for reading difficulty and/or students who do not pass the Virginia Standards of Learning in Reading; the addition of an English as a Second Language teacher; and the addition of a math coach would greatly assist our school in meeting the remedial needs of students who are not currently meeting grade level expectations. School administration continue to advocate for additional instructional staff, when appropriate. Another area of concern is the reading textbook series in place, Harcourt Trophies, which was adopted earlier than 2002. The series does not reflect the current 2010 revised Standards of Learning objectives in Reading, nor does it reflect the increased rigor in assessment. The basal materials are overwhelmingly fiction, which is a direct contrast with the increased focus on nonfiction, media literacy, and poetry selections on which the SOL objectives are based. Math textbooks are currently being adopted by the district, and science and social studies literacy content materials have been purchased and disseminated within the past three years.

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: 3.4

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •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 4

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 regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •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 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 assessment system, which is based on both district-wide and school-level expectations for assessment, provides for multiple assessment measures in all content areas throughout the academic year. The assessments are used consistently across grade levels and demonstrate individual student growth within a given content area, class growth within a given area, and grade level growth within a specified content area.

In Language Arts, students are administered a complete reading inventory that encompasses for reading fluency and reading comprehension measures three times a year: in the fall, at the mid-year, and in the spring. In kindergarten - early third grade, students participate in the state-mandated and research-based Phonological Awareness Literacy Screening (PALS). The research-based Fountas & Pinnell Benchmark Assessment System is also used K-5 to identify student instructional reading levels in order to inform instruction and measure progress. In addition to the reading inventories, teachers administer ongoing, district-required running records (3-4 per marking period) in kindergarten through third grade and hold reading conferences in fourth-fifth grade to determine student progress with respect to their reading accuracy, speed, prosody, and strategy use. The results of reading inventories and running records are used to establish reading groups based on student instructional reading levels, thus ensuring that students are not working at a reading level that is too easy (independent level) or too difficult (frustration level) and therefore their reading fluency and comprehension can grow.

Reading comprehension skills are assessed in an ongoing basis through weekly reading conferences, weekly or bi-weekly reading comprehension tests, and the annual third, fourth, and fifth grade Reading Standards of Learning (SOL) Assessments. Data from these assessment measures assists teachers in identifying which metacognitive strategies (predicting, visualizing, inferring, summarizing, connecting, and drawing conclusions) students are using correctly to assist them in comprehending what they are reading, in addition to

providing valuable information about student performance on various SOL objectives, such as identifying problems and solutions, differentiating among fact and fiction, etc.

Assessments to evaluate student orthographic knowledge are also administered three times per year. In kindergarten-early third grade, student performance on the PALS Spelling task determines a word study stage score and informs teacher instruction. Ongoing Fundations unit tests also assist teachers in pinpointing each student's level of development with respect to phonological awareness. In late third grade-fifth grade, the research-based Developmental Spelling Analysis (DSA) provides important information about how our intermediate students understand the way words work. The information gained from the PALS Spelling task and the DSA assist teachers in planning "word work" activities that are appropriate to each zone of proximal development and depth of understanding about phonics, phonemic awareness, and/or phonological awareness, thus ensuring student growth in this area.

Writing is evaluated using the district-mandated rubric three times per year. Students also participate in weekly writing conferences with their teachers and peers, during which time the teacher uses informational observations about planning, drafting, revision, word choice, sentence fluency, conventions, and presentation to assist the child in strengthening their writing skills. Areas of strength and weaknesses are listed on the HCPS Direct Writing Evaluation Form, which is filed in the student's cumulative file and shared with parents at the end of the first, third, and fourth marking periods. Fourth and Fifth grade students participate in a district-wide writing benchmark each spring, and the data regarding each child's written strengths and weaknesses is utilized in preparation and guidance with writing instruction for both the current school year and into the future.

In math, South Anna students are administered pre- and post- unit assessments for each of the standards within a particular grade level. Pre-assessments are utilized within each grade level to determine which students are in need of a compacted curriculum or enrichment. The Post-assessments are utilized by the teacher to measure student success and determine which objects the students mastered and which standards need to be remediated.

All South Anna students are also assessed in science and social studies. Kindergarten and first grade students take quarterly school-level benchmarks that review the concepts and skills presented during a given marking period. Second-Fifth grade students take quarterly district-wide benchmark assessments that are cumulative in nature and review all of the science or social studies Standards of Learning objectives that have been presented to a given point, based on the Hanover County Elementary Science and Social Studies pacing guides. Additionally, students take grade-level developed unit tests in science and social studies at the completion of each unit.

The Hanover County Public Schools Elementary Handbook for Balanced Literacy Instruction and the South Anna Elementary Faculty Handbook provide the written procedures for data collection and analysis. Each teacher and/or grade level possesses manuals with the written protocols for administering PALS, F&P Benchmarks, and SOL Assessments.

The data collected from the aforementioned assessments are document on each student's individual "Student Data Card," a document prepared by Hanover County lead teacher specialists and maintained at the school level. At South Anna, the data cards are stored electronically so that all professional and support staff (including resource teachers, interventionists, special educators, etc.) have access to and can contribute the data they collect to the card. This allows for collaborative analysis and a greater impact for instructional design during weekly grade level common planning and monthly grade-level or cross-grade level meetings.

Each teacher submits an updated "Class Data Folder" to school administrators at the conclusion of each marking period. The Class Data Folder contains a hard copy of each student's data card, information about class performance on PALS, the DSA, or district benchmark assessments as pulled from the student information management system "School Net", and information about the performance of students within AMO subgroups and/or students receiving significant reading or math interventions. The administrators review this data with each

teacher during quarterly AMO meetings, at which time the principal, vice principal, school psychologist, and school reading specialist assist each teacher in developing goals for student growth and plans to assist students in meeting these goals through individual "Student Education Plans." The teachers leave the AMO meetings with new or updated SEPs that will be filed in each student's cumulative file and reviewed with parents or other stakeholders.

The information from the class data folders is also used to evaluate program effectiveness. As school leaders review each class set and grade level set of data, they are able to extrapolate information about the quality of the instruction at the class- and department- level in a given subject area. When a specific teacher or grade level's data does not correlate with the surrounding trends, administrators meet with the individual teacher or grade level team to review instructional planning, delivery, and assessment. In the event that our data analysis leads us to conclude weaknesses in a specific program, collaborative planning intercedes to ensure a well balanced instructional method. For example, in Fall 2012 we noticed a trend in failure to meet appropriate developmental benchmarks on the Word Recognition in Isolation (WRI, or sight word) task on PALS. Grade level data analysis from the Fall, Mid-Year, and Spring Phonological Awareness Literacy Screening (PALS) assessments in 2011-2012 indicated that first grade students were not making gains in their sight word knowledge (as measured by the Word Recognition in Isolation tasks) commensurate with the gains they were making in spelling and phonological awareness. Therefore, the first grade team and the school reading specialist collaborated throughout the first semester to develop and maintain a plan that would increase student achievement with respect to sight words as assessed on PALS. Initially, the team reviewed the sight words instructed as "trick words" through the Level 1 Fundations and compared them to current Fry and Dolch first grade word lists to determine what words were not being directly instructed via Fundations. Next, we administered the Fall PALS WRI tasks to create baseline data for each first grade student. Then, we analyzed the grade level PALS WRI task results by class, student, and task (preprimer, primer, and first grade word lists) to create a Tier 3 Fundations Double Dip/ Sight Words group that would meet during Prime Time for daily, intensive intervention and several Tier 2 teacher-led Fundations/Sight Words groups that would meet 2-3x per week to increase sight word knowledge. The reading specialist provided school- and district-level instructional resources to the grade level to assist them in implementing their intervention. On the Mid Year PALS WRI Tasks, data indicated that first grade students increased their sight word knowledge by a total of 2,108 words, with class averages of 16.4 - 24.43 words per students and ranges of 0-39 words per student.

Another example: In 2010-2011 through 2011-2012, students reading below grade level in third-fifth grade who were also in the bottom quartile of their grade level in reading received daily pull-out instruction from the reading specialist using the intervention materials and teacher resources for below level readers from the Harcourt Trophies Basal series to replace their daily reading instruction in the general education classroom. While there were some successes reported, data indicated that what the students really required was intensive, explicit daily instruction in the area of decoding and phonics as a "double-dose" of instruction in addition to their daily general language arts classes, rather than general instruction in all areas of the balanced literacy diet (fluency, vocabulary, word work, comprehension, and writing) in lieu of their general LA class. As a result, the school piloted the adoption of Reading Mastery and Corrective reading programs at SAES from January 2012-June 2012, which resulted in tremendous growth in reading fluency (accuracy, speed, and prosody) across all grade levels in which the program was piloted (K, 2-5). As a result, we chose to screen students whose reading levels fell in the bottom quartile of their grade level in 1st-5th grade for participation in Corrective Reading/Reading Mastery programs in 2012-2013. The screening provides for differentiation among struggling readers, grouping them according to similarities among reading strengths and weaknesses across the group. As a result, we established a first grade group of 6 students using Reading Mastery Levels K-1, a second grade group of 5 students using Corrective Reading Level A, a third grade group of 5 students using Corrective Reading Levels A-B1, a 4th grade group of 5 students using Corrective Reading Levels B1-B2, and a fifth grade group of one student using Corrective Reading Level B2. These students received intensive instruction each full school day using the scripted CR/RM programs to focus solely on their weaknesses in reading fluency (specifically, phonological awareness and decoding). By May 2013, all but 4 of these students were reading on or above grade level.

Our faculty and staff receives ongoing professional development in the administration of several peer-reviewed and research-based assessments, including but not limited to informal reading inventories such as the Fountas & Pinnell Benchmark Assessment System and the

Phonological Awareness Literacy Screening (PALS), program assessments such as Fundations and Wilson Reading System Unit Tests, running records to assess reading fluency, accuracy, and prosody, and content area (math, science, and/or social studies) pre- and post-tests, Form A/B assessments, and quarterly district-wide benchmark assessments. Our faculty and staff also receive annual training on the administration of state-mandated standardized assessments, including 3rd-5th grade math, science, social studies, and English/language arts Virginia Standards of Learning Assessments. Literacy assessment (F&P, PALS, Fundations, Wilson, running records) training is provided annually by the school reading specialist during school-level professional development, while content area assessments are reviewed by district leaders during district-level professional development sessions.

At the conclusion of each school year, the school improvement team reviews the assessments administered during the year to evaluate for reliability, impact on instruction, and to determine student growth.
Reading inventory data from 2010-2011 and 2011-2012 was inconsistent across classes, grade levels, and the school. Through data analysis and research, I learned that our school's former reading inventory (the internet-based Reading A-Z Benchmark books) had undergone several upgrades at the web level. The vocabulary, number of words, sentence structure, supports (graphic organizers, subheadings, tables of contents, indices, etc.), and even instructional reading level of a given title/selection varied depending on whether the teacher was using the pre-2010, 2011, or 2012 versions. As a result, the data teachers received from the assessment about a student's instructional reading level seldom correlated with the student's performance on that level. Therefore, we proposed that the school adopt a new, research-based reading inventory to use with our students.

As the Phonological Awareness Literacy Screening (PALS) is state-mandated in the Spring and Fall administrations and optional at the Mid-Year administration for Kindergarten-Second grade students, we proposed PALS replace A-Z as our primary grade inventory. I provided ongoing professional development for teachers prior to the Fall, Mid-Year, and Spring Administrations and completed school-, class-, and in some cases student-level analysis for teachers to assist them in using the data to drive instruction.

In the Spring of 2012, the school-level reading assessment system was overhauled as a result of this review. School leaders, including administrators, the reading specialist, the special education department chair, the gifted and talented program coordinator, and grade level chairs collaborated to create an assessment schedule that rid the school of providing multiple assessments within a small assessment window that provided duplicate information, freeing much-needed instructional time, and also implemented a new reading inventory (Fountas & Pinnell Benchmark Assessment system) to increase test reliability.

For third-fifth grade students, the school improvement team proposed the adoption of the Fountas & Pinnell Benchmark Assessment System after an extensive review of the reading inventories available for purchase an a pilot of the adoption by assessing 40+ students in grades 2-5 in Spring 2012. After presenting the proposal, Benchmark kits were purchased for each grade level in Fall 2012. The school reading specialist provided grade-level specific professional development on the administration of the assessment in August and September 2012 and assessed students in each grade level in October so that their teachers could observe the administration in action. She also met with teachers on an individual basis to review their scored comprehension questions and running records to ensure that our scoring was consistent across grade levels. When teachers were unsure of a student's instructional reading level based on their results of their screening, we administered a second assessment to determine a true fluency and comprehension level. As a result, student instructional levels as determined by the F&P assessment have been much more consistent with student classroom performance, PALS results, and the data extrapolated from running records.

As a result of our analysis, we have also been able to see evidence of the success of our implementation of the Fundations program through the PALS results of our K-2nd grade students. Since the implementation of the Fundations program, reading achievement with respect to meeting and succeeding established state expectations in areas of emergent/beginning literacy has been a significant area of improvement. Kindergarten is an area in which we have seen great improvement. On the Spring 2015 PALS Screening, 96% of students passed the

Kindergarten screening (compared to 88% when these students entered school in Fall of 2014). Only 3 students were identified as "at risk" for reading difficulty, compared to 10 students in the fall. 18% of the kindergarten grade level earned perfect scores on the screening, and while the SUM Score Range was 54-102, the mean was 97. 60% of our kindergarten students were not identified as "at risk" on any of the tasks on the screening, compared to 42% in Fall 2014. 99% pass rates were earned on the Alphabet Recognition, Letter Sound Identification, and Spelling tasks. Of 12 students who participated in a PALS intervention with the school reading specialist, 10 students (83%) passed PALS with a SUM score of 81 or higher. 100% of the intervention students passed the spelling task, alphabet recognition task, and letter sound identification task. Similar trends have been evident at first and second grade, as well. Second grade students who did not meet the high benchmark designation in the fall administration of PALS were administered PALS in Spring 2015. The pass percentage was 9% (compared to 85% in Fall 2014). 16 students (19%) earned a perfect score (76) on the screening. 37 students (45%) earned SUM scores in the 70s+. 9 students (11%) were identified as at risk for reading difficulty, compared to 14 students in Fall 204. The SUM Score range was 33-76, with the mean being 65.6. There was a 90% pass rate on the spelling task, with 16 students (19%) earning a perfect score (56) on the task and 40 students (48%) earning a score of 50+ on the task. 92% of the second graders screened passed the 2nd grade word list, compared to 68% passing the first grade word list in Fall 2014. 64% of the grade level read lists 1+ years above grade level, and 67% of the grade level read passages 1+ years above grade level on the screening.

Report Summary

Scores By Section

Section Score
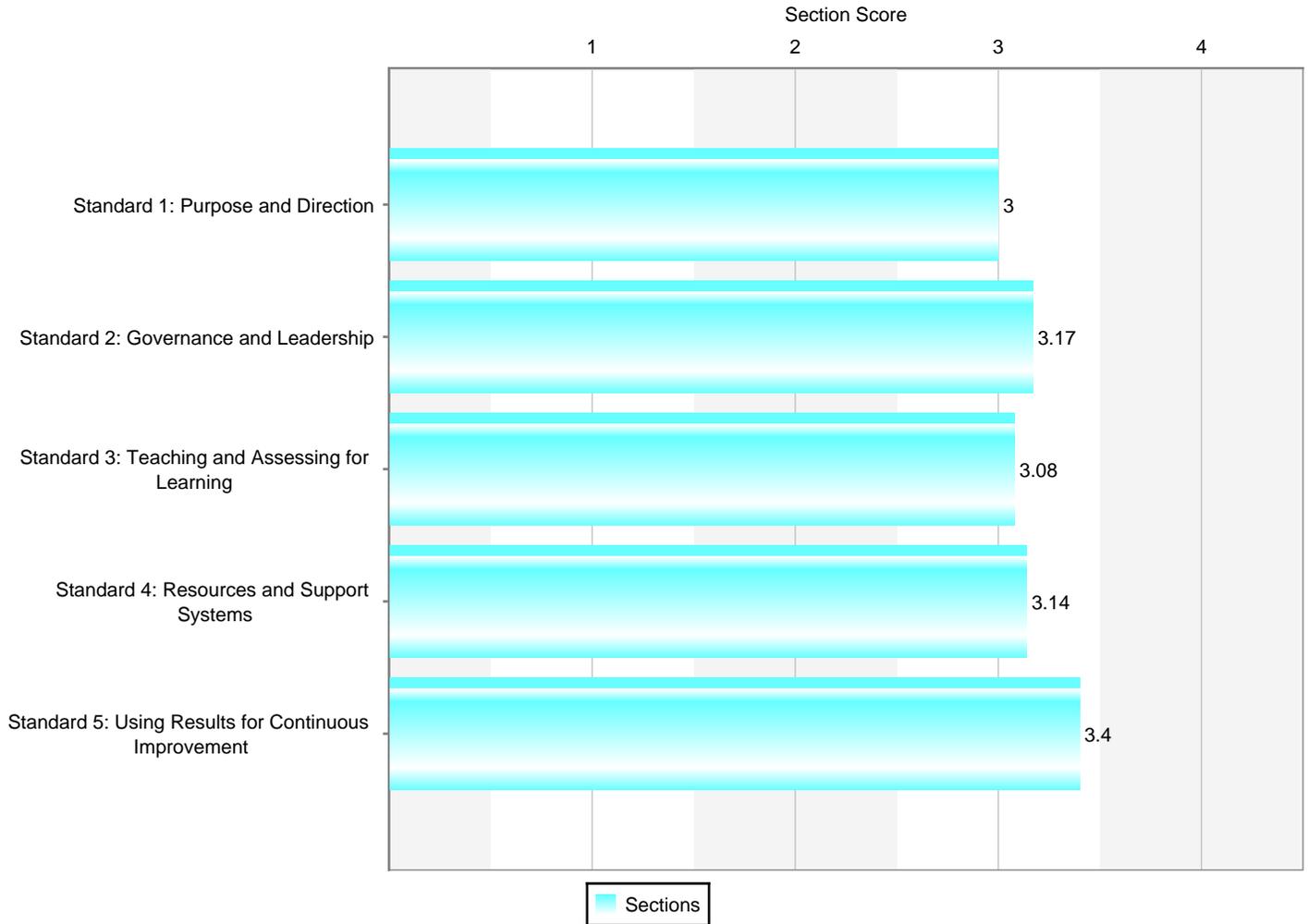
Stakeholder Feedback Diagnostic

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		Fall 2015 Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Parent Survey

Overall our parent survey indicates that South Anna Elementary School has a high approval rating with our parent and community stakeholders. For all of the indicators listed in the parent survey we scored over a 3.00 in all areas. One of our strongest or highest levels of satisfaction came with indicator 4.1. This indicator states that the system has resources and provides services in all schools that support its purpose and direction to ensure success for all students. Our overall school was a 4.47, which shows that our parents believe we have clearly defined policies, processes and procedures that ensure that school leaders have access to, hire, place, and retain qualified professional support staff. At South Anna our school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the school system. The second area that was considered to be one of our highest levels of satisfaction from our parents came with indicator 4.3. This indicator states that the school maintains facilities, services, and equipment that provide a clean safe and healthy environment for all students and staff. Overall, our school was rated a 4.56, which shows that our school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel as well as students are accountable for maintaining these expectations. South Anna has valid measures in place that allow for continuous tracking of these conditions. Our improvement plan is developed and implemented by appropriate personnel to continuously improve these conditions. The results of this improvement plan are systematically evaluated regularly.

Staff Survey

As stated in the parent survey South Anna scored high in all indicators that were represented in the staff survey. We did not score below a 3.00 in any of the indicator levels. This again supports the fact that South Anna Elementary School has a high approval rating with our faculty and staff stakeholders. Our highest score was a 4.76 for indicator 1.3. This indicator states that the school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teacher and learning and supports challenges, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. At South Anna we show a commitment to shared values and beliefs about teaching and learning and this is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. We have challenging educational programs and equitable learning experiences that are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. We also scored a 4.63 for indicator 5.5 which states that our school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders. At South Anna we work hard to monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals. Our school leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Student Survey

The student survey had a slightly different result when compared to the staff and parent survey. This type of result is to be expected because the students in grades 3 through 5 have a difficult time understanding the meaning behind some of the questions that were asked

on the survey. We received two scores of 2.9 from the students on indicator 4.5 and indicator 5.4. Questions that were asked of our students from indicator 4.5 prove that at South Anna we provide, coordinate and evaluate the effectiveness of information resources and related personnel to support educational programs throughout the school. We work to ensure that our students receive media and information resources and we hire qualified personnel to assist students and school personnel in learning about the tools and locations for finding and retrieving information. When looking at questions that were asked of our students from indicator 5.4 it shows that at South Anna we engage in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. We have a process for analyzing data that determines verifiable improvement in student learning. The results from this data are then used to implement and evaluate our plans of improvement that are related to student learning.

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

Student Survey

When comparing the results to our 2013-2014 student survey to our 2014-2015 student survey you can see that our scores have steadily increased. After our 2013-2014 survey results were analyzed, the School Improvement Team created a plan of improvement for areas that we scored low in. As evident in our results from 2014-2015 our numbers have increased showing that there is an increase in our student stakeholder satisfaction.

Staff Survey

When comparing the results to our 2013-2014 staff survey to our 2014-2015 staff survey you can see that our scores have steadily increased or remained the same. After our 2013-2014 survey results were analyzed, the School Improvement Team again created a plan of improvement for areas that we scored low in. As evident in our results from 2014-2015 our numbers have increased showing that there is an increase in our staff stakeholder satisfaction.

Parent Survey

The parent survey was not administered by Hanover County in the 2013-2014 school years through Advanc-Ed. The county administered their own parent survey therefore we cannot compare the results of these surveys because of the difference in questions. When looking at the parent survey from 2014 there were three questions that can adequately fit under the five standards from Advanc-Ed and are correlated to the indicators. Question one asked if instruction is provided at an appropriate level. This question is related to standard three, indicator 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). 86.4% of our parents agreed, 12.5% did not agree, and 1.1% did not have an opinion. Question two on the 2013 parent survey asked if students received a quality education. This question is again related to standard three and all of its indicators. 94.3% of our parents agreed, 5.7% did not agree, and 0% did not have an opinion. The last question that was asked on the 2013 parent survey asked if South Anna was the type of school they wanted their child to attend. This question can be related to all of the five standards. 90.9% of our parents agreed, 6.8% did not agree, and 2.3% did not have an opinion. Looking at our overall percentage of parents that agreed, the data has stayed above the 90% mark, which correlates to our current parent survey data from 2015. Looking at all five standards and the indicators that were included in the survey, South Anna scored above a 4.0 in

all but one of the indicators. This proves that our parents are highly satisfied with South Anna Elementary School.

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

After the administration of our staff and student surveys in 2013-2014, along with our Self-Assessment data, the School Improvement Team created a Plan of Improvement for those indicators we scored below a 3.

For indicator 2.2 (the governing body operates responsibly and functions effectively) our plan of improvement stated:
- School Improvement Meetings will be teacher-led and teacher-managed. School Improvement Chairs will send out a request for agenda items to team leaders one week prior to the monthly meeting. Chairs will assign agenda items to team members for discussion and management during the meeting.
- The final agenda item of each faculty meeting will be public comment from staff members in which they can share suggestions for improvement or problems on which they would like the school improvement team to suggest possible solutions. In this way, we are allowing for input from all staff to reach the administration.

For indicator 3.5 (teachers participate in collaborative learning communities to improve instruction and student learning) our plan of improvement stated:
- Cross-grade level meetings will be held once per marking period in order to share performance data.
- Curriculum chairs will share an innovative instructional strategy or resource available for implementation on a rotating basis at monthly faculty meetings.
- A PLC will be established to understand how to effectively teacher mathematical problem solving.

For indicator 3.7 (mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teacher and learning) our plan of improvement stated:
- South Anna will complete its Faculty Handbook for all school staff. New employees will be issued a copy upon hiring and will review it with an assigned mentor, with whom they will meet monthly throughout their first year to ensure all school and district expectations regarding instruction are being met/exceeded.
- The school reading specialist will offer sign ups for coaching slots with respect to administration of running records, reading inventories, cold reads, and writing conferences.

For indicator 4.1 (qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities to support the school's purpose, direction, and educational programming) our plan of improvement stated:
- South Anna administration will continue to monitor class-sizes and special education caseloads and advocate for additional professional and support resources as our population dictates. Administration will share findings as appropriate and include a review of staffing on "AMO Meeting" agendas which occur three times a year.
- South Anna staff members will use "AMO Meetings" to review class sizes and caseloads as a rationale for the need for additional resources as appropriate.

For indicator 4.3 (the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff) our plan of improvement stated:
- Staff and community members will participate in a minimum of two "Beautification Days" annually to help maintain the building and grounds.
- Administration will work with the school system maintenance department to ensure fresh painting occurs throughout the school.

- Custodians will check-in at least once monthly with staff to determine areas that need additional attention in classrooms, bathrooms, and hallways.

For indicator 4.5 (the technology infrastructure supports the school's teaching, learning, and operational needs) our plan of improvement stated:

- School personnel will assess technology needs annually and work with school administration and the PTA to secure technology.
- School administration will work with Central Office to share technology needs and secure proper and timely installation of technology.

For indicator 5.3 (professional and support staff are trained in the evaluation, interpretation, and use of data) our plan of improvement stated:
- Administration will meet with personnel to determine specific needs to address this indicator.
- Training of support staff in the area of evaluation, interpretation, and use of data will be provided at the school and district level as appropriate.

Once these plans of improvement were put into place, we as a School Improvement Team, were able to see how well our stakeholder feedback showed a trend of increasing approval. In the Summer of 2015, we administered the Self-Assessment again focusing on the areas that we scored below a three. As indicated above with both our student and staff surveys, our Self-Assessment scores also got higher. We no longer scored below a 3 in any of the indicator areas. Our average scores for each standard are as follows:

Standard One: 3.0

Standard Two: 3.17

Standard Three: 3.08

Standard Four: 3.14

Areas in Need of Improvement

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

Parent Survey

Overall, our parents indicated that they are pleased with what is going on at South Anna. For each of the twenty-one indicators that were covered in the parent survey, we scored above a 3.0. The lowest score was for the question that was covered under indicator 2.3, which states that the school ensures that leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. The official score for this question was a 3.71 which shows that our parents believe that our school protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction. What parents feel is that this is not done in a consistent manner and could be improved. The school also scored a 3.72 on the question that was covered under indicator 3.12. This question was directed toward the school providing and coordinating learning support services to meet the unique learning needs of the students. Parents believe that school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. Our parents also believe that our school personnel stay current on research related to unique characteristics of learning and provide or coordinate related learning support services to all students. What parents feel is that this is not done systematically and continuously.

Staff Survey

When looking at the staff survey, the staff indicated that they are also pleased with what is going on at South Anna. For each of the indicators that was covered in the staff survey, we scored above a 3.0. Our two lowest scores came from questions that were covered by indicator 3.5, 3.7, and 4.5. For indicator 3.5 the school scored a 3.88. Our staff believes that staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade-levels, content areas and other system divisions. They believe that staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, 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 personnel. What our staff feels that is missing is that the above actions do not occur frequently. For indicator 3.7 our school received a 3.88 as well. This question focused on school personnel being 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. What our staff feels could be improved is more opportunity for these activities with the hopes that all personnel be engaged. For indicator 4.5, our school scored a 3.69. This survey question focused on the school providing, coordinating and evaluating the effectiveness of information resources and related personnel to ensure that all students and school personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. Our staff believes that information resources could be increased and needs to be implemented on a more regular basis.

Student Survey

The student survey had a slightly different result when compared to the staff and parent survey. This type of result is to be expected because the students in grades 3 through 5 have a difficult time understanding the meaning behind some of the questions that were asked on the survey. The lowest scored we received from students came with the question that was covered under indicator 5.1, which was 2.25. Indicator 5.1 states that the school establishes and maintains a clearly defined and comprehensive student assessment system. The students believe that our school personnel use an assessment system that produces data from multiple assessments about student learning

as well as school performance. Our assessment system at South Anna provides consistent measurement across classrooms, courses and educational programs. Our students also believe that some of the assessments are proven reliable and bias free. The score of 2.25 indicates that we need to do the above actions on a more consistent basis according to our student body.

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

Student Survey

Below are the results of the Spring 2015 student survey.

When comparing our student survey data from 2013-2014 and 2014-2015, the school has increased our scores in each of the standard areas. This data proves that we do not show a trend in decreasing student satisfaction or approval.

Staff Survey

Below are the results of the Spring 2015 staff survey.

When comparing our student survey data from 2013-2014 and 2014-2015, the school has increased our scores or remained the same in each of the standard areas. This data proves that we do not show a trend in decreasing staff satisfaction or approval.

Parent Survey

Hanover County administered their own parent survey in the spring of 2014 which does not correlate to the Advanc-Ed parent survey that was administered in the spring of 2015. Therefore, it is difficult to compare data from these two years and have it be valid. When looking at the three questions that were asked of parents in 2014, South Anna scored a 90% or above for each of the questions. The three questions can adequately fit under the five standards from Advanc-Ed and are correlated to the indicators. The survey from spring 2015 shows that our school scored above a 3.0 in all indicator areas. Comparing these two years, proves that there is not a decreasing trend in parent satisfaction or approval.

What are the implications for these stakeholder perceptions?

Parent Survey

For the survey questions that are correlated to indicators 2.3 and 3.12, we believe that our parents are unaware of what our school does "behind the scenes" to make sure that we are meeting the needs of all of our learners unless these parents have been through the child study process, have a child with an IEP, or a child with an SEP. Even then, when a child is not eligible for special education services or we decline to evaluate a student, despite our attempts to explain our rationale, parents may walk away with the feeling that we just don't want to support their child. The question now becomes, how can we as a school better educate our parents about the resources, supports and processes that are available to help their child? Also, do we need to educate all parents versus the ones who avail themselves of what we have to offer as a school. We also believe that there is a need for school personnel to reiterate when assessments are being done throughout the year (not just at the beginning and at the end of the year) through letters and notifications via email. The assessments and analysis are taking place and sometimes parents just don't know about them.

Staff Survey

For indicator 3.5, our staff believes that staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade-levels, content areas and other system divisions. They believe that staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, 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 personnel. What our staff feels that is missing is that the above actions do not occur frequently. For indicator 3.7 our school received a 3.88 as well. This question focused on school personnel being 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. What our staff feels could be improved is more opportunity for these activities with the hopes that all personnel be engaged. For indicator 4.5, our school scored a 3.69. This survey question focused on the school providing, coordinating and evaluating the effectiveness of information resources and related personnel to ensure that all students and school personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. Our staff believes that information resources could be increased and needs to be implemented on a more regular basis.

Student Survey

With the student survey, we feel that a majority of the lower scores that we received came about from the students' lack of understanding of the questions. As teachers were administering the survey, many reported students have difficulty answering the questions and had a lot of questions that they wanted to asked their teachers. Many of the students were focused on the appearance of the school, what the cafeteria was serving, and what the bathroom looks like rather than focusing on the instructional programs and strategies that we use at our school. In the future, these surveys need to be administered to students in a way that allows them to have a better understanding of what is being asked of them.

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

After the administration of our staff and student surveys in 2013-2014, along with our Self-Assessment data, the School Improvement Team created a Plan of Improvement for those indicators we scored below a 3. This data can be compared to the areas of improvement that were noted on each of the three surveys. Once this plan of improvement was implemented and the surveys and the self-assessment was re-administered our scores increased and did not show a decreasing trend. Our plan of improvement is as follows:

For indicator 2.2 (the governing body operates responsibly and functions effectively) our plan of improvement stated:
- School Improvement Meetings will be teacher-led and teacher-managed. School Improvement Chairs will send out a request for agenda items to team leaders one week prior to the monthly meeting. Chairs will assign agenda items to team members for discussion and

management during the meeting.

- The final agenda item of each faculty meeting will be public comment from staff members in which they can share suggestions for improvement or problems on which they would like the school improvement team to suggest possible solutions. In this way, we are allowing for input from all staff to reach the administration.

For indicator 3.5 (teachers participate in collaborative learning communities to improve instruction and student learning) our plan of improvement stated:
- Cross-grade level meetings will be held once per marking period in order to share performance data.
- Curriculum chairs will share an innovative instructional strategy or resource available for implementation on a rotating basis at monthly faculty meetings.
- A PLC will be established to understand how to effectively teacher mathematical problem solving.

For indicator 3.7 (mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teacher and learning) our plan of improvement stated:
- South Anna will complete its Faculty Handbook for all school staff. New employees will be issued a copy upon hiring and will review it with an assigned mentor, with whom they will meet monthly throughout their first year to ensure all school and district expectations regarding instruction are being met/exceeded.
- The school reading specialist will offer sign ups for coaching slots with respect to administration of running records, reading inventories, cold reads, and writing conferences.

For indicator 4.1 (qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities to support the school's purpose, direction, and educational programming) our plan of improvement stated:
- South Anna administration will continue to monitor class-sizes and special education caseloads and advocate for additional professional and support resources as our population dictates. Administration will share findings as appropriate and include a review of staffing on "AMO Meeting" agendas which occur three times a year.
- South Anna staff members will use "AMO Meetings" to review class sizes and caseloads as a rationale for the need for additional resources as appropriate.

For indicator 4.3 (the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff) our plan of improvement stated:
- Staff and community members will participate in a minimum of two "Beautification Days" annually to help maintain the building and grounds.
- Administration will work with the school system maintenance department to ensure fresh painting occurs throughout the school.
- Custodians will check-in at least once monthly with staff to determine areas that need additional attention in classrooms, bathrooms, and hallways.

For indicator 4.5 (the technology infrastructure supports the school's teaching, learning, and operational needs) our plan of improvement stated:
- School personnel will assess technology needs annually and work with school administration and the PTA to secure technology.
- School administration will work with Central Office to share technology needs and secure proper and timely installation of technology.

For indicator 5.3 (professional and support staff are trained in the evaluation, interpretation, and use of data) our plan of improvement stated:
- Administration will meet with personnel to determine specific needs to address this indicator.
- Training of support staff in the area of evaluation, interpretation, and use of data will be provided at the school and district level as appropriate.

Once these plans of improvement were put into place, we as a School Improvement Team, were able to see how well our stakeholder feedback showed a trend of increasing approval. In the Summer of 2015, we administered the Self-Assessment again focusing on the areas that we scored below a three. As indicated above with both our student and staff surveys, our Self-Assessment scores also got higher. We no longer scored below a 3 in any of the indicator areas. Our average scores for each standard are as follows:

Standard One: 3.0

Standard Two: 3.17

Standard Three: 3.08

Standard Four: 3.14
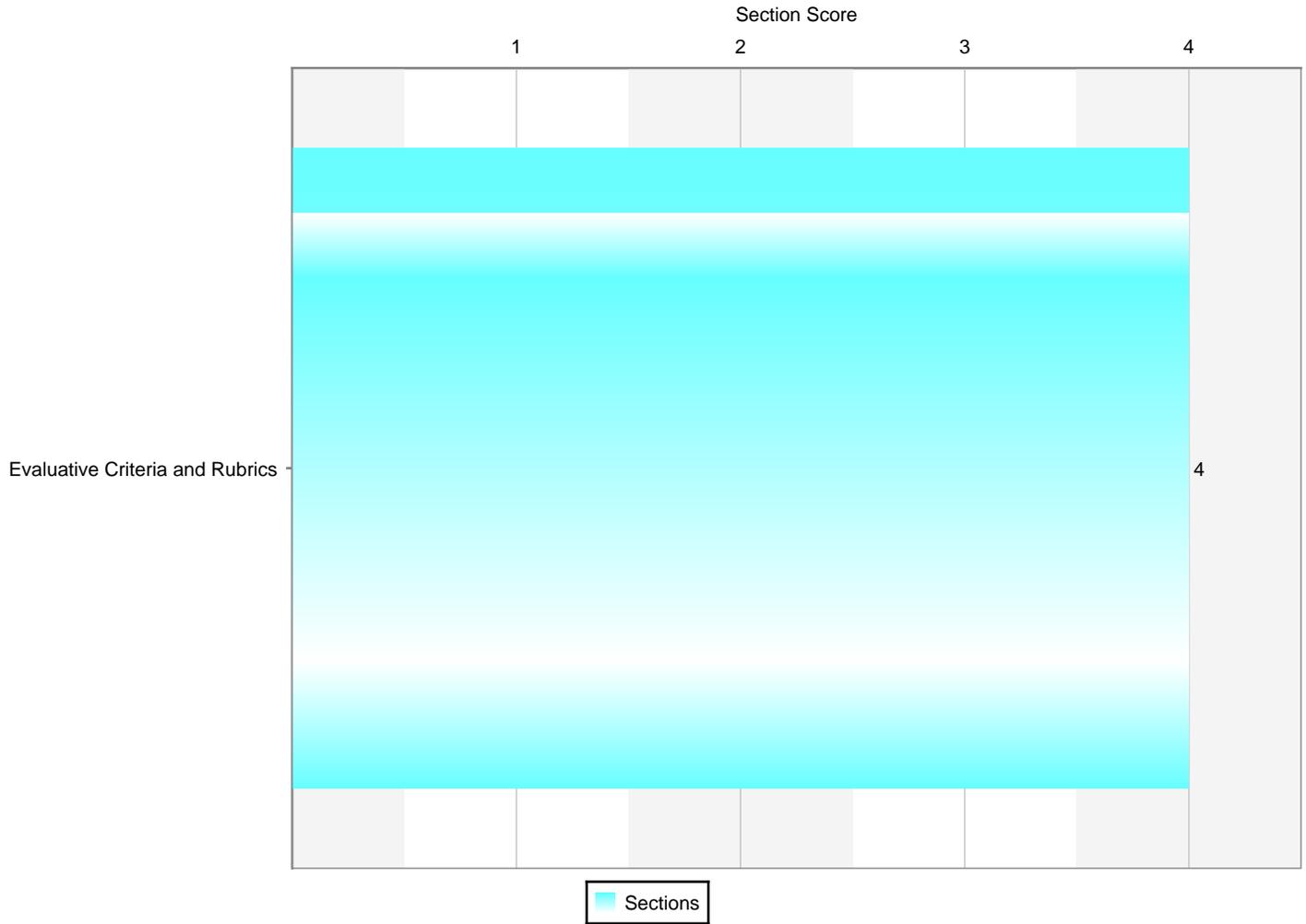
Standard Five: 3.4

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   4

Sections

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		Spring 2015 PALS Data K-2 South Anna Elementary 2015 School Improvement Plan

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Since the implementation of the Fundations program, reading achievement with respect to meeting and succeeding established state expectations in areas of emergent/beginning literacy has been a significant area of improvement and now constitutes a notable achievement. Kindergarten is an area in which we have seen great improvement. On the Spring 2015 PALS Screening, 96% of students passed the Kindergarten screening (compared to 88% when these students entered school in Fall of 2014). Only 3 students were identified as "at risk" for reading difficulty, compared to 10 students in the fall. 18% of the kindergarten grade level earned perfect scores on the screening, and while the SUM Score Range was 54-102, the mean was 97. 60% of our kindergarten students were not identified as "at risk" on any of the tasks on the screening, compared to 42% in Fall 2014. 99% pass rates were earned on the Alphabet Recognition, Letter Sound Identification, and Spelling tasks. Of 12 students who participated in a PALS intervention with the school reading specialist, 10 students (83%) passed PALS with a SUM score of 81 or higher. 100% of the intervention students passed the spelling task, alphabet recognition task, and letter sound identification task. Similar trends have been evident at first and second grade, as well. Second grade students who did not meet the high benchmark designation in the fall administration of PALS were administered PALS in Spring 2015. The pass percentage was 9% (compared to 85% in Fall 2014). 16 students (19%) earned a perfect score (76) on the screening. 37 students (45%) earned SUM scores in the 70s+. 9 students (11%) were identified as at risk for reading difficulty, compared to 14 students in Fall 204. The SUM Score range was 33-76, with the mean being 65.6. There was a 90% pass rate on the spelling task, with 16 students (19%) earning a perfect score (56) on the task and 40 students (48%) earning a score of 50+ on the task. 92% of the second graders screened passed the 2nd grade word list, compared to 68% passing the first grade word list in Fall 2014. 64% of the grade level read lists 1+ years above grade level, and 67% of the grade level read passages 1+ years above grade level on the screening.

Performance on Virginia Standards of Learning (SOL) Reading assessments also demonstrates an area of strengthen in which students in our school are above the expected levels of performance. On 2014 Reading SOLs, South Anna students earned an average score of 81%, exceeding the AMO standard of 72. In 2015, South Anna students increased their average reading score to 87%, still exceeding the AMO target of 75.

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

Please see the analysis of PALS K-2 scores in question 1.

Based on Standards of Learning (SOL) assessments, a positive trend in performance in evident in both reading and math. (Science and Social Studies SOL data for Spring 2015 assessments is not yet available from the Virginia Department of Education.) Overall pass rates in reading increased from 81% in 2014 to 87% in 2015, and in math from 81% in 2014 to 86% in 2015.

Which area(s) indicate the overall highest performance?

Of the content areas, performance was highest overall in reading by 1% (87% pass rate in reading, 86% pass rate in math). SOL information is not yet available from the Virginia Department of Education for Science and Social Studies SOLs in 2015.

Based on Virginia Standards of Learning (SOL) performance in 2014 and 2015, white students indicated the highest overall performance. Gap Group 1 had the highest performance among the AMO groups

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

With respect to SOL results, Economically Disadvantaged students and Students with Disabilities both demonstrated a positive trend in performance when comparing Math and Reading Standards of Learning Assessment results from 2014 and 2015. Economically Disadvantaged students increased their reading performance from 53% in 2014 to 65% in 2015. In Math, Economically Disadvantaged students increased their math SOL performance from 62% in 2014 to 70% in 2015. Students with Disabilities increased their reading SOL performance from 61% in 2014) to 70% in 2015. Their math performance also demonstrated an increase, from 55% in 2014 to 71% in 2015.

Gap Group 1 also demonstrates an increasing trend in performance when comparing 2014 and 2015 SOL pass rates. In reading, Gap Group 1 had a 58% pass rate in 2014, but a 71% pass rate in 2015. In math, Gap Group 1 had a 60% pass rate in 2014 and a 73% pass rate in 2015.

Between which subgroups is the achievement gap closing?

We are working to close the achievement gap with students who are economically disadvantaged and students with disabilities.

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

This is consistent with data reported from PALS and from classroom data shared at quarterly AMO Meetings.

Areas in Need of Improvement

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

In overall performance, South Anna does not have any areas below the expected levels with respect to school pass rates on the Virginia Department of Education's Standards of Learning Assessments. We are exceeding AMO scores.

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

Reading and math SOL scores from 2014-2015 demonstrate an increasing trend. We do not have any content areas in which there is currently a negative trend in performance. Science and Social Studies SOL data is not yet available from VDOE from Spring 2015.

Which area(s) indicate the overall lowest performance?

Our reading pass rate for 2015 (87%) and math pass rate for 2015 (86%) were separated by a single percentage point and both exceeded state minimum standards.

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

Reading and math SOL scores from 2014-2015 demonstrate an increasing trend among all subgroups. We do not have any csubgroups in which there is currently a negative trend in performance.

Between which subgroups is the achievement gap becoming greater?

Reading and math SOL scores from 2014-2015 demonstrate an increasing trend with respect to all subgroups. We do not have any subgroups in which there is currently a negative trend in performance.

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

This is consistent with PALS findings.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.75
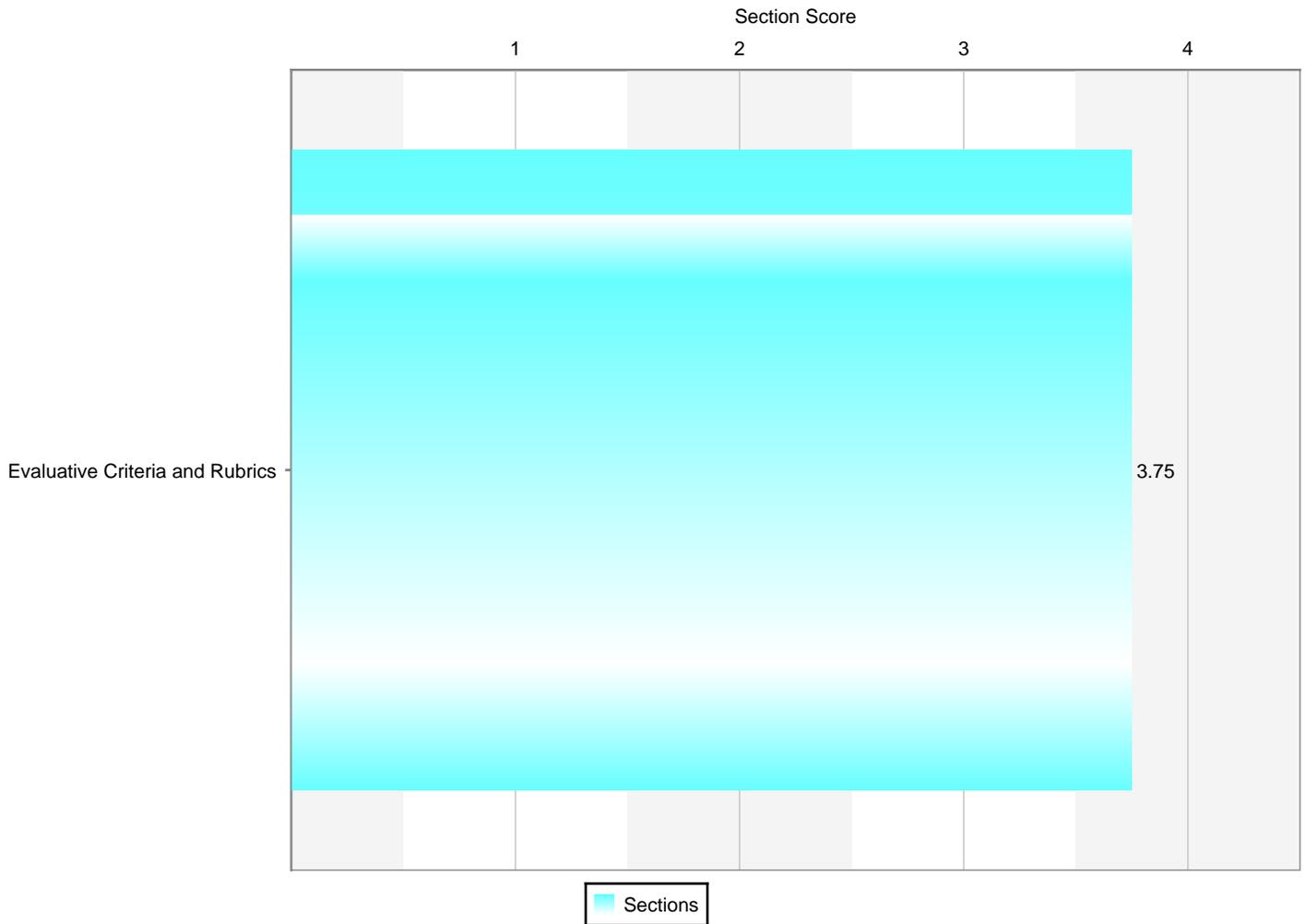
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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