



Accreditation Report

Flatwoods Primary School

Lee County Public Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Flatwoods Elementary School is located in a rural, farming community in Southwest Virginia. It is nestled in a scenic area surrounded by a captivating view of rolling hills, mountains, and ridges. Dramatic changes have shaped our school into the large campus that we enjoy today. Set on approximately 10 acres, Flatwoods School was built in 1907 and had only one building at the time. It was not until 1950 that the second building, our main building, was constructed. A fire destroyed the first building and it was rebuilt in 1956. Prior to consolidation in 1989, Flatwoods was a K-12 school. Today, Flatwoods is an elementary school for students in grades PreK-5.

Demographics include a student population of 431 of which 98% are white, 1% African American, and 1% Hispanic. Presently, our staff encompasses one principal, one counselor, one school nurse, one media specialist, and thirty-three teachers, all of whom are highly qualified. A speech therapist and physical and occupational therapists work with identified students. We also have seven full-time support staff personnel. Three tutors work within our school at various grade levels to provide small group remediation to identified students.

The school's main building has a gymnasium with a stage, nine classrooms, one computer lab, a nurse's station, the main office and coach's office. The second building, adjacent to main, includes the library with media lab, guidance office, speech classroom, and 15 classrooms. There are two mobile units which house a Kindergarten and Headstart. The three remaining buildings on our campus contain the cafeteria, an additional Headstart classroom, and computer lab with classrooms for special education teachers and reading and math specialists.

Our school was in school improvement for reading during the 2012-13 school year, but overall student performance on the Reading SOL test the following year increased and our school met accreditation requirements for reading the following year. Currently, our school is accredited with warning in math. Math scores school-wide have increased over the past three years, yet this improvement fell short of the benchmark requirement of 70%. Our school is implementing strategies to increase the achievement of students in all subgroups.

One of the challenges associated with our school is its location in relation to its distance from the nearest police department, fire department, and rescue squad. There are multiple buildings on our campus which create a challenge regarding security. However, we are addressing security concerns by adding specific operations which are outlined in the "Notable Achievements" section.

School's Purpose

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

The mission and vision statements of Flatwoods Elementary School state that our school strives to prepare our children to become productive citizens who possess a strong moral character with positive self-esteem. We aspire to instill characteristics of patriotism, good citizenship, community service, personal responsibility, and an understanding of world diversity in each student as well as a solid academic foundation.

We believe:

All students are unique individuals who can learn, achieve, and succeed.

Mastery of essential skills is the foundation of success.

Developing and enhancing positive self-esteem creates students who become active lifelong learners.

Communities, families, and schools share the responsibility for education.

Learning healthful living practices, good citizenship, and tolerance of others are significant factors in developing well-rounded adults.

Flatwoods Elementary School strives to maintain a learning environment that promotes student success. The school provides remediation time for grades K-5 in which identified students receive specialized assistance. Two Title 1 remediation teachers and a PALS tutor provide additional targeted intervention. All classes meet the recommended class size requirement. Our staff makes every effort to build relationships with students in order for them to feel important and accepted in our school.

Flatwoods Elementary continues to encourage community members and parents to be involved in our school. Many of these volunteers bring unique opportunities and experiences which enhance student learning. Our school works to meet the emotional and physical needs of the many students who come from home situations where families are unable to provide necessities. Teachers refer needy students to the guidance counselor or to any of the multiple church programs available that furnish weekend food, coats, clothing, blankets, school supplies, and shoes. Teachers and staff keep an alert watch for those students who may need particular services such as glasses and refer parents to that agency (Lions Club). The counseling services that contract with our school assist with watching for needs as well.

The school's Crisis Management Team meets regularly to discuss concerns and update the plan as needed. Emergency Drills are conducted on a regular basis. All visitors sign in at the office and are provided with a pass. These are all part of providing a safe environment for our students.

Students participate in activities outside the academic setting which include the following: 4-H for fourth and fifth grade students, Clover Buds ((4-H) for all students, gifted students participate in activities regularly as scheduled by the county gifted coordinator, and Intramural basketball and cheerleading for all grades.

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.

Flatwoods Elementary School was very fortunate to have an Oral History book published which was written by the fourth and fifth grade students. A special program was held in the spring of 2014 to celebrate the book's release with many stakeholders in attendance.

Currently, renowned author, Adriana Trigiani, is working with our fifth grade students and teachers as we pilot the partnership with The Origin Project. Trigiani will be visiting our school this year to meet with these students and take part in a school assembly with parents and community members who are invited to attend.

In association with the above mentioned projects, our school strives to provide experiences in authentic writing as a balance to prompt writing as students apply and enhance skills with emphasis on voice and details. The following achievements and recognitions are noted:

- Recipient of High Needs Project SEED Grant (Supporting Effective Educators Development) from the National Writing Project
- All students will receive an award winning selection, *When I Was Young in the Mountains*, written by Cynthia Rylant, in relation to our mountain heritage
- Members of the teaching team have and continue to present writing workshops based on the oral history project to regional Celebration for Success, DAR, Lee County Historical Society, and before the Lee County district wide employee in-service

Other achievements and recognitions:

- Dr. Renia Clark (principal) was Southwest Virginia Reading Council's Reading Teacher of the Year.
- Flatwoods teacher, Linda Woodward, is the Lee County representative for the Southwest Virginia Reading Council.
- Students' safety is of utmost concern. We have added 20 cameras, remote keypad entry access to the main buildings and cafeteria during school hours. Other educational buildings are kept locked. Security lights have been placed at various locations across the campus. Local and state police conduct regular walk-throughs. A county deputy patrols our school crossing each morning to ensure student safety.
- Crisis management plan and team to ensure that all school personnel are prepared and safety precautions are in place for students, faculty and staff.
- Wi-Fi available school wide.
- Technology: iPads, Tablets, Nooks, iPods, for teacher and student use (Chrome Books will be available in the near future.)
- SOL Math scores have increased over the last three years, although we did not meet accreditation. School reading SOL scores increased by seven points in 2013-2014 school year from the previous years scores.
- Parent Involvement Team
- PALS/Remediation tutors
- Implementation of ICT (Instructional Consultation Team)

Flatwoods Elementary strives to be fully accredited and continue to be committed to excellence with a focus on our motto - Soar to success at FES!

Additional Information

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

Flatwoods Elementary has community involvement in our school. Retired educators frequently visit our school to tell and read stories to students at various grade levels. Students are sometimes involved by assisting in role play.

The police and fire departments visit our school to show students the different types of equipment they have available and they also demonstrate how those devices are used. Along with the demonstration, firefighters explain to children how to correctly respond in a variety of emergency situations. Powell Valley Electric Company provides demonstrations and instruction for electrical safety.

Our school is very fortunate to have the Origin Project and other partnered learning opportunities. This project has introduced our fifth grade students to blogging as they post writing samples and receive feedback from renowned authors, Adriana Trigiani and Mary Hogan.

Many parent involvement opportunities are available throughout the school year. These include a Fall Festival, Book Fairs with Parent Night, Winterfest (students, teachers, and the county sheriff present a variety of performances), 4-H Share-the-Fun Talent Show, fifth grade graduation, Open House, individual classroom activities, and field day in the spring. PTO basketball and cheerleading are available in the fall for students in grades three through five. Intramural basketball and cheerleading in the winter are open to students in all grades (Pre-K through 5). Clinics are normally held each Saturday in January so children can practice basic skills to prepare for the games which are held each Friday night in February. Parents are given the opportunity to volunteer as team coaches. Parent volunteers are also crucial in many of our school functions some of which include picture day, book fair, and mega parties (inflatables are brought in and students have the opportunity to play during their class's assigned time). A Parent Teacher Organization (PTO) is in the early stages of organization and has plans to be full active by January 2015.

Each November, our school holds a Veteran's Day program conducted by our students. Veterans from the community are invited to be the guests of honor. Refreshments are served to the Veterans at the conclusion of the program.

Prior to Winter Break, our school hosts "Our Day of Giving Back". Parents are treated to refreshments including hot chocolate, cookies, cake, and candy canes. This is our way of showing them appreciation for their help and support.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Mission statement Title 1 Plan School website School App Progress reports 	Level 3

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

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

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

Standard 1.1

Flatwoods Elementary School implements a systematic, inclusive and comprehensive process to review, revise and communicate our school's purpose for student success. Each year in August, we meet with stakeholders (teachers, students, parents and community members) to review the school's purpose and determine if revisions are necessary. Evidence of this can be seen in agendas, meeting minutes, and survey results. Our school's vision statement is communicated to stakeholders through our school website, newsletters, our annual Title 1 school wide plan, and is clearly posted throughout the school. The "ongoing conversations" between school personnel is candid, supportive, and flows in both directions.

Standard 1.2

Our school's leadership and staff are committed to a community based on values and beliefs dedicated to providing each child with the best education possible while producing, independent life-long learners. The school's mission statement is distinct, clear, and focused on student learning. This is evidenced by our school's statement of purpose, agendas, meeting minutes and stakeholder survey results.

Standard 1.3

Our school's leadership requires an ongoing improvement data driven process that allows for improving conditions that support student learning. Evidence is documented by an annually revised school improvement plan based on student performance data (Indistar), and documented through a comprehensive school data profile (Datacation). Our data profile includes multiple assessments such as: STAR (pre-, midyear, and post-test) reading and math scores, Benchmark assessment scores, attendance, PALS scores, grades, and SOL scores. Our school's evaluation process requires each teacher to develop goals based on student specific data and meet with the principal three times a year to reevaluate student progress. Our school's targeted area of improvement is to devise a way to effectively involve all stakeholder groups to work collaboratively and consistently in ways that build ownership of the school's vision.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Principal meeting information is consistently shared with the school staff at faculty meetings in a timely manner Taskstream and County e-mail to notify staff of updates to policies and practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •School Board meeting minutes are kept and shared with staff and stakeholders (media - newspaper, radio, website) 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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">•Survey responses•Involvement of stakeholders in a school improvement plan•School and county-wide phone message alert system to inform stakeholders of important information about the school or school events	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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">•Teacher mentor programSimple K12 - professional development opportunities on a variety of topics	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.

Standard 2.1

Flatwoods Elementary School's policies and practices are aligned with State and County guidelines. Student code of conduct/handbooks are sent home to families to provide clear documentation of the policies and guidelines. In addition, updated State and County manuals are accessible on the Lee County Public Schools webpage for all Stakeholders.

Standard 2.2

The governing body has established effective procedures and policies for governance and operation of the school system. The superintendent meets with directors and principals after every school board meeting to communicate the board's actions. Principals in turn, pass this information along to their faculties. The superintendent meets with a school communication committee monthly to communicate board action and to provide further information as requested by school representatives.

Standard 2.3

Flatwoods Elementary School develops a school improvement plan annually. Leaders and staff align decisions and actions based on current data and student needs in order to achieve the school's purpose. The division provides support and resources to enhance student performance. In-service and professional development are incorporated into the school calendar to ensure participation by all stakeholders.

Standard 2.4

Our school's leadership and staff encourage a community consistent with the school's vision statement and direction through decisions and actions which promote continuous improvement to achieve our school's purpose. Our leaders hold all students to the state standards, and leaders and staff are accountable for student learning. Our school's leaders continuously support and encourage innovation, collaboration, shared leadership and professional growth which can be seen by a culture characterized by collaboration and community.

Standard 2.5

Our school's leadership promotes stakeholders in an effective way to help support the school's purpose and direction. Our stakeholders are given opportunity to help shape decisions, give feedback and work collaboratively with leaders and staff on school improvement. Evidence of this can be found in survey results, our school's communication plan, meeting minutes, as well as, the involvement of stakeholders and our school's yearly improvement plan.

Standard 2.6

Our school's leadership and staff's supervision and evaluation process results in continuous improved professional practices and student success which can be seen in our data. To ensure student success, our school's primary goal is a rigorous process of supervision and evaluation to improve professional practice. This includes several principal walk-throughs, formal observations, as well as, a minimum of three evaluation conferences a year. Our school leadership analyzes the results of the supervision and evaluation processes carefully, in order to monitor and effectively adjust professional practice to ensure student learning.

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: 3.0

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 •Journey's Reading Series •Pearson Math Series •STAR Reading & Math •Interactive Notebooks •Study Guides 	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 •Surveys results •Lesson plans aligned to the curriculum •Pacing Guides •PALS •Benchmark Testing •STAR Reading & Math assessment •Project based assessment for 3rd grade science and social studies 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Lesson Plans (differentiation and tiered intervention) 	Level 3

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •New Teacher Portfolio 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •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 •Family Literacy Night •Library Reading Challenge •Science Fair •Festivals •Parent Involvement Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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"> •Family Preservation •IEP Case Managers •Guidance Counselor •Extra-curricular activities in clubs and sports 	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"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Student Code of Conduct and Attendance Calendar for Lee County Public Schools 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> Professional Development Calendar Calendar for Lee County Public Schools ICT 	Level 3

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

At Flatwoods Elementary School, our students are provided with a variety of learning experiences that are challenging and help with the development of the students' personal, intellectual, emotional, and social skills to live, learn, and work in a rapidly globalizing world. As we review Standard 3.1, 3.2 and 3.3, Flatwoods Elementary School has many outstanding qualities, while striving to improve some areas of weakness. Our areas of strength include curriculum, instruction and assessment that are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Our school also uses a variety of instructional techniques to challenge students to develop higher level thinking.

Flatwoods Elementary teachers use various student data to adjust instruction to differentiate curriculum based on student ability levels. Student data gathered from STAR, Journey's Reading Series, Envision Math, PALS, and Benchmark testing is disaggregated to determine areas of student need, as well as noting which skills have been mastered. Teachers then plan accordingly. Teachers document tiered intervention within their lesson plans and monitor student progress on a regular basis to evaluate the effectiveness of the intervention.

Flatwoods Elementary monitors instruction through collaborative planning within subject areas and across grade levels, grade level meetings, and monthly faculty meeting. The principal reviews weekly lesson plans to guarantee that they contain direct instruction, differentiation, tiered intervention, ensuring that they cover Standards of Learning and are aligned with the Lee County School System's Pacing Guide. School personnel work vigorously to increase the rigor of all lesson plans. In order to sustain this level, implementing common planning per grade level would help to ensure that each class is on the same time table.

Although we recognize the need for improvement, the school's curriculum and teachers, as well as support personnel, provide 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. We meet formally and informally often to discuss student progress and brainstorm ideas to improve individualized instruction. Our reading and math specialists provide remediation to students before and after school to assist in preparing the students for the next level. PALS tutoring is also provided for students in grades K-3.

Feedback, generated from student performance on daily work and various assessments, is frequently provided and used to inform students of progress and assist teachers with monitoring and making needed modifications in instruction. 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. Instruction is differentiated in order to reach each child and support students as they strive to meet each teacher's high expectations. We believe that increasing our technology resources would be a crucial step in sustaining this level.

The Teacher Performance Evaluation system (TalentEd) is a comprehensive tool used by the school principal and school board administrators to formally and consistently monitor instructional practices through supervision and evaluation procedures. Our school principal assures that teachers are following the approved curriculum and are directly engaged with all students using content-specific standards of professional practice by monitoring lesson plans through Taskstream and performing formal and random walk-through observations. Grade keeping is monitored on Powerschool. The school leader also closely monitors the use of student data within differentiated instruction via the collection of common assessments and collaborative planning. Content specific professional development is provided based on need and teacher request, including curriculum alignment training.

In reviewing Standard 3.5, Flatwoods Elementary has a noted strength in teacher participation in collaborative learning communities. Collaboration among teachers is done both formally and informally, but more collaboration is done in a more casual setting. Although our teachers participate in collaborative learning communities to improve instruction and student learning, we found that not all members consistently meet on a regular schedule. However, we do feel that consistent collaboration causes improvement results in instructional practice and student performance. Schedule conflicts often restrict full collaboration across grade levels. There is a need for improvement related to collaborative learning communities. The school could benefit from a more formal and thorough collaboration with the inclusion of resource staff across grade levels and content areas. This can be accomplished through more formal collaboration with cross curriculum meetings and scheduled grade level meetings on a regular systematic basis.

We feel that most of our teachers use an instructional process that informs students of learning expectations and Standards of performance. Teachers implement the school's instructional process in support of student learning. This process includes multiple measures, including formative assessments to inform the ongoing modification of instruction and provide data for possible curriculum revision. Teachers use STAR testing in reading and math, PALS for grades K-3, and Benchmark Testing in all grades. In addition to formative assessments, teachers use summative assessments to monitor student progress. Summative assessments include teacher made tests, daily monitoring, weekly reading online assessments, Unit tests in reading and math, Daily Spiral Review and Quick Checks in math, and PALS Quick Checks. Flatwoods Elementary teachers consistently provide stakeholders with specific and timely feedback about student progress using weekly parent communication, progress reports, report cards, and testing results from data collected systematically and continuously.

To sustain strength in teaching and learning, leaders should continue to implement the supervision and evaluation procedures of the Teacher Performance Evaluation system. The stakeholders recommend the continuation of collecting and analyzing data to align the curriculum to the students' needs. Teachers use proven instructional practices that encourage students in the learning process and need to maintain feedback to the students and parents on the progress of the students learning.

Mentoring, coaching and induction programs are consistent with the school's values and beliefs about teaching and learning. At Flatwoods Elementary School, some of our school personnel are engaged in mentoring, coaching, and induction programs. Returning and new school personnel are provided with professional learning calendars and personnel manuals for reference. New personnel are involved in district mentoring programs through Dr. Murphee. Stakeholders noted that that records of professional meetings and administrative walk-throughs are documented through meeting agendas and TalentEd for self-evaluations and improvement. New teachers are required to keep a portfolio for reflection and documentation. These programs set expectations for school personnel. Our school leader places novice teachers with a grade and/or content area mentor.

Flatwoods Elementary strives to inform and communicate with families through various methods and engage families in meaningful ways in their children's education. Our school and faculty use many types of media for communication - websites, Google apps, email, newsletters, and an automated call system. Teachers maintain detailed logs in their teacher evaluation notebooks when communicating by telephone, in person, or through notes. Teachers provide routine newsletters, printed expectations, schedules, and weekly folders with behavior calendars. Both the guidance and school nurse send information home as necessary. Other noted parent involvement opportunities include Family Literacy meetings, the Library Reading Challenge, Science Fair, and the Origin Project (5th grade).

Flatwoods Elementary has many resources available to provide advocates for students, such as, guidance counselor, Family Preservation Service counselors, classroom teachers, special education teachers, aides, math and reading specialists, Title I remediation instructor and school nurse. There is still room for improvement since no formal plan is in place for all students to be provided with an individual advocate.

Flatwoods 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 skill. These policies, processes, and procedures are implemented across all grade levels and courses. Teachers use the Standards of Learning and Lee County Schools Pacing Guide as a basis for all curriculum and grading processes. Teachers follow the grading scale set forth by the Lee County Public School System. Teachers distribute progress reports every 4.5 weeks and report cards each nine weeks. The Lee County School system provides all stakeholders with an annual calendar which list academic activities and important assessment dates. All stakeholders are aware of the policies, processes and procedures. Parents/Guardians, Teachers/students, and community members have access to the Lee County Public School mobile app and website. The policies, processes, and procedures are formally and regularly evaluated. A copy of the student code of conduct handbook is issued to each student at the beginning of each school year.

Flatwoods Elementary professional development is based on an assessment of needs of the school and the individual teacher. All staff members participate in a variety of professional development opportunities that are aligned with the school's purpose and direction. Lee County Public School System requires a minimum of 30 additional professional development hours per school year. Principals have the right to assign additional hours as needed. The program builds capacity among all professional and support staff. Annually, professionals are given a calendar of professional learning activities and dates in which each individual is accountable for attending. The program is regularly evaluated for effectiveness. Professional learning activities are evaluated by those attending.

Our school personnel collaborates and uses data to identify the unique learning needs of all students at all levels of proficiency as well as other learning needs. General Education teachers, Special Education teachers, and all resource teachers work together to assure that learning needs are met with all students. Lesson plans provide documentation of learning support services that provide differentiation for identified students. A list of learning support services and the student population which is served by these services is available. Teachers use an online database to search educational topics/content areas for resources, videos, and professional learning. School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators.)

All teachers are required to hold or be eligible for a Virginia Licensure which requires knowledge of learning styles, multiple intelligences, and personality indicators.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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"> •Survey results •Documentation of highly qualified staff •- School Report Card - Standards of Quality - Special Education Caseloads 	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"> •School schedule •School calendar •- Meeting Agendas & Sign-in Sheet - Lee County Public Schools 2014 - 15 Budget 	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. •- Fire Marshal's Inspection Notice - Custodian's Checklist - Food Inspection Report - Crisis Intervention Plan 	Level 3

Accreditation Report

Flatwoods Primary 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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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"> •Survey results •- Standards of Quality - Code of Virginia - Lee County Public Schools Budget 2014 - 2015 - Library Schedule - Library Inventory - Lee County Public Schools 2014-15 Budget 	Level 4

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 •- Lee County Public Schools Budget 2014 - 2015 - Receipt for purchase of Class Press (Classroom Blog-Technology) - Computer Lab Schedule - Student Code of Conduct - Acceptable Computer Use Agreement 	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"> •Survey results •List of support services available to students •- Child Abuse Reporting Guide - Special Education Referral Process - Family Preservation Referral Form - Referral Process Timelines 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Description of IEP process •Description of referral process •- Regulations Governing the Special Education Programs - Gifted & Talented Screening 	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 Standard 4 (Resources and Support Systems) definition is "The school has resources and provides services that support its purpose and direction to ensure success for all students."

Flatwoods Elementary has a highly qualified teaching staff. Additional staff, such as aides and teacher assistants has appropriate qualifications and training. Professional Development in various content areas is provided by school and county. Student to teacher ratio is determined by the Standards of Quality set by the Virginia Department of Education. Special Education classroom size is based on federal and state guidelines. Class sizes at Flatwoods meet these guidelines. Tutoring is provided by the Reading and Math specialists and our PALS and Title 1 remediation personnel. Tutoring needs are assessed by data collected throughout the school year. The principal follows county procedures and is able to request additional staffing and materials as needed, while funding is based on the county budget.

A full 180 day calendar and daily classroom schedules help to ensure and protect instructional time. Material resources are acquired by principal as necessary. The school principal is open to new ideas for professional development for teachers and helps protect instructional time. Yearly pacing guides for each subject are provided by the school district and updated as needed. Weekly lesson plans are submitted to the principal for review.

Flatwoods Elementary strives to maintain a safe, healthy environment by ensuring facilities and equipment is fully functional and up to date. The fire marshal performs annual inspections, while emergency lights, exit lights, and fire extinguishers are checked monthly by the janitor. The cafeteria undergoes inspections by the Health Department on a routine basis. Cafeteria equipment is checked on a daily basis by the cooks throughout the school year. A security system with cameras, security lights, and keypads for primary entrances was recently installed, while all other doors remain locked throughout the school day. We have a Crisis Management Plan in place and drills are practiced periodically throughout the school year, including tornado, earthquake, intruder, and fire drills. Improvements need to be made with repairing the portions of the roof which leak. This is on the list of needed repairs for maintenance, but it has not yet been addressed.

Various forms of technology are utilized by teachers, staff, and students at Flatwoods Elementary. These include Smartboards, Nooks, Neos, iPads, iPods, and computers. Our school will soon be receiving Chrome Books. The majority of classrooms has student computers, while the school has 2 computer labs and a media lab (library). Teachers are able to access online supports for the Reading and Math series. According to a survey conducted by the media specialist, teachers use technology to supplement reading and math on a daily basis. Science and social studies teachers use technology weekly.

Flatwoods Elementary utilizes internal and external programs to meet the physical, social, and emotional needs of the students. A full-time LPN is on-site to address the medical needs of students and staff. Internal programs include Family Preservation Services, 504 plans, Intramural basketball and cheerleading, physical and occupational therapy, vision, hearing, and speech screening, as well as fine and gross motor screening. Screening procedures are based on grade level and an as needed basis via referrals. The guidance department offers counseling consultation. The district school psychologist is available for referrals and interventions. The school also helps to facilitate and coordinate external community programs such as Boy Scouts, 4-H (Clover Buds), 4-H Share the Fun, Girl Scouts, Nutritional Program, PTO

basketball and cheerleading, and William King Art Center program. Flatwoods Elementary would like to see improvement on a systematic, evaluative method of assessing social and emotional needs. We are currently exploring the format by which Head Start evaluates its students' social and emotional needs to determine if that same criteria is appropriate for our students.

The school has a clearly defined process to identify the need for referral, assessment, and intervention which is in part based on academic performance. This includes the special education process as defined by the Virginia Department of Education (child study, referral, assessment, and eligibility). If a child becomes eligible for special education services, state and federal guidelines are adhered to, including academic and career planning which are outlined in Individualized Educational Plans (IEPs). Additionally, a systematic process, along with a specific screening process is in place to refer students to the gifted program.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Benchmark (Flanagan) PALS (K-3) STAR Reading and Math Assessments Journey's Reading Tests Envision Math Datacation TalentEd - Teacher Evaluation 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •- Datacation - Talent Ed - Teacher Evaluation - STAR Reading and Math Assessments - Professional Development Calendar - School Report Card - Data Wall - Lesson Plans - Differentiation and Tiered Intervention - IndiStar - PALS Tutoring - Reading and Math Remediation 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Meeting Agendas Talent Ed - Teacher Evaluation STAR Reading and Math 	Level 3

Accreditation Report

Flatwoods Primary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•DatacationSTAR Reading and Math (pre-, midyear, and post-test)PALS - K-3School Improvement Plan (Indistar)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Parent Involvement PlanSTAR Reading and Math ReportsData WallParent ConferencesFormal Observations and Walk-ThroughsNewslettersProgress ReportsReport CardsPower SchoolSchool Report CardSchool WebsiteSchool Improvement Plan (Indistar)	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.

Indicator 5.1

Flatwoods Elementary School strives to maintain and use a system of assessment which produces data from multiple assessments. This includes locally developed and standardized assessments regarding student learning and school performance. Flatwoods uses multiple assessments including PALS, STAR reading and math, and Benchmark. The PALS test is administered to students in grades K-3. It is given at the beginning of the school year, midyear, and end of the year. STAR Reading and Math assessments are given on the same schedule as PALS. Students in grades 1- 5 are given the STAR Math assessments. STAR Reading is administered to students in grades 2 - 5. Benchmark testing, which is aligned with the Virginia Standards of Learning, is administered quarterly to kindergarten through fifth grade students. These assessments ensure a consistent measure across all classrooms and courses which these systems evaluate. Results from these tests provide teachers with detailed information regarding students' area of need, as well as tracking their progress. These assessments also guide teachers in improving their instruction. Most assessments, especially those related to student learning, are proven reliable and bias free. School personnel regularly evaluate the system for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. In order to sustain this level, we will continue to monitor this assessment system's reliability and effectiveness.

Indicator 5.2

Flatwoods Elementary School has systematic processes and procedures for collecting, analyzing, and applying learning from all data

sources. Data is used consistently by professional and support staff. Teachers share data results in grade level meetings. Data is also shared with next grade level teachers during meetings and professional development. Teachers use the analyzed data to assist in creating their teacher evaluation (TalentEd) goals. STAR Reading and Math assessments and SOL test results are two key assessments used by teachers for their goal development which is focused on student learning. PALS test results are used by K-3 teachers to determine which students are in need of remediation. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, the effectiveness of programs and the conditions that support learning. Test results are also entered in Datacation to track progress and note trends. The school report card tracks progress on SOL tests by grade and subject area. Results from SOL tests are used to create a data wall to note specific skill areas needing remediation. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. Reading and math remediation is provided by our reading and math specialists before and after school. PALS tutoring is provided for students in grades K-3. Two Title 1 tutors provide remediation for students in grades K-5. Teachers use data to improve instruction by noting differentiation and tiered intervention in their lesson plans. School personnel align school improvement goals and objectives with the information provided by the data.

Indicator 5.3

The staff at Flatwoods Elementary receives regular training in an individualized professional development program related to the evaluation, interpretation and use of assessment data gathered from a variety of assessments given to students each school year. STAR Reading and Math and PALS are given three times yearly. Benchmark tests are given quarterly in all grades. Students in grades third through fifth are given the Standards of Learning assessment each spring. Teachers are provided copies of data from these various tests and work in grade level and/or course level groups to interpret results. Results are shared with support staff as well. Teachers use data to improve instruction, determine which students need remediation, and adjust instructional techniques to meet the learning needs of individual students. Benchmark tests provide teachers with feedback on how the students are performing on skills taught during that nine weeks and, in turn, determine the need for additional instruction on skills not mastered.

Indicator 5.4

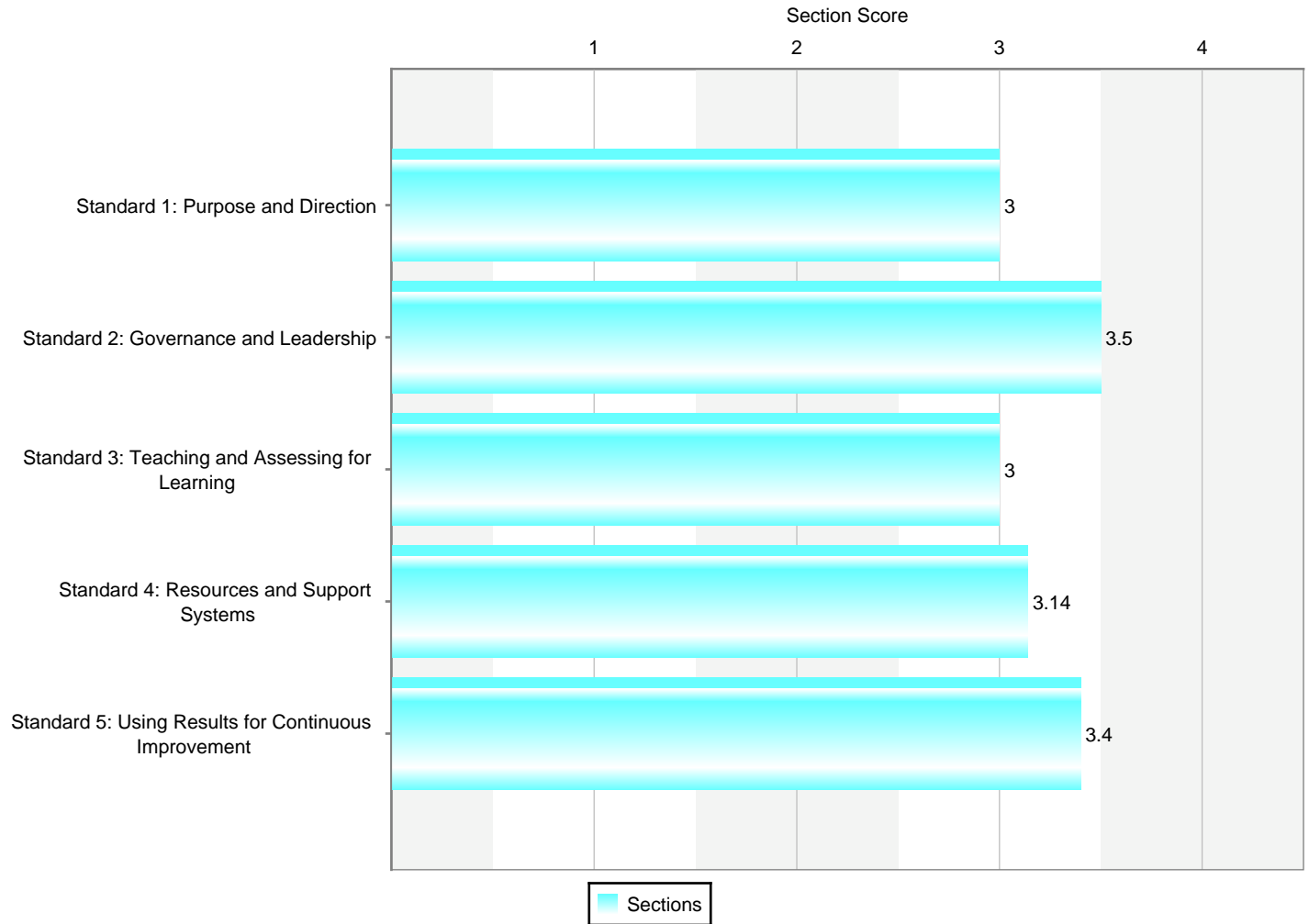
The data gathered from the Standards of Learning and STAR assessments is used by faculty to track student performance. Data is entered into Datacation and is used to track student progress. Areas of need are addressed in our school's improvement plan. Results from the PALS assessment aid in determining verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5.5

Our school's leadership is very active in monitoring information regarding student learning, achievement of School Improvement goals, and communicating results to stakeholders. A data wall of SOL test results is posted in our principal's office. Results are communicated to stakeholders using the following: School Report card, parent conferences, Open House, newsletters, progress reports, report cards, Power School Parent Portal & School App, school website, All Call and various media sources. Through formal and walk-through observations, leadership monitors conditions that support student learning. Areas in need of improvement are discussed in conferences with teachers which are held three times yearly.

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	In order to get input from all stakeholders, Flatwoods Elementary School administered surveys to faculty, parents, and students. Surveys were completed online. Faculty members were sent the link for the survey and they were the first group to complete the survey. Students were then given the opportunity to take the survey online during their scheduled computer time. Parents were notified of the survey by way of notes, email, and verbally at Open House. Some parents chose to complete their survey at school, while others did so at home.	FES Stakeholder Feedback Data Document

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?

The areas with the highest overall level of satisfaction were Standards 1 and Standard 4. On Standard 1, stakeholders feel that our school's purpose is clearly stated, is formally revised and reviewed with parent involvement, is based on shared values and beliefs that guide decision making, and is focused on student success. They also feel that our school has established goals and a plan for improving student learning. The overall average score on Standard 1 for the parent survey was 4.51 and 4.43 for teachers. On Standard 4, stakeholders feel that our school provides a safe learning environment for the students. They also agree that the school maintains facilities that support student learning and that students have access to a variety of information sources and technology to support student learning. This standard received a 4.46 rating from parents and 4.22 from the staff.

In Standard 5 received high ratings as well. Stakeholders feel that the teachers and principal use data to monitor student readiness and success at the next grade. This standard was rated 4.44 by parents and 4.37 by the staff.

Teachers feel that school leaders expect them to hold all students to high academic standards (4.53 rating) and they feel that they are held accountable for student learning (4.32 rating).

Students rated Standard 3 high with an overall average of 2.86 out of a possible three points. The students feel that teachers help them learn things for the future and that teachers use different activities to help them learn. Students also feel that teachers care about them and tell them how they should behave and do their work.

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

The areas showing a trend toward stakeholder satisfaction with the areas of purpose and direction and resources and support. Stakeholders feel that we have a close faculty who put the needs and well-being of the students first. Parents feel that (1) They are welcome at our school and are able to communicate with teachers and our principal about their children's progress. (2) Their children are not only being prepared for academic success, but also for success in the real world. (3) Our school's purpose statement is clearly focused on student success. (4) Our school ensures instructional time is protected and disruptions are minimized.

Teachers feel that (1) Our school's purpose is clearly focused on the success of students. (2) Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (3) Our school's leaders expect staff members to hold all students to high academic standards. (4) Our school uses a variety of technologies as instructional resources. (5) All stakeholders are informed of policies, processes, and procedures related to grading and reporting. (6) Our school maintains facilities that contribute to a safe learning environment and (7) Our school uses data to monitor student readiness and success at the next level.

Students feel that (1) The principal and teachers want every student to learn. (2) Teachers want students to do their best work. (3) Teachers help them learn things they will need in the future and they use a variety of activities to help them learn. (4) They have different places they can learn.

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

Stakeholders' surveys confirmed that Flatwoods Elementary School has a very positive communication system with parents and that the school's purpose is focused on student achievement. The use of formal and informal assessments including Standards of Learning (SOL), STAR Reading and Math, PALS K-3, Reading and Math Benchmarks, and classroom assessments support the fact that student achievement is monitored and data is used to improve instruction and is related to continuous school improvement goals.

Areas in Need of Improvement

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

The surveys differed in the area with the overall lowest level of satisfaction.

Staff members identified governance and leadership and teaching and assessing as low areas. Areas such as our school's governing body or school board complying with all policies, procedures and regulations and that they maintain distinction between its own roles and responsibilities and those of school leadership received low approval ratings. The lowest area was that only 56.52% of the teachers feel that staff members provide peer coaching to new teachers. Thirty-two percent of teachers feel that students are not provided with opportunities to participate in activities that interest them.

Only 67.57% of students noted that students treat adults at school with respect. Only 71.98% of the students felt that teachers asks their family to attend school activities. Also noted on the student survey, 21.91% of the students do not feel that their school is safe and clean.

Parent surveys did not indicate any specific areas of weakness, but in the open response section it was noted that some parents feel there could be improvements made with communication between school and parents. This includes notification of school events, opportunities to volunteer at school, as well as parent/teacher communication regarding student progress. There was also concern expressed in regard to lack of parking.

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

Governance and leadership shows a decreasing toward approval with school staff. Staff members also show a lower approval rate regarding mentoring teachers.

Students feeling that their teachers do not invite their family to school activities needs to be addressed. It is possible that younger students are not aware of the various ways parents are informed of school activities. These include school and class newsletters, all call, and media sources.

Parents indicated they would like more opportunities to volunteer at school, better notification of school events, and improved parent teacher communication regarding student progress.

What are the implications for these stakeholder perceptions?

Student concern about the school's lack of cleanliness and safety does have its implications, but can be addressed with relative . The specific concerns regarding cleanliness can be remedied to some degree by holding students responsible for putting snack papers and drink bottles in trash cans rather than leaving them on the playground. This also can be handled by having teachers discuss with students how they can accept responsibility for school cleanliness both in the buildings and on the campus. The issue of students not feeling safe is a concern. With multiple cameras, keypad entry to main buildings, and a fence providing a boundary between the play area and road, it is felt that multiple measures are in place, but further input from students to clarify why they do not feel safe would assist in addressing this area.

We want our students to feel safe at school and be proud of the appearance of our school and campus.

Communication with parents is a crucial element in school success. The Parent Involvement Team meets regularly and our school plans to notify parents of upcoming meetings so they can have input or express concerns. Parent/teacher communication needs to be addressed so parents will feel they are kept up-to-date on student progress. With our school having a large enrollment, parking is a concern. Our school recognizes this as a problem, but due to funding, it is uncertain when this could be addressed.

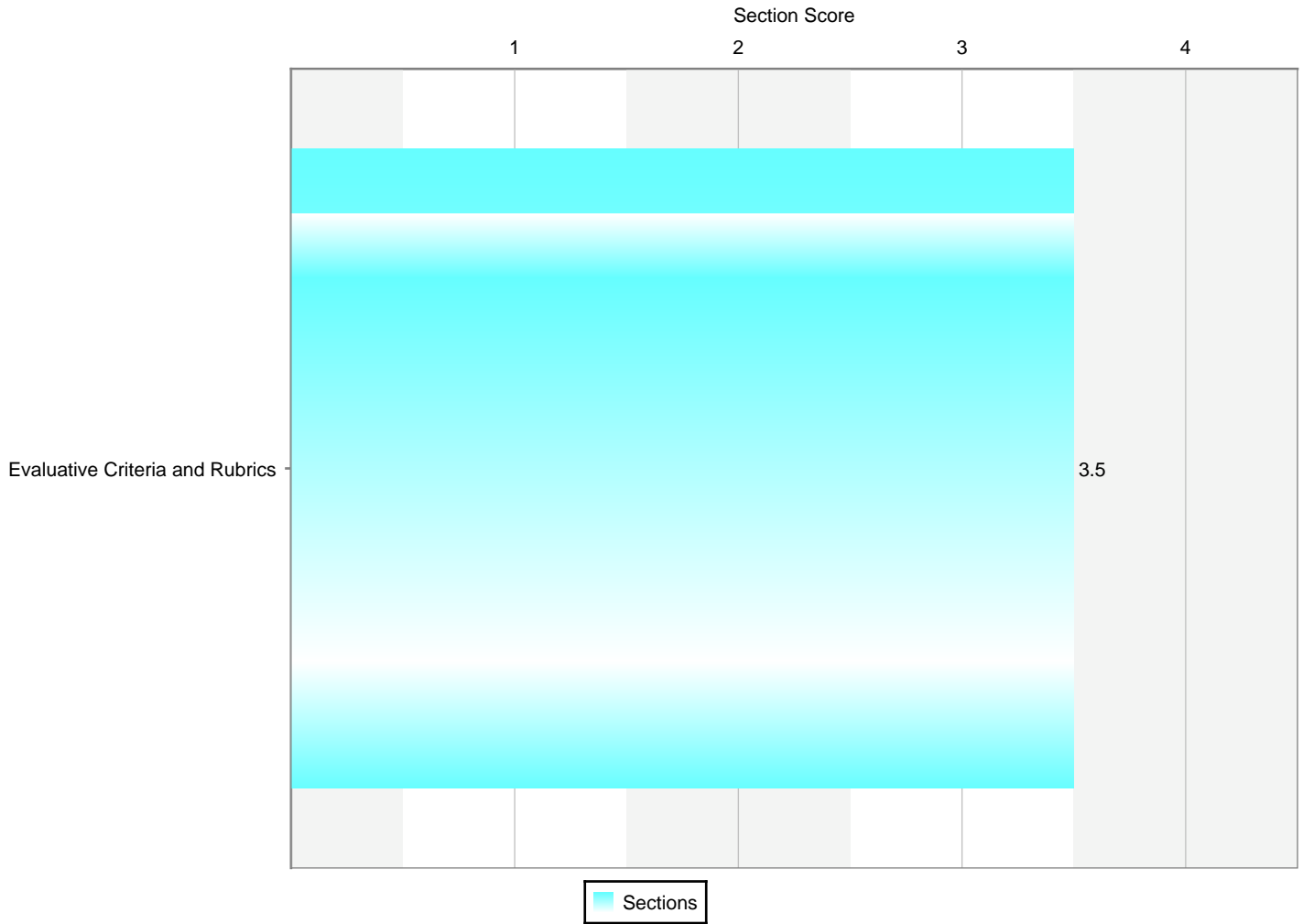
Teachers can be brought up to date on the current mentoring program for new teachers. It is important that teachers feel that new teachers are receiving support within the school.

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

All findings are consistent with other feedback.

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		Student Diagnostic Performance Report FES STAR Data 2014 FES 2014-15 School Report Card FES 2014 PALS Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

On the SOL tests in 2013-14, the following areas were above expected performance levels:

Third grade reading improved by 9 percentage points.

Third grade math improved by 1 percentage point.

Third grade science improved by 6 percentage points.

Fifth grade math improved by 10 percentage points.

School-wide science and history

Students exceeded the target AMO of 69 with a score of 72. Students with disabilities and economically disadvantaged students received a 68 (AMO) on the Reading SOL which is above the targeted AMO of 59. All students, including economically disadvantaged and students with disabilities, exceeded the target AMO in mathematics last year as well.

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

Although our school did not meet accreditation requirements in 2013-14, school-wide math scores have improved over the past three years.

Third grade reading improved by 9 percentage points.

Third grade math improved by 1 percentage point.

Third grade science improved by 6 percentage points.

Fifth grade math improved by 10 percentage points

School-wide, students with disabilities improved their performance in math by 6 percentage points from the previous year.

Economically disadvantaged students improved their performance in math by 9 percentage points over the past three years.

Which area(s) indicate the overall highest performance?

The overall highest area of performance was on the third grade science SOL test with a score of 85.

Gap group 1 showed an increase of 8 percentage points in Reading (AMO).

Gap group 1 showed an increase of 1 percentage point in Math (AMO).

Students with disabilities made a 19 percentage point gain in reading from the previous year and a 6 percentage point gain in math from the previous year.

Economically disadvantaged students made a 9 percentage point gain in reading from the previous year.

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

Economically disadvantaged students are showing an increase in performance in the following areas: third grade math and fifth grade math

Students with disabilities made progress over the past two years in fourth grade reading.

Male students show a trend toward increasing performance in third grade math. Fifth grade males improved math performance during the last 2 years.

White females have increased their performance in fifth grade math.

On the Reading SOL test in 2013-14, students exceeded the target AMO of 69 with a score of 72. Students with disabilities and economically disadvantaged students received a 68 (AMO) on the Reading SOL which is above the targeted AMO of 59. All students, including economically disadvantaged and students with disabilities, exceeded the target AMO in mathematics last year as well.

Between which subgroups is the achievement gap closing?

The achievement gap is closing for the following:

In 2013, special education students were on average 35 percentage points lower than their peers in reading. This was closed to 24 percentage points in 2014. Economically disadvantaged students closed the gap by 1 percentage point in reading.

In 2013, special education students were on average 32 percentage points lower than their peers in math. This gap was closed to 29 percentage points in 2014.

Special education students closed the gap in History by 5 percentage points and science by 10 percentage points from 2013 to 2014.

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

The above findings are consistent with findings from our benchmark tests, STAR Reading and Math reports, and PALS. However, we did expect our overall math and reading scores to improve.

Areas in Need of Improvement

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

School-wide reading scores are lower than expected even though there was a 7 percentage point increase from the previous year. Math scores have improved over the past 3 years, yet our school did not meet accreditation. The school-wide score was 68. Two of the three grade levels have made steady progress in math over the past 3 years, but the fourth grade scores have dropped.

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

4th grade math
5th grade reading
5th grade science
5th grade History (United States History to 1865)
4th grade History (Virginia History)

Which area(s) indicate the overall lowest performance?

Overall 4th grade math - 56% pass rate
5th grade History - 67% pass rate
Special Education reading - 48% pass rate
Special Education math - 39% pass rate
4th grade Reading - 69% pass rate

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

The subgroups showing a trend toward decreasing performance are as follows:
Students with disabilities and economically disadvantaged students in History over the past 3 years
Economically disadvantaged students in science over the past 3 years.
Economically disadvantaged and male students in 4th grade math over the past 3 years.
Economically disadvantaged students in 5th grade science over the past 3 years.
Economically disadvantaged students in 4th and 5th grade History over the past 3 years.
Male students in 4th grade math over the past 3 years.
Female students in 5th grade reading over the past 3 years
Female students in 3rd grade History over the past three years
Male and female students in 5th grade writing

Between which subgroups is the achievement gap becoming greater?

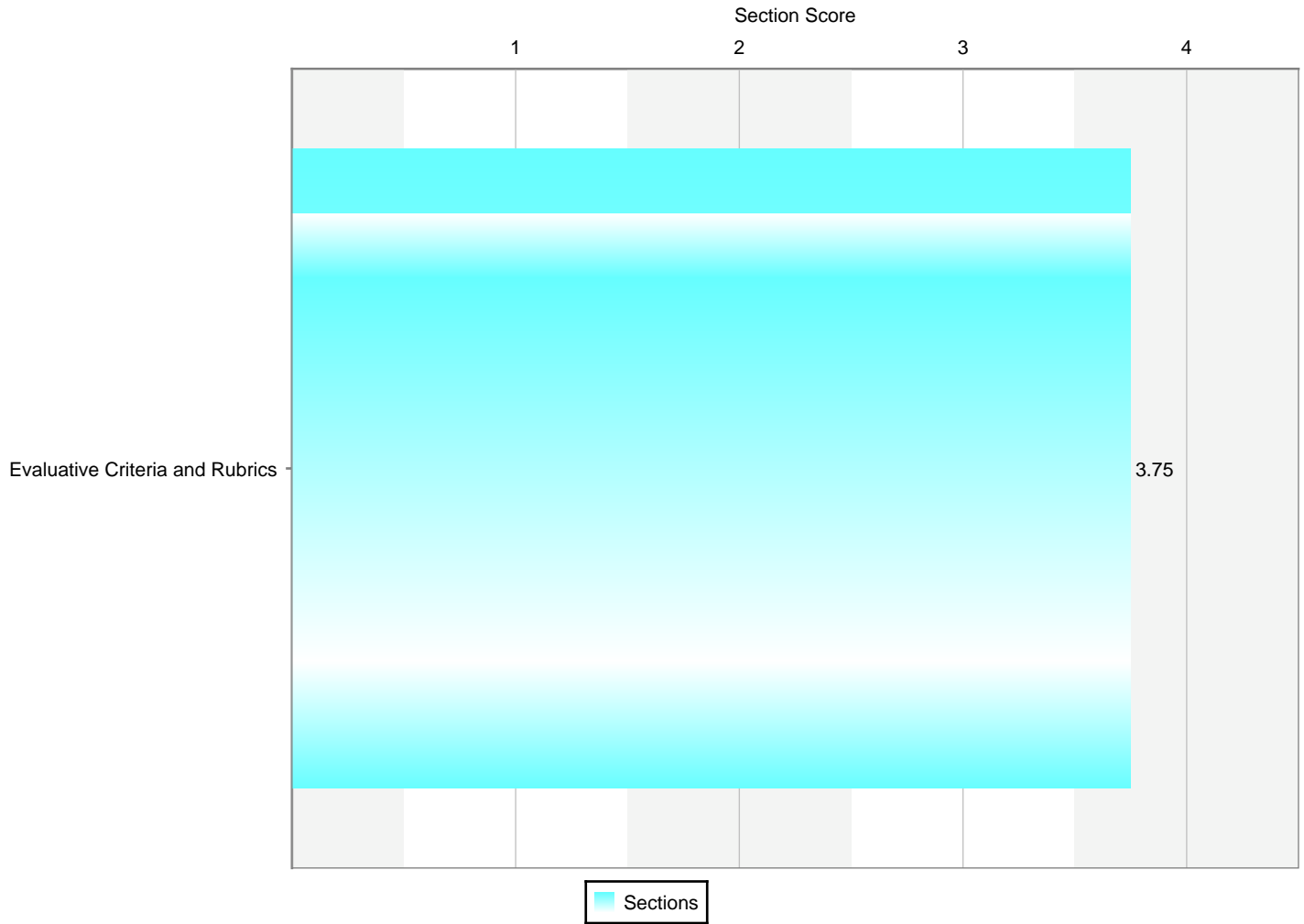
The gaps are becoming greater within Gap Group 1 (between Students with Disabilities and Economically Disadvantaged) in History, Gap Group 1 and Whites in math and science, and between males and economically disadvantaged in 4th grade history.

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

These findings are consistent with 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	Flatwoods Elementary School has a crisis management plan which was updated in August 2014. Copies of the plan are on file in the office of our principal, Dr. Renia Clark and at the Lee County School Board Office.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Annual audits are completed by an independent auditor.	

Accreditation Report

Flatwoods Primary School

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	Our School Improvement Plan is attached.	Flatwoods Elementary School Improvement Plan

School Improvement Plan

Overview

Plan Name

School Improvement Plan

Plan Description

2014-15 Flatwoods Elementary School Improvement Plan

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	Flatwoods Elementary School will strive to meet the goals stated in our attached School Improvement Plan.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Flatwoods Elementary School will strive to meet the goals stated in our attached School Improvement Plan.

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in math skills in Mathematics by 05/29/2015 as measured by performance on SOL test..

Strategy 1:

Math Strategy - Teachers will use data to determine the students in need of intervention. Remediation and Response to Intervention will be documented in lesson plans.

Research Cited: Marzano

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialist and Title 1 personnel will provide small group remediation for targeted students.	Tutoring	11/10/2014	05/29/2015	\$0	Title I Part A	Jeff Lamb

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remediation	Math specialist and Title 1 personnel will provide small group remediation for targeted students.	Tutoring	11/10/2014	05/29/2015	\$0	Jeff Lamb
Total					\$0	