



Accreditation Report

Elydale Elementary School

Lee County Public Schools

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 Goal 1: All faculty and staff at Elydale Elementary School will work diligently to engage and inform our families in the 2014-2015 academic year as evidenced by the family/community activities offered throughout the year. 60

 Goal 2: All administration and personnel will strive to improve safety measures to ensure the safety of all students. . . 62

 Goal 3: All students enrolled at Elydale Elementary School will make measurable progress in reading as evidenced by the Virginia Standards of Learning Assessment. 62

 Goal 4: All students enrolled at Elydale Elementary School will make measurable progress in math as evidenced by the Virginia Standards of Learning Assessment. 65

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Executive Summary

Introduction

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

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

Description of the School

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

Elydale Elementary School consists of 136 students and 30 faculty/staff members. Our school membership is derived primarily from the communities of Ewing and Rose Hill in Lee County. Elydale is the only 5-7 grade school in Lee County, VA. The K-4 feeder school for Elydale Elementary School is located in the town of Rose Hill, VA and our school sends students promoted from 7th grade to Thomas Walker High School located in Ewing, VA.

Elydale is located directly off 25E approximately six miles west of the town of Ewing, and ten miles west of the town of Rose Hill. Elydale Elementary School is located in the heart of the farming country and is located in the western most part of Lee County. In fact, upon entering the southwestern tip of Virginia from Tennessee or Kentucky, Elydale is the first school you will reach on the right of Highway 25E. Our school district borders Claiborne and Hancock Counties in Tennessee as well as Bell and Harlan Counties in Kentucky.

One unique feature that is an asset for our school is the location of Wilderness Road State Park directly across Highway 25E. The park serves our school in many ways. They host programs for our students, provide demonstrations at our career day, and are an integral part of our crisis plan. Some of the challenges faced by our school are parents with very little education who are unable to assist their children with homework or school projects due to their limited knowledge to either assist academically or stress the importance of education to their children. In addition, we have students who come from homes in very low socioeconomic levels, with 77% of our students receiving free or reduced lunch.

Changes in the last three years have been significant. Elydale Elementary School served K-6 students in the 2011-2012 academic year. In the summer of 2012, the Lee County School Board closed three elementary school resulting in a change of the school demographics. Beginning in the academic year of 2012-2013, Elydale became a 5-7 school. Since that time, the school population has decreased by an estimated 25% in the students that it served.

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.

Mission Statement

Students are envisioned in a modern competitive world as productive adults who possess a respectful, strong moral character with positive self-esteem. We strive to instill characteristics of patriotism, good citizenship, community service, personal responsibility, and an understanding of world diversity in each students as well as a solid academic foundation. Traditional and technological learning resources are used to help students attain the expected proficiency on the Virginia Standards of Learning.

Vision Statement

Our vision is to create an extremely effective 5-7 rural school that not only produces very high levels of student achievement, but also students who will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and global community.

Elydale Elementary has high expectations for all students in all ability levels. Teachers identify materials, training, and supplies that would improve and support their curriculum as defined by SOL assessments, curriculum alignments, and pacing guides. Elydale utilizes all the following resources to ensure student needs are met for continual academic growth:

- Classroom remediation
- Accelerated Reader program
- Utilization of technology
- Core subject manipulatives
- County-Wide Enrichment Program
- Title I Reading Teacher
- Title I Math Teacher
- Departmentalization
- Access to nursing services
- Teacher Resource Center
- Parent Resource Center
- Classroom supplies
- Teacher collaboration
- Field trips
- Effective two-way communication with
 - parents
- One math and one reading program
 - presented at a scheduled time
 - when students, parents, and school
 - staff can attend

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2-period block for Reading and Math

Recognition of students for attendance,
academic achievement, citizenship,
and other merits each nine weeks

Disciplinary notices

4-H Club

William King Art Center Program

Jamestown/Yorktown Program

Kids in the Creek

Wilderness Road State Park programs
throughout the school year

Professional Development to meet the
changing needs of teachers

ICAT provided by TTAC - Instructional Consultation, Assessment, and Teaming

Character education

STAR Reading

STAR Math

Rosworks Benchmarks

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.

Elydale Elementary School has achieved State Accreditation in the past, with the exception of last year. Last year, Elydale Elementary was Accredited with Warning due to a failure to meet the State Annual Measurable Objective in Mathematics. The school has also met all Federal Annual Measurable Objectives. However, the following year, our school did achieve all State Annual Measurable Objectives, including the mathematics objective.

In the next three years, the goal of the Elydale community is to continue to meet all Standards of Accreditation as well as State and Federal Annual Measurable Objectives as well as continue to show progress across all content areas.

Additional Information

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

Elydale Elementary School has high expectations for all faculty, staff, and students. Our school welcomes involvement from parents, community members, and all stakeholders.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •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 •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 4

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

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

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

The school utilizes a detailed, involved, and effective procedure to review, revise and communicate a school purpose for student growth, development and success throughout their academic careers. The school is engaged and determined to ensure student success through communication with all stakeholders in a timely and efficient manner. The school maintains a purpose statement that sets high expectations for all participants involved in the learning process of each student.

The school and faculty are committed to student success through challenging, critical, and purpose driven curriculum that encourages students to use high level thinking skills to problem solve and create solutions that further their understanding and skills. The staff is dedicated in their commitment to the students and their long term learning goals. The staff communicates on a weekly basis to determine areas in which to improve skills and produce greater achievements for the students that will lead to a lifetime of continued learning and success. At Elydale, faculty and staff will work to improve alignment between and agendas, minutes, and the statement of purpose. School leaders routinely gather data from a variety of sources to continuously determine if student learning and progression is occurring within the learning environment. School personnel keep detailed records of student performance to determine areas of weakness that are addressed with all stakeholders. The staff use detailed lesson plans that guide and facilitate learning and they routinely reflect on the planning process to find ways to improve student learning. All teachers use effective, valid, and measureable objectives when assessing student comprehension and maintain a system of interventions and strategies utilized when students require extended scaffolding of concepts. The process of remediation is reviewed and evaluated by school leaders and guides the progression of student achievements and success.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks 	Level 4

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.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 4

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

Governance and Leadership: There is strong agreement that our school system and Elydale School operate under governance and leadership that promotes and supports student performance and system effectiveness. The governing body supports and allows the district and school leadership the autonomy to accomplish their daily achievements and instructional goals. The district and school leaders align their goals within the framework of the districts expectations. The leadership is totally focused on success for all students. Lee County Public School Board and Elydale are fortunate to have a strong leadership team, which is constantly looking for ways to support the district as a whole, and support the individual needs of Elydale. The Central Office staff maintains regular communication with the leadership at Elydale, in addition to reaching out to individuals throughout the corporation on a more one-to-one basis. Elydale leadership has an on-going communication with parents and staff. In addition, Eydale principal exhibits leadership skills that help lead our school in the right direction. Another strength would be that all of our teachers as leaders make decisions that will increase student success. There has been shared leadership with many stakeholders of all levels and subjects chairing or co-chairing committees.

Policy and Roles: Board Policy, as well as Administrative guidelines, are used and updated regularly, as well as respecting and following state and federal guidelines. Handbooks are used by everyone in the school and a copy is sent home by each student to parents and returned to school signed by the parents. Policies and procedures are taught and followed. Elydale leadership is very considerate and reflects upon decisions that affect the entire school.

The principal at Elydale works in a collaborative effort with the superintendant and the school board. Principal also collaborates effectively with teachers and staff members. We all know our roles and responsibilities as a school and district and we have a new evaluation process in place that evaluates all teachers. Legal counsel advises policy and guidelines.

Communication and Collaboration: Elydale's leaders and staff communicate and collaborate at all levels with use of the continuing school improvement plan. Collaboration of all stakeholders at Elydale ensures a strong sense of community at our school. Stakeholders have been given more than ample opportunity to take part in developing school improvement plans, handbooks, and policy. Parents were asked to fill out surveys at our Open House to provide them with decision making as stakeholders. We all know our district and our Elydale plan, and we regularly and openly meet and discuss what we can do for our students to be successful. Teachers from schools are allowed to research and choose curriculum resources we feel will best meet the needs of all our students, as it all reflects back to our plan. Our district leaders presented various teacher evaluation models and the staff was given the opportunity to vote for the model we wanted. Our school staff at Elydale works constantly and consistently with the community to provide the very best for our students. We strive to use all available resources to the greatest of their potential.

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Continuous Improvement: Lee County Public Schools and Elydale work diligently to ensure that our school is working effectively. To ensure that each aspect of its educational community is supporting student learning, the district undergoes continual performance monitoring, evaluation, and when necessary, system revision. Areas of strength at Elydale are the leadership and staff continually having high expectations of students. Holding staff accountable for continuous improvement is clearly evident. The initiatives are clearly driven and reflected by the board, superintendent, principals, and teachers. The areas of strength begin with our leaders and staff throughout Elydale deliberately and consistently working toward continuous improvement to achieve our school's purpose. As a school we put into action what we say we do.

Professional Development: Using designated professional development days assigned at the beginning of the school year, administration allows for the professional development of the Elydale staff. We build professional growth with opportunities that include technology classes offered by Lee County Public Schools. We have curriculum grade level departmental meetings twice a month in which all participants at each grade level develop grade level curriculum. Continuing education opportunities are readily available for our Elydale staff.

Paraprofessionals meet all requirements and are trained by the appropriate staff.

Improvement: More stakeholder involvement from the community would be beneficial, especially at Elydale. One of the areas that we need to continue to work on would be educating teachers on the new teacher evaluation system and a learning style profile.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques 	Level 3

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

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •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 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •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 •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results 	Level 2

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 4

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 systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none">•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 4

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

Teachers: Students at Elydale Elementary are very fortunate to be taught by forward thinking teachers under the supervision of forward thinking administrators who are constantly implementing new programs to further enhance the education of all students. These programs and interventions are implemented after a rigorous review and research process to ensure that the program will not only fit into the mission and goals of the LCPS and Elydale Elementary, but that the program will also greatly benefit the students that need it most. Teachers at Elydale have high expectations of their students and personalize instruction to ensure a quality education that prepares students for life as they proceed into high school. Elydale teachers are fantastic and work hard to help students. As the new evaluation process continues to become implemented, teacher evaluation observations will be analyzed and used more often and with more consistency.

Curriculum: A major strength within Elydale is a challenging curriculum for our students. Virginia Standards of Learning are a priority. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals. Elydale will continue to improve in this regard, as we are training on a new evaluation tool. Elydale teachers meet regularly and teachers are given professional development time to work on student progress and ways to promote success. Our curriculum, individual lessons and report cards are all aligned to the Virginia Standards of Learning. Students in the LCPS and at Elydale are offered a challenging curriculum that offers many opportunities to prepare for academic success. STAR Reading, Accelerated Reader and STARS & CARS allow students the opportunity to improve reading scores. Lee County Public Schools and Elydale use technology in a variety of ways to help and stimulate student success. Grade levels at

Accreditation Report

Elydale Elementary School

Elydale meet informally and formally to discuss instructional decisions and to make each team member's teaching stronger. Elydale teachers do a great job of collaborating daily/monthly on how to meet the needs of every student.

Leadership: Elydale leaders monitor and support efforts of staff to improve instructional practices. Teachers meet on a regular basis to collaborate in learning communities. Our school district and administrator coordinate all available resources to provide for teachers to coordinate their efforts and assess all learning styles/tests/professional growth. Communication of state and local information is outstanding.

Data: The LCPS system and Elydale Elementary take assessment and data collection very seriously. Our data drives our instruction. We meet with grade levels in order to analyze data and put in place the next steps to continue growth of our students. Our school is truly student-centered. The RtI (Response to Intervention) process has made Elydale even more cognizant of looking at each child to see what his/her needs are to make sure learning occurs. Systems for monitoring student performance, encompassing all tiers of instruction, are established and effectively utilized to offer each student the best opportunity to succeed. Through RtI meetings we collaborate with a team concerning a child's progress and individual plan. We collect data points and also communicate with parents. We have shown much growth in using data to identify students' needs and appropriately address these areas. Mentoring, a student connection to someone, is in its beginning stage to strengthen achievement. Elydale will be implementing a more formal structure for this process in the coming year.

Professional Development: The LCPS has great induction workshops for our new Elydale teachers so they are able to learn about the curriculum, programs, grading system, and more about the district and Elydale. The professional development offered to the Elydale staff is on-going. Areas of strength include curriculum resources, measurable goals, lesson planning and evaluation/observations of teachers.

Continuous Improvement: The ability to continuously maintain professional development throughout our district and Elydale is a challenge, but our district and school consistently offer opportunities to stay abreast of the current trends in education, while still maintaining the current needs of our students. Success is measured in ability and growth, of not only our students, but of all of our stakeholders. Our district and Elydale are constantly assessing data to improve and inform our teaching practices. We have strong collaborative teams across the district.

Families: Elydale Elementary does an exceptional job of including families in everyday activities that support improved academic success. They feel connected to the goals established by the district and school. Elydale keeps parents informed daily/weekly/ monthly on what we are teaching and expectations that we have. This can be easily seen by looking at our school's family programs. We enjoy family nights, and working very closely with parents in the community in order to maximize our students' success. Parents are constantly in communication with teachers via phone and email and can also use our online system to check their child's grades. We pride ourselves on the fact that we build positive relationships with students by teachers serving as mentors, coaches, and advocates for our students.

Improvement: Support for all personnel in regards to student performance is dependent on time and fiscal resources at Elydale. More work needs to be done with curriculum mapping and corresponding formative assessment, grading practices are not consistent between classrooms, and more attention is needed for individual student mentoring plans. A challenge at Elydale is having time to analyze the data and challenging the students at the higher levels. Student mentoring programs are loosely structured and will be improved as well as implementing a program for identifying individual learning styles of teachers and students.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •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

Accreditation Report

Elydale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

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

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

Accreditation Report

Elydale Elementary School

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

The school strives to ensure it has resources and provides services that support its purpose and direction to ensure success for all students. We strive to fulfill the roles that are important to student learning. However, we believe that we are under-staffed in certain areas. We have been given sufficient faculty to keep the teacher/student ratio at an adequate level in seventh grade. Our seventh grade is divided into three groups for math and reading, but Science and Civics classes are overcrowded for the student population. Also, fifth and sixth grade classes are divided into two groups, resulting in large class sizes. We believe that our teachers overcome this adversity as well as possible, but class sizes appropriate to the school population would benefit students with more one on one time with the teachers, more opportunity for hands on experiences, and a more comfortable learning environment.

When it comes to using all available instructional time, our school is exemplary. No instructional time is wasted, and the school has worked hard to keep students in class, on task, and learning. However, we do not feel that our material and fiscal needs are met to an optimum level. Even for a small school, we do not have a sufficient amount of technology or class materials. In conjunction, our fiscal needs are sometimes delayed or not met.

It is our belief that as a school, our facilities are not completely adequate for the needs of all faculty, staff, or students. A security system is in place to protect students from outside threats. We also have procedures in place for fires, earthquakes, tornados, intruders, and medical emergencies. We practice drills for each of these throughout the school year. In addition, the facilities are kept clean and healthy. However, handicap access on campus is greatly lacking. Two buildings (one classroom and one common building) have no handicap access at all, and the main building has handicap access at the main entrance only which makes it less than ideal and inconvenient. We work to assist students who are in need of handicap access, but the situations are not ideally safe.

As a faculty, we strive to use all technology, media, and information resources at our disposal. Teachers use computers, SmartBoards, and other technology to aid in student learning. Many teachers use the library and computer lab regularly to help students gain additional resources for learning. The students are open to these opportunities and thrive in these settings.

Our technology infrastructure works to aid in the use of technology on campus. A "sentact" system is used for technological needs and issues, and while there is often a delay due to understaffing in this area, needs are usually met. The campus employees work together to get technology in every classroom in a usable way, but we often find ourselves frustrated by our lack of resources.

As a campus, we are exemplary at providing support services to meet the physical, social, and emotional needs of the student population. The entire faculty of our school has been trained in Youth Mental Health First Aid. Many of the faculty members are also trained in First Aid and CPR, EpiPen administration, diabetic care, and there is a full-time nurse on campus. There is a full-time guidance counselor on campus, and there is a school psychologist available for students as needed. In addition, our campus has two full-time Family Preservation employees. We also meet the physical needs of students in several ways, including: a food bag system, RoHo, Angel Tree, taking food to student homes, getting clothing for students, and letting students know that we will make sure their physical needs are met either by the school or as individual faculty.

Accreditation Report

Elydale Elementary School

We work hard to provide services that support the counseling, assessment, referral, educational, and career planning needs of our students. All faculty members have been trained in Youth Mental Health First Aid. We offer education for students for future careers. Elydale has an annual career day which gives students an opportunity to meet with local professionals and learn about their careers. Students are educated about a variety of jobs that may interest them in the future so that they are prepared and knowledgeable at a young age. We also offer an interest inventory and ability inventory provided by Virginia Wizard. Using information obtained by the Virginia Wizard program, seventh grade students create a plan of study which is a complete academic plan that will carry them throughout their high school career.

Elydale Elementary feels our students come first and all faculty and staff work hard to ensure students can acquire a quality education in a supportive, safe environment.

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: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •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 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •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 3

Accreditation Report

Elydale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •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 4

Accreditation Report

Elydale Elementary School

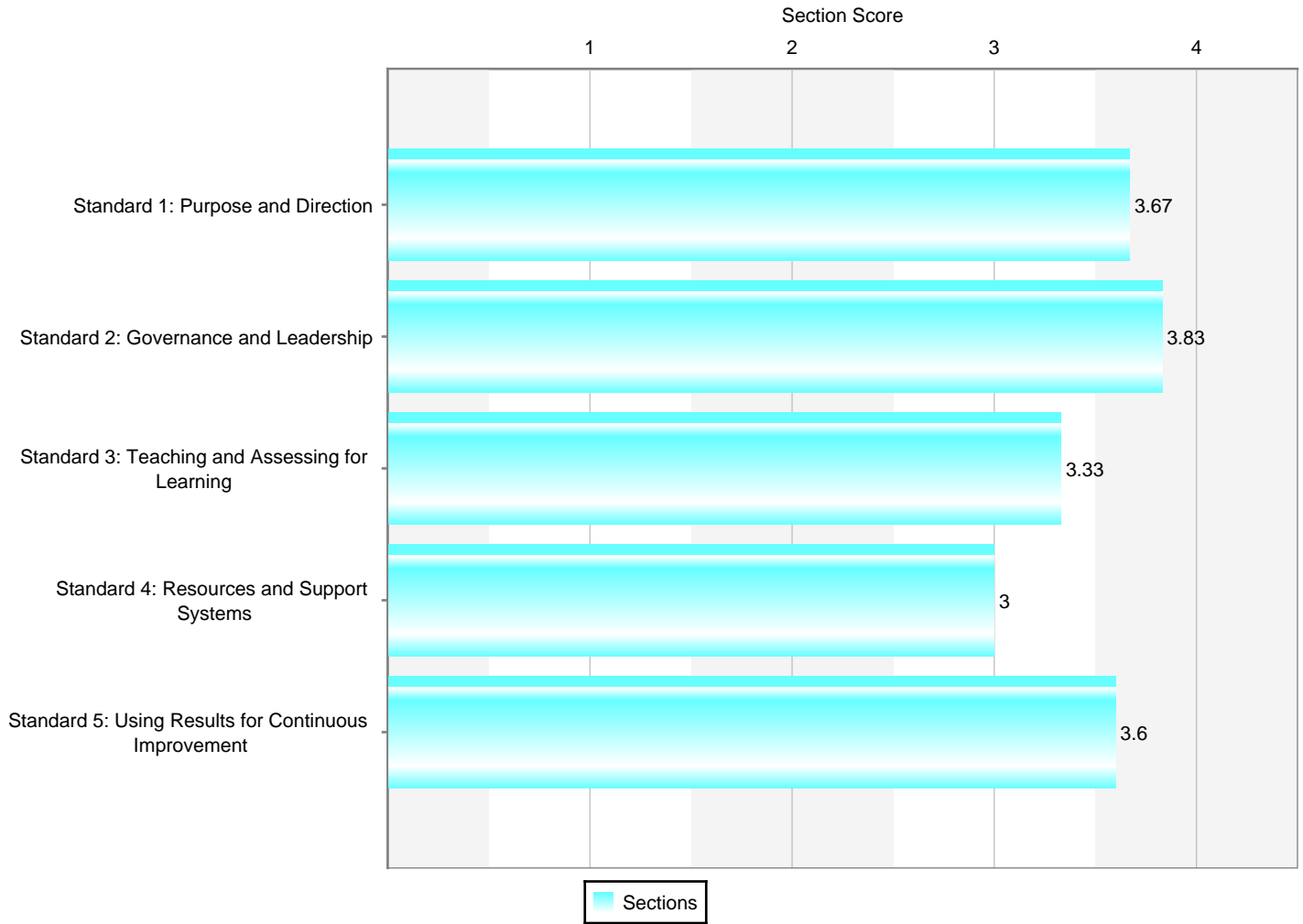
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about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

A strength of Lee County Schools and Elydale Elementary School is the use of multiple assessments for continuous improvement, as documented in Elydale Elementary School's Assessment plan and schedule. This plan ensures that enough data is collected on student achievement to effectively analyze data to ensure that our instructional methods and programs are functioning as they were intended to and providing superior results. The teachers and reading specialist collect, generate, and interpret data. This data is utilized at various staffing levels to guide the improvement of educational practice throughout the school. We are very data driven. One of our greatest strengths would be our use of reliable and proven diagnostic testing results and disaggregation as well as the Student Performance by Question disaggregation and reports from SOL data. Elydale uses data to drive instruction and support student learning. Students are assessed on a regular scheduled basis. The assessment system is evaluated regularly to determine the effectiveness and ensure it is producing a rigorous learning experience. Policies and procedures for all students are clearly defined to ensure readiness and success for students at the next level. Strengths that we have in this area include conducting data meetings for grade levels or cross grade levels on state and local standardized assessments at Elydale. We analyze the data of our students from the STAR assessment, the SOL assessment, the benchmark data, curriculum assessments, and teacher-made assessments. We implement the needed interventions or curriculum adjustments that are signaled on assessments. The faculty at our school continually assess how their students are progressing and if they are meeting the learning goals associated with these assessments. Our school uses multiple assessments to know exactly what our students' strengths and weaknesses are, and these assessments are given multiple times during the school year, so we are constantly monitoring their progress. In our Elydale Elementary Response to Intervention meetings we take all of the students' data and analyze it even further for needed interventions, and how we will collect additional data on specific goals that a student needs to succeed. Data is analyzed and used for instructional decisions. Individual student data is analyzed for differentiation of instruction. The responses to those assessments include a host of appropriate interventions to ensure student success.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder feedback document has been attached.	Stakeholder Feedback Document Overall School Score

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

According to the parent survey, Standard 1 - Purpose and Direction received the overall highest level of satisfaction. The highest indicator average within this standard is Indicator 3: Our school has established goals and a plan for improving student learning. The average of this indicator is 4.47.

According to the staff survey, Standard 5 - Using Results for Continuous Improvement received the overall highest level of satisfaction. The highest indicator averages within this standard are Indicators 1, 3, and 6: Our school uses multiple assessment measures to determine student learning and school performance; our school has a systematic process for collecting, analyzing, and using data; and our school leaders monitor data related to student achievement. The average of these indicators is 4.33.

According to the student survey, Standard 2 - Governance and Leadership received the overall highest level of satisfaction. The highest indicator average within this standard is Indicator 3: In my school, the principal and teachers have high expectations of me. The average of this indicator is 4.07.

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

The increasing trend throughout the staff survey is that the faculty and administration consistently utilize progress monitoring by conducting student assessment using multiple measures. These assessments support challenging programs and differentiated instruction that target student weaknesses for improving strategies and techniques that support student learning.

The increasing trend throughout the parent surveys was satisfaction with the school's goals and purpose statement being clearly focused on student success. Survey information revealed that parents feel that the school continuously engages in a process to improve student learning and prepare students for success.

The increasing trend throughout the student surveys was satisfaction with the quality of their education and the way they are treated by administration, faculty, and staff. Survey information revealed that students feel they are treated with respect and that teachers hold high expectations for them.

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

Survey data is consistent with concerns and validation provided from feedback by parents, students, and staff. The data collected from this survey will serve as baseline data that will be used to determine our future trends.

Areas in Need of Improvement

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

According to the parent survey, Standard 2 - Governance and Leadership received the overall lowest level of satisfaction. The lowest indicator average within this standard is Indicator 2: Our school's governing body does not interfere with the operation or leadership of our school. The average of this indicator is 3.68.

According to the staff survey, Standard 2 - Governance and Leadership received the overall lowest level of satisfaction. The lowest indicator average within this standard is Indicator 1: Our school's governing body or school board complies with all policies, procedures, laws, and regulations. The average of this indicator is 3.25.

According to the student survey, Standards 4 & 5 - Resources and Support Services as well as Using Results for Continuous Improvement received the overall lowest level of satisfaction. The lowest indicator average within Standard 4 is Indicator 5: In my school, students help each other even if they are not friends. The average of this indicator is 2.74. The lowest indicator average within Standard 5 is Indicator 1: My school shares information about school success with my family and community members. The average of this indicator is 3.17.

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

The decreasing trend throughout the staff survey is the belief that the school's governing body or school board complies with all policies, procedures, laws, and regulations.

The decreasing trend throughout the parent surveys was the belief that the school's governing body interferes in the daily running of the schools.

The decreasing trend throughout the student surveys was the belief that students are unwilling to help other unless they are friends.

What are the implications for these stakeholder perceptions?

Elydale Elementary has undergone many changes over the past five years. When considering the decreasing trends present in the stakeholders surveys the direct implications of the stakeholders perceptions are:

According to our staff surveys, Elydale's staff indicated the lowest rating on Standard 2: Governance and Leadership, Indicator 6: Our school's governing body or school board complies with all policies, procedures, laws, and regulations. The implication of this rating is that our staff feels that all policies, procedures, laws, and regulations are not complied with properly.

According to our parent surveys, Elydale's parents indicated the lowest rating on Standard 2: Governance and Leadership, Indicator 5: Our school's governing body does not interfere with the operation or leadership of our school. The implication of this rating is that our parents feel that the school's governing body interferes with the leadership of our school.

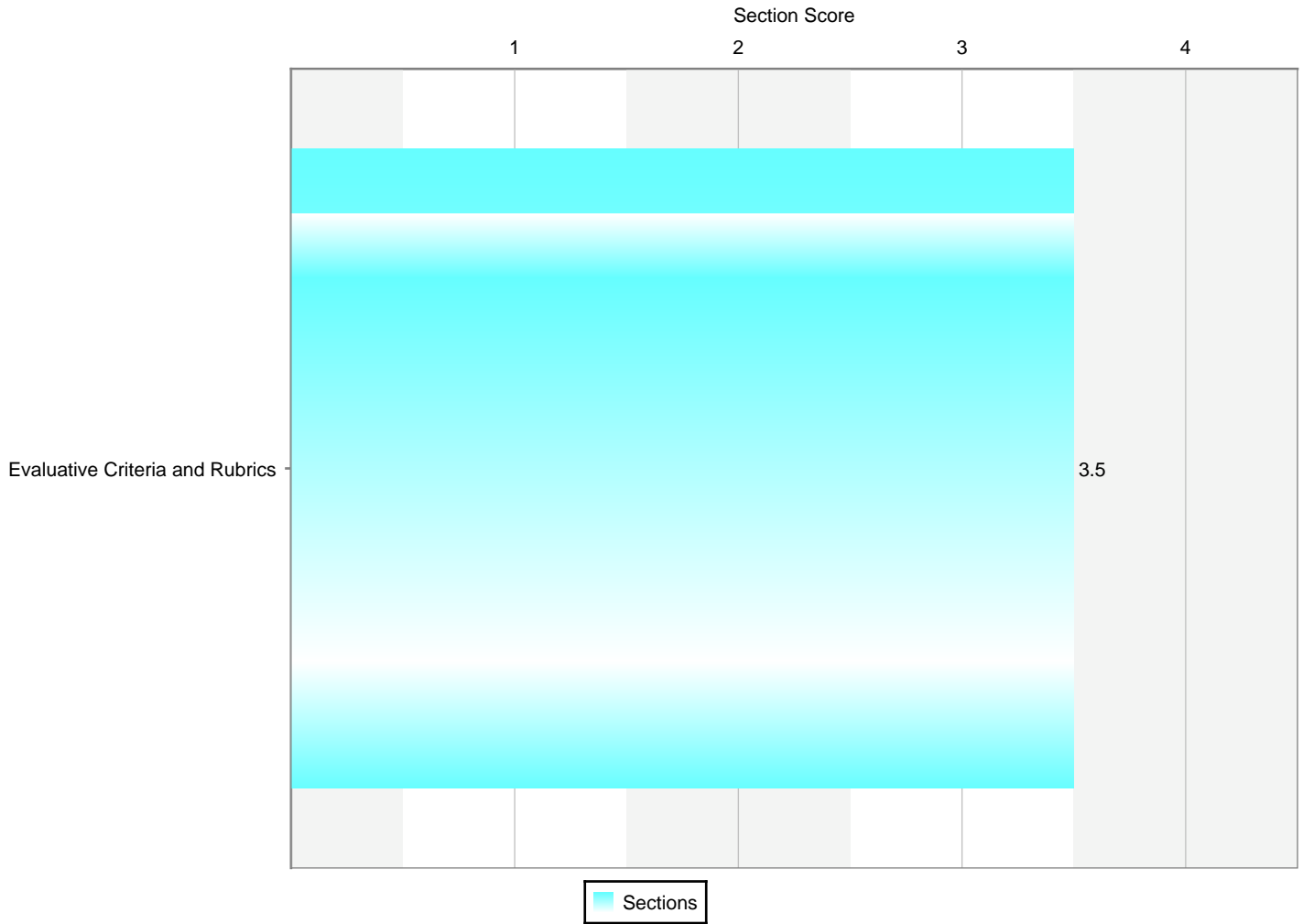
According to our student surveys, Elydale's students indicated the lowest rating on Standard 4: Resources and Support Systems, Indicator 7: In my school, students help each other even if they are not friends. The implication of this rating is that our students feel that all students do not help one another.

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

The stakeholders data collected during this process does not align with any other data collected presently. Due to the lack of alignment, this survey data will serve as baseline data that will be used to determine our future trends.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Elydale 2014-2015 Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

According to our Virginia school report card, we were above expected levels of performance in all areas. These areas include English, Mathematics, History, and Science.

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

Mathematics scores have displayed a significant increase. Percentages have risen a total of 22 points in the last two academic years.

Which area(s) indicate the overall highest performance?

History has shown the overall highest performance according to data from the last three years.

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

The Students with Disabilities subgroup shows the most positive trend toward increasing performance in the areas of both reading and mathematics.

Between which subgroups is the achievement gap closing?

The most notable documentation of the achievement gap closing is for the Economically Disadvantaged students in the subjects of Math, History, and Science. In English, Gap Group 1 - Students with Disabilities, English Language Learners, and Economically Disadvantaged students is more proficiently closing the achievement gap.

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

This data is consistent with data that has been compiled using the STAR assessments as well as the county benchmark tests.

Areas in Need of Improvement

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

Currently, we do not have any areas that are below the expected level of performance.

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

The areas of English and Science have shown a negative trend in the last two years; however, these areas have not fallen below the expected level of performance. We are currently concentrating a great deal of resources and intervention in these areas.

Which area(s) indicate the overall lowest performance?

Although we have shown a great deal of improvement in mathematics, it continues to be the overall area of lowest performance.

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

Across all content areas, the white subgroup has shown a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

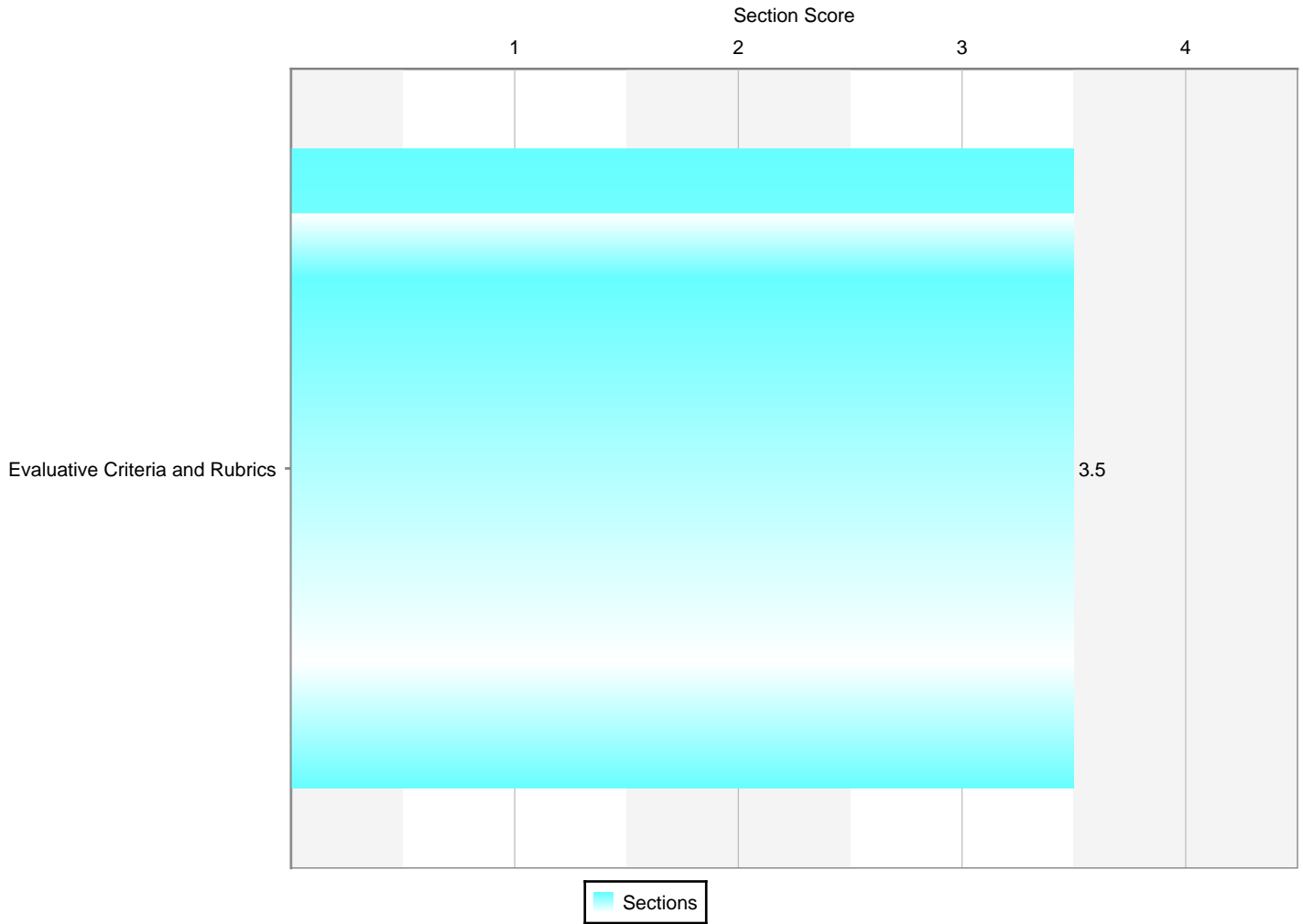
There is not a subgroup that is currently showing significant evidence of becoming greater.

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

This data is consistent with data that has been compiled using the STAR assessments as well as the county benchmark tests.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Elydale Elementary School state report card has been attached.	Elydale School Report Card 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Elydale Elementary School has achieved State Accreditation in the past, with the exception of last year. Last year, Elydale Elementary was Accredited with Warning because they failed to meet the State Annual Measurable Objective in Mathematics. The school has also met all Federal Annual Measurable Objectives. However, the following year, our school did achieve all State Annual Measurable Objectives, including the mathematics objective.

In the next three years, the goal of the Elydale community is to continue to meet all Standards of Accreditation as well as State and Federal Annual Measurable Objectives as well as continue to show progress across all content areas.

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

Virginia Standards of Learning Assessments scores are increasing in English, Math, and Social Studies.

English rose from a percentage of 74% to 77%.

Math rose from a percentage of 57% to 76%.

Social Studies rose from a percentage of 81% to 87%.

Reading scores are slowly increasing in response to the new test.

Mathematics scores displayed a significant increase in the last two years.

Which area(s) indicate the overall highest performance?

Overall, math scores have shown the greatest increase in the last two years. Scores rose to 76% passing, with an increase of 22% points in the last two years.

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

In English, students with disabilities achieved a 26% increase in the last academic year.

In Mathematics, all students achieved an 18% increase in the last academic year. White students achieved a 20% increase in the last academic year. Students with disabilities achieved a 48% increase in the last academic year. Economically disadvantaged students achieved a 20% increase in the last academic year. Gap Group 1 (as a whole) achieved a 19% increase in the last academic year.

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In Social Studies, all students achieved an 6% increase in the last academic year. White students achieved a 5% increase in the last academic year. Students with disabilities achieved a 28% increase in the last academic year. Economically disadvantaged students achieved a 8% increase in the last academic year. Gap Group 1 (as a whole) achieved a 7% increase in the last academic year.

Between which subgroups is the achievement gap closing?

According to the available data, the achievement gap is closing across all subgroups. The only remaining gap is between gender.

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

The results realized from state standardized testing are consistent with reliable data from benchmark testing, STAR reports, and teacher assessments.

Areas in Need of Improvement

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

None at this time.

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

Science scores did not show a negative trend in performance; however, they remained stagnant during the last academic year and we would like to see an improvement in this area.

Which area(s) indicate the overall lowest performance?

Mathematics remains our lowest level of performance; however, we have made significant gains in this area and are expecting to see this trend continue.

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

None at this time.

Between which subgroups is the achievement gap becoming greater?

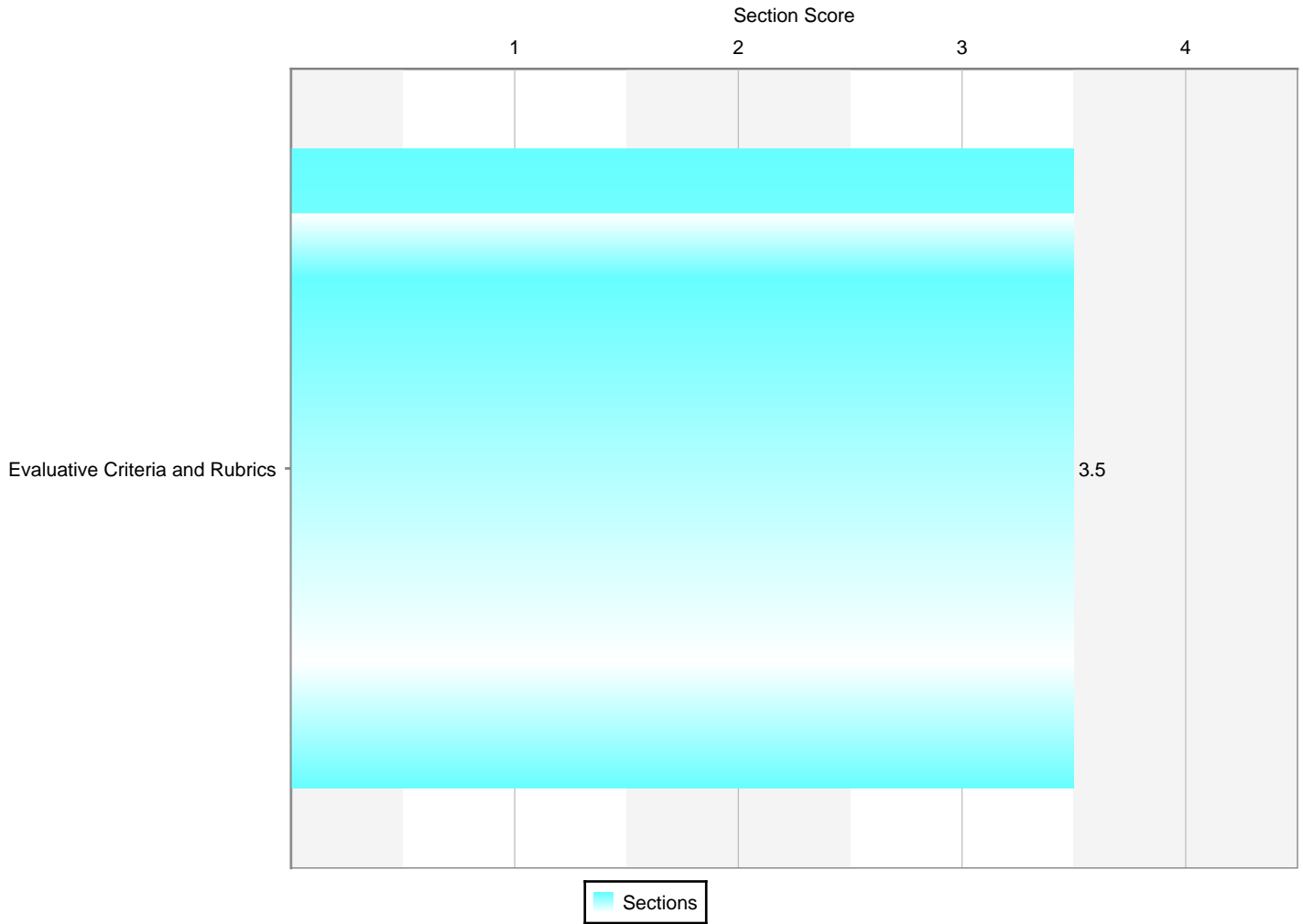
Males and females.

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

The results realized from state standardized testing are consistent with reliable data from benchmark testing, STAR reports, and teacher assessments.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	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		

Elydale 2014-15 AdvancEd Plan

Overview

Plan Name

Elydale 2014-15 AdvancEd Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All faculty and staff at Elydale Elementary School will work diligently to engage and inform our families in the 2014-2015 academic year as evidenced by the family/community activities offered throughout the year.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$640
2	All administration and personnel will strive to improve safety measures to ensure the safety of all students.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	All students enrolled at Elydale Elementary School will make measurable progress in reading as evidenced by the Virginia Standards of Learning Assessment.	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$20000
4	All students enrolled at Elydale Elementary School will make measurable progress in math as evidenced by the Virginia Standards of Learning Assessment.	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$20000
5	All students will participate in the use of technology.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0

Goal 1: All faculty and staff at Elydale Elementary School will work diligently to engage and inform our families in the 2014-2015 academic year as evidenced by the family/community activities offered throughout the year.

Measurable Objective 1:

collaborate to increase communication between the school and families by 06/01/2015 as measured by documented communication with parents..

Strategy 1:

Progress Reports - Progress reports will be distributed to students to take home at the midway point of each nine weeks.

Research Cited: National Center for School Engagement

Activity - Distribution of Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress Reports will be distributed to all students at the midpoint of each quarter.	Parent Involvement	09/23/2014	05/22/2015	\$0	No Funding Required	Homeroom Teachers

Strategy 2:

Report Cards - Report cards will be issued to all students each nine weeks to ensure that parents are informed of their child(ren)'s quarterly progress.

Activity - Distribution of Report Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Report cards will be distributed at the end of each nine weeks.	Parent Involvement	10/21/2014	05/28/2015	\$0	No Funding Required	Homeroom Teachers

Strategy 3:

Parent Portal - Parent portal will be made available to all parents and/or guardians to provide them with unlimited access to their child(ren)'s educational information, such as grades, attendance, etc.

Activity - Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provision of usernames and passwords for parents to access the Parent Portal. In addition, Ms. Engle will walk parents through the program.	Parent Involvement	08/12/2014	05/28/2015	\$0	No Funding Required	Lisa Engle

Strategy 4:

ParentLink - ParentLink will be made available to all parents and/or guardians to provide them with unlimited access to their child(ren)'s educational information, such as grades, attendance, etc.

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Activity - ParentLink	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistance downloading the application for ParentLink. Provision of usernames and passwords for parents to access the application. In addition, Ms. Engle will walk parents through the program.	Parent Involvement	09/30/2014	09/30/2014	\$0	No Funding Required	Lisa Engle

Strategy 5:

Family Involvement Activities - Elydale will host parents and/or guardians regularly throughout the academic year to ensure opportunities for parental involvement.

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientation is held prior to the first day of school. Parents are provided an opportunity to meet their child(ren)'s teachers and pick up a list of supplies needed for school.	Parent Involvement	08/12/2014	08/12/2014	\$50	General Fund	Administration Faculty

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the distribution of the first quarter progress reports, Open House is held to provide parents with the opportunity to discuss their child(ren)'s performance with their teachers.	Parent Involvement	09/30/2014	09/30/2014	\$50	General Fund	Administration Faculty

Activity - Family Night at the Book Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Scholastic Book Fair is open to parents/guardians/community members to bring students and community children to purchase books for their homes.	Parent Involvement	11/10/2014	11/10/2014	\$0	No Funding Required	Nicole Ayers

Activity - Christmas Program/Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Christmas Program is held with a great deal student participation and parent/guardian/community involvement. Reading activities and promotion is also built in to this program.	Parent Involvement	12/16/2014	12/16/2014	\$540	Other	Administration Faculty Students

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Conferences will be held quarterly following the distribution of report cards. These conferences will allow parents/guardians the opportunity to discuss their child(ren)'s academic performance with their teachers. Dates are TBA.	Parent Involvement	01/15/2015	05/28/2015	\$0	No Funding Required	Administration Faculty

Goal 2: All administration and personnel will strive to improve safety measures to ensure the safety of all students.

Measurable Objective 1:

collaborate to ensure the effectiveness of the telephone system and conduct safety drills to familiarize students and personnel with the difference in warning bells and create automaticity in reacting during drills of all types. by 05/25/2015 as measured by the performance of all students and school personnel during safety drills..

Strategy 1:

Drills - Drills will be used by campus administrators can to ensure that plans and procedures are tailored to the unique needs of students and staff on campus and to the hazards to which the campus most likely is exposed. All students and school personnel will participate in all safety drills (fire, lockdown, tornado, earthquake, etc.) each month and the drills will be documented. All stakeholders will follow all procedures. School personnel will utilize class rosters for class rolls.

Activity - Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State law requires a minimum set of drills to be administered by stakeholders. Fire drills will be administered once monthly. Tornado drills and lockdowns will be administered twice yearly following the school crisis plan.	Policy and Process	08/18/2014	05/28/2015	\$0	No Funding Required	Elydale school, administrators, students, staff and all other stakeholders.

Strategy 2:

Safety Equipment - Elydale has taken extensive measure to ensure the safety of all students. The award of a grant has enable Elydale administration to purchase a great deal of equipment to make the school safer.

Research Cited: Virginia Department of Criminal Justice

Activity - Equipment Installation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elydale has a buzzer system for visitors to gain access to the building. Additionally, cameras have been installed throughout the campus with televisions for visual access available in the secretary's office, the main office, and the guidance office. The intercom has experienced difficulties and is scheduled to be fixed as soon as possible. The telephones also need to be tweaked to work effectively. Currently, the principal is in the process of selecting and ordering radios for the outbuildings to ensure effective communication at all times.	Other	01/15/2013	06/15/2015	\$0	Other	Principal

Goal 3: All students enrolled at Elydale Elementary School will make measurable progress in reading as evidenced by the Virginia Standards of Learning Assessment.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on the Virginia Standards of Learning assessment in Reading by 06/15/2015 as measured by achieving proficient or advanced proficient on the test.

Strategy 1:

Daily Reading - Students will receive time for reading within the school day. Reading classes will be made up of two 52-minute class period. Students will be given 15 per day to read a book of their choice. These books will be followed by book talks, short reports, and class discussions regarding these books. In addition, AR books will be selected for these reading and students will complete at least one fiction and one non-fiction book each nine weeks and test on the that book for grades to be included in their reading classes.

Research Cited: Marzano

Activity - AR Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in AR testing on self-selected books and self-read books to enhance and assess comprehension skills. Students will complete at least one fiction and non-fiction book each nine weeks.	Academic Support Program	08/18/2014	05/28/2015	\$0	Title I School Improvement (ISI)	Administration Reading Specialist Reading Teachers

Strategy 2:

Professional Development - Teachers will attend and participate in professional development regarding "Unlocking the Standards" and curriculum alignment to the written, taught, and assessed curriculum. Originally, this training was held from August to October 2013.

Research Cited: Marzano

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided by Angela Clendenon through the University of Virginia at Wise regarding "Unlocking the Standards" and curriculum alignment of the written, taught, and assessed curriculum.	Professional Learning	08/08/2014	10/17/2014	\$20000	Title I Schoolwide	Superintendent Division Directors Principals Reading Specialists Reading Teachers

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Strategy 3:

Diagnostic Testing - Grade 5-7 students will be screened using the STAR diagnostic tool in the fall, at mid-year, and in the spring to provide progress monitoring.

Research Cited: Marzano

Activity - STAR Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in STAR testing in the fall, mid-year, and spring to evaluate student progress and allow continuous progress monitoring.	Academic Support Program	09/01/2014	05/28/2015	\$0	Title I Schoolwide	Administration Reading Specialist Guidance Counselor

Strategy 4:

Benchmark Testing - Student benchmark testing will be conducted quarterly following the first, second, and third nine weeks to provide continuous progress monitoring.

Research Cited: Marzano

Activity - Rosworks Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark testing will be conducted following the first, second, and third nine weeks to ensure that students are mastering taught skills.	Academic Support Program	10/20/2014	04/30/2015	\$0	Title I Schoolwide	Guidance Administration

Strategy 5:

Lesson Plan Monitoring - Lesson plans will be monitored weekly.

Research Cited: Center for Research on Learning and Teaching

Activity - Monitoring Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor lesson plans on a weekly basis to ensure the presence of activation of prior knowledge, differentiated instruction, and alignment of the written, taught, and assessed curriculum. In addition, objectives will be reviewed to ensure they contain the condition, criteria, and behavior.	Policy and Process	09/22/2014	06/01/2015	\$0	No Funding Required	Principal Faculty

Strategy 6:

Teacher Evaluations - Administration will conduct teacher evaluations and submit to the TalentEd program.

Research Cited: Virginia Department of Education

Activity - Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will conduct formal observations and walk-through observations. These observations will be entered into the TalentEd, the division Teacher Evaluation Program.	Professional Learning	08/18/2014	05/28/2015	\$0	No Funding Required	Administration
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Strategy 7:

Instructional Strategies - A variety of instructional strategies will be utilized to enhance student learning.

Research Cited: Marzano

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using multiple assessment measures and will be placed in Tier II and Tier III instructional support groups as needed.	Academic Support Program	08/18/2014	05/28/2015	\$0	Title I Schoolwide	Reading Specialist Remediation Specialist Teachers
Activity - Activation of Prior Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will activate prior knowledge and relate lessons to real world experiences. These activities will be documented in their lesson plans.	Direct Instruction	09/15/2014	05/25/2015	\$0	No Funding Required	Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instruction in their classrooms. This instruction will differ from student to student based upon student strengths and weaknesses. This will NOT be several groups of students completing the same activity.	Direct Instruction	09/15/2014	05/28/2015	\$0	No Funding Required	Principal Teachers Specialists
Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in reading activities in each content area. This will be utilized to enhance comprehension skills. Technology research will also be incorporated across the curriculum when reading research standards are being taught. Technology will be utilized by students to research and demonstrate content knowledge.	Academic Support Program	08/18/2014	05/28/2015	\$0	No Funding Required	Media Specialist Reading Specialist Teachers

Goal 4: All students enrolled at Elydale Elementary School will make measurable progress in math as evidenced by the Virginia Standards of Learning Assessment.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the Virginia Standards of Learning Assessment in Mathematics by 06/15/2015 as measured by achieving proficient or advanced proficient on the assessment.

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Strategy 1:

Mixed Review - All students will complete a short, mixed review upon entering the math classroom.

Research Cited: Marzano

Activity - Daily Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive a bellringer activity consisting of Virginia Standards of Learning activities covered in the current nine weeks and/or year.	Academic Support Program	09/01/2014	05/18/2015	\$0	No Funding Required	Math Teachers Math Specialist

Strategy 2:

Professional Development - Teachers will attend and participate in professional development regarding "Unlocking the Standards" and curriculum alignment to the written, taught, and assessed curriculum. Originally, this training was held from August to October 2013.

Research Cited: Marzano

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided by Angela Clendenon through the University of Virginia at Wise regarding "Unlocking the Standards" and curriculum alignment of the written, taught, and assessed curriculum.	Professional Learning	08/11/2014	10/17/2014	\$20000	Title I Schoolwide	Superintende nt Division Directors Math Specialist Math Teacher

Strategy 3:

Diagnostic Testing - Grade 5-7 students will be screened using the STAR diagnostic tool in the fall, at mid-year, and in the spring to provide progress monitoring.

Research Cited: Marzano

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in STAR testing in the fall, mid-year, and spring to evaluate student progress and allow continuous progress monitoring.	Academic Support Program	09/01/2014	05/28/2015	\$0	Title I Schoolwide	Administration Math Specialist Guidance Counselor

Strategy 4:

Benchmark Testing - Student benchmark testing will be conducted quarterly following the first, second, and third nine weeks to provide continuous progress monitoring.

Research Cited: Marzano

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Elydale Elementary School

Activity - Rosworks Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark testing will be conducted following the first, second, and third nine weeks to ensure that students are mastering taught skills.	Academic Support Program	10/20/2014	04/30/2015	\$0	Title I Schoolwide	Guidance Administration

Strategy 5:

Lesson Plan Monitoring - Lesson plans will be monitored weekly.

Research Cited: Center for Research and Learning

Activity - Monitoring Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor lesson plans on a weekly basis to ensure the presence of activation of prior knowledge, differentiated instruction, and alignment of the written, taught, and assessed curriculum. In addition, objectives will be reviewed to ensure they contain the condition, criteria, and behavior.	Policy and Process	09/22/2014	06/01/2015	\$0	No Funding Required	Principal Faculty

Strategy 6:

Teacher Evaluations - Administration will conduct teacher evaluations and submit to the TalentEd program.

Research Cited: Virginia Department of Education

Activity - Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct formal observations and walk-through observations. These observations will be entered into the TalentEd, the division Teacher Evaluation Program.	Professional Learning	08/18/2014	05/28/2015	\$0	No Funding Required	Administration

Strategy 7:

Instructional Strategies - A variety of instructional strategies and techniques will be utilized to enhance student performance.

Research Cited: Marzano

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using multiple assessment measures and will be placed in Tier II and Tier III instructional support groups as needed.	Academic Support Program	08/18/2014	05/28/2015	\$0	Title I Schoolwide	Math Specialist Special Education Teacher Teachers

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Activity - Activation of Prior Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will activate prior knowledge and relate lessons to real world experiences. These activities will be documented in their lesson plans.	Direct Instruction	09/15/2014	05/25/2015	\$0	No Funding Required	Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instruction in their classrooms. This instruction will differ from student to student based upon student strengths and weaknesses. This will NOT be several groups of students completing the same activity.	Direct Instruction	08/18/2014	05/28/2015	\$0	No Funding Required	Principal Teachers Specialists
Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in reading activities in each content area. This will be utilized to enhance comprehension skills. Technology research will also be incorporated across the curriculum when reading research standards are being taught. Technology will be utilized by students to research and demonstrate content knowledge.	Direct Instruction	08/18/2014	05/28/2015	\$0	No Funding Required	Media Specialist Reading Specialist Teachers

Goal 5: All students will participate in the use of technology.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance using internet based assessment resources, word documents, and PowerPoint presentations. in Career & Technical by 06/01/2015 as measured by completion of diagnostic testing, benchmark assessments, Accelerated Reading quizzes, SOL testing, web-based research, papers written in Microsoft Word, and PowerPoint presentations..

Strategy 1:

Computer Assessments - Students will complete internet-based assessments to evaluate their progress throughout the year.

Research Cited: Marzano

Activity - STAR Diagnostic Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete computer adaptive diagnostic testing for continuous progress monitoring.	Technology	08/29/2014	06/01/2015	\$0	Title I Schoolwide	Students Specialists Guidance
Activity - Rosworks Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete online benchmark testing to assess skills mastered and not mastered each nine weeks.	Technology	10/20/2014	04/30/2015	\$0	District Funding	Principal Guidance

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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a minimum of two Accelerated Reader quizzes each nine weeks to assess comprehension of fiction and nonfiction reading materials.	Technology	09/01/2014	06/01/2015	\$0	Title I Schoolwide	Media Specialist Reading Teachers Reading Specialist

Activity - Virginia Standards of Learning Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in VA Standards of Learning testing to assess student progress and mastery of grade level achievement.	Technology	04/13/2015	06/15/2015	\$0	District Funding	Administration Guidance Teachers Staff

Strategy 2:

Technology Assignments - Teachers will require the use of technology for assignments as appropriate for grade level across the curriculum.

Research Cited: Marzano

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in IXL in Mrs. Woods' seventh grade classroom to introduce, implement, remediate, and evaluate students.	Technology	10/01/2014	06/01/2015	\$0	No Funding Required	Mrs. Woods

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct web-based research to create research papers.	Direct Instruction	09/01/2014	06/01/2015	\$0	No Funding Required	Teachers

Activity - Written assignments, PowerPoint presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-7, as assigned, will create PowerPoints across the curriculum, and include writing assignments using Microsoft Word.	Academic Support Program	09/01/2014	06/01/2015	\$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Virginia Standards of Learning Testing	All students will participate in VA Standards of Learning testing to assess student progress and mastery of grade level achievement.	Technology	04/13/2015	06/15/2015	\$0	Administration Guidance Teachers Staff
Rosworks Benchmark Testing	Students will complete online benchmark testing to assess skills mastered and not mastered each nine weeks.	Technology	10/20/2014	04/30/2015	\$0	Principal Guidance
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide differentiated instruction in their classrooms. This instruction will differ from student to student based upon student strengths and weaknesses. This will NOT be several groups of students completing the same activity.	Direct Instruction	09/15/2014	05/28/2015	\$0	Principal Teachers Specialists
Drills	State law requires a minimum set of drills to be administered by stakeholders. Fire drills will be administered once monthly. Tornado drills and lockdowns will be administered twice yearly following the school crisis plan.	Policy and Process	08/18/2014	05/28/2015	\$0	Elydale school, administrators, students, staff and all other stakeholders.
Reading Across the Curriculum	All students will participate in reading activities in each content area. This will be utilized to enhance comprehension skills. Technology research will also be incorporated across the curriculum when reading research standards are being taught. Technology will be utilized by students to research and demonstrate content knowledge.	Direct Instruction	08/18/2014	05/28/2015	\$0	Media Specialist Reading Specialist Teachers
Research	Students will conduct web-based research to create research papers.	Direct Instruction	09/01/2014	06/01/2015	\$0	Teachers
Teacher Evaluations	Administrators will conduct formal observations and walk-through observations. These observations will be entered into the TalentEd, the division Teacher Evaluation Program.	Professional Learning	08/18/2014	05/28/2015	\$0	Administration

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Daily Bellringers	Students will receive a bellringer activity consisting of Virginia Standards of Learning activities covered in the current nine weeks and/or year.	Academic Support Program	09/01/2014	05/18/2015	\$0	Math Teachers Math Specialist
Differentiated Instruction	Teachers will provide differentiated instruction in their classrooms. This instruction will differ from student to student based upon student strengths and weaknesses. This will NOT be several groups of students completing the same activity.	Direct Instruction	08/18/2014	05/28/2015	\$0	Principal Teachers Specialists
Monitoring Lesson Plans	Principal will monitor lesson plans on a weekly basis to ensure the presence of activation of prior knowledge, differentiated instruction, and alignment of the written, taught, and assessed curriculum. In addition, objectives will be reviewed to ensure they contain the condition, criteria, and behavior.	Policy and Process	09/22/2014	06/01/2015	\$0	Principal Faculty
Parent Portal	Provision of usernames and passwords for parents to access the Parent Portal. In addition, Ms. Engle will walk parents through the program.	Parent Involvement	08/12/2014	05/28/2015	\$0	Lisa Engle
Written assignments, PowerPoint presentations	Students in grades 5-7, as assigned, will create PowerPoints across the curriculum, and include writing assignments using Microsoft Word.	Academic Support Program	09/01/2014	06/01/2015	\$0	Teachers
Distribution of Progress Reports	Progress Reports will be distributed to all students at the midpoint of each quarter.	Parent Involvement	09/23/2014	05/22/2015	\$0	Homeroom Teachers
Activation of Prior Knowledge	Teachers will activate prior knowledge and relate lessons to real world experiences. These activities will be documented in their lesson plans.	Direct Instruction	09/15/2014	05/25/2015	\$0	Teachers
Distribution of Report Cards	Report cards will be distributed at the end of each nine weeks.	Parent Involvement	10/21/2014	05/28/2015	\$0	Homeroom Teachers
Parent Conferences	Parent Conferences will be held quarterly following the distribution of report cards. These conferences will allow parents/guardians the opportunity to discuss their child(ren)'s academic performance with their teachers. Dates are TBA.	Parent Involvement	01/15/2015	05/28/2015	\$0	Administration Faculty
Teacher Evaluations	Administrators will conduct formal observations and walk-through observations. These observations will be entered into the TalentEd, the division Teacher Evaluation Program.	Professional Learning	08/18/2014	05/28/2015	\$0	Administration
Monitoring Lesson Plans	Principal will monitor lesson plans on a weekly basis to ensure the presence of activation of prior knowledge, differentiated instruction, and alignment of the written, taught, and assessed curriculum. In addition, objectives will be reviewed to ensure they contain the condition, criteria, and behavior.	Policy and Process	09/22/2014	06/01/2015	\$0	Principal Faculty
Reading Across the Curriculum	All students will participate in reading activities in each content area. This will be utilized to enhance comprehension skills. Technology research will also be incorporated across the curriculum when reading research standards are being taught. Technology will be utilized by students to research and demonstrate content knowledge.	Academic Support Program	08/18/2014	05/28/2015	\$0	Media Specialist Reading Specialist Teachers

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IXL	Students will participate in IXL in Mrs. Woods' seventh grade classroom to introduce, implement, remediate, and evaluate students.	Technology	10/01/2014	06/01/2015	\$0	Mrs. Woods
ParentLink	Assistance downloading the application for ParentLink. Provision of usernames and passwords for parents to access the application. In addition, Ms. Engle will walk parents through the program.	Parent Involvement	09/30/2014	09/30/2014	\$0	Lisa Engle
Activation of Prior Knowledge	Teachers will activate prior knowledge and relate lessons to real world experiences. These activities will be documented in their lesson plans.	Direct Instruction	09/15/2014	05/25/2015	\$0	Teachers
Family Night at the Book Fair	The Scholastic Book Fair is open to parents/guardians/community members to bring students and community children to purchase books for their homes.	Parent Involvement	11/10/2014	11/10/2014	\$0	Nicole Ayers
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Testing	Students will participate in AR testing on self-selected books and self-read books to enhance and assess comprehension skills. Students will complete at least one fiction and non-fiction book each nine weeks.	Academic Support Program	08/18/2014	05/28/2015	\$0	Administration Reading Specialist Reading Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Testing	Students will participate in STAR testing in the fall, mid-year, and spring to evaluate student progress and allow continuous progress monitoring.	Academic Support Program	09/01/2014	05/28/2015	\$0	Administration Reading Specialist Guidance Counselor
STAR Assessment	Students will participate in STAR testing in the fall, mid-year, and spring to evaluate student progress and allow continuous progress monitoring.	Academic Support Program	09/01/2014	05/28/2015	\$0	Administration Math Specialist Guidance Counselor
Response to Intervention	Students will be assessed using multiple assessment measures and will be placed in Tier II and Tier III instructional support groups as needed.	Academic Support Program	08/18/2014	05/28/2015	\$0	Reading Specialist Remediation Specialist Teachers

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STAR Diagnostic Testing	Students will complete computer adaptive diagnostic testing for continuous progress monitoring.	Technology	08/29/2014	06/01/2015	\$0	Students Specialists Guidance
Professional Development	Professional Development provided by Angela Clendenon through the University of Virginia at Wise regarding "Unlocking the Standards" and curriculum alignment of the written, taught, and assessed curriculum.	Professional Learning	08/08/2014	10/17/2014	\$20000	Superintende nt Division Directors Principals Reading Specialists Reading Teachers
Professional Development	Professional Development provided by Angela Clendenon through the University of Virginia at Wise regarding "Unlocking the Standards" and curriculum alignment of the written, taught, and assessed curriculum.	Professional Learning	08/11/2014	10/17/2014	\$20000	Superintende nt Division Directors Math Specialist Math Teacher
Accelerated Reader	Students will take a minimum of two Accelerated Reader quizzes each nine weeks to assess comprehension of fiction and nonfiction reading materials.	Technology	09/01/2014	06/01/2015	\$0	Media Specialist Reading Teachers Reading Specialist
Rosworks Benchmark Testing	Benchmark testing will be conducted following the first, second, and third nine weeks to ensure that students are mastering taught skills.	Academic Support Program	10/20/2014	04/30/2015	\$0	Guidance Administration
Rosworks Benchmark Testing	Benchmark testing will be conducted following the first, second, and third nine weeks to ensure that students are mastering taught skills.	Academic Support Program	10/20/2014	04/30/2015	\$0	Guidance Administration
Response to Intervention	Students will be assessed using multiple assessment measures and will be placed in Tier II and Tier III instructional support groups as needed.	Academic Support Program	08/18/2014	05/28/2015	\$0	Math Specialist Special Education Teacher Teachers
Total					\$40000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Equipment Installation	Elydale has a buzzer system for visitors to gain access to the building. Additionally, cameras have been installed throughout the campus with televisions for visual access available in the secretary's office, the main office, and the guidance office. The intercom has experienced difficulties and is scheduled to be fixed as soon as possible. The telephones also need to be tweaked to work effectively. Currently, the principal is in the process of selecting and ordering radios for the outbuildings to ensure effective communication at all times.	Other	01/15/2013	06/15/2015	\$0	Principal
Christmas Program/Reading Night	A Christmas Program is held with a great deal student participation and parent/guardian/community involvement. Reading activities and promotion is also built in to this program.	Parent Involvement	12/16/2014	12/16/2014	\$540	Administration Faculty Students
Total					\$540	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Orientation	Orientation is held prior to the first day of school. Parents are provided an opportunity to meet their child(ren)'s teachers and pick up a list of supplies needed for school.	Parent Involvement	08/12/2014	08/12/2014	\$50	Administration Faculty
Open House	Following the distribution of the first quarter progress reports, Open House is held to provide parents with the opportunity to discuss their child(ren)'s performance with their teachers.	Parent Involvement	09/30/2014	09/30/2014	\$50	Administration Faculty
Total					\$100	