College Wood Elementary School

Standards Assessment Plan, School Improvement Plan and Professional Development Plan

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Experience Excellence... Explore Opportunities... Realize Potential

Accreditation Report

College Wood Elementary

Carmel Clay School Corporation

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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?

College Wood Elementary has a rich history, originally opening it's doors in 1965, then building an updated facility at a new location in 2001. Although the facilities associated with College Wood have changed over the years we continue a pursuit of excellence. Today, College Wood serves over 760 students in kindergarten through fifth grade. Our diverse student population is composed of 63% white, 24% Asian or Pacific Islander, 5% Black - not of Hispanic origin, 2% Hispanic, and 6% Multiracial.   The demographics have changed over the last five years increasing the diversity of the school, we have seen the following increases since 2008-2009 school year: Asian or Pacific Islander demographic increase by 5%, Multiracial increase by 2%, and a decrease in the demographic White by 4%.   We have 80 staff who serve the students and family of College Wood. Of those 80 staff members, 48 of those staff are certified teachers 46 of those members are certified teachers teaching general education, special education, gifted and talented, physical education, art, music, and media. 47% of those teachers hold advanced graduate degrees.   College Wood's administrative team is composed of a principal and assistant principal, who hold over 14 years of school leadership experience. Our support staff includes instructional assistants, custodians, technicians, secretaries, and cafeteria workers. This diverse and experienced staff has helped College Wood earn 'A' school status from the Indiana Department of Education, as well as being recognized as a Four Star School.

We have seen changes over the last several years at College Wood. Both the assistant principal and principal are new within the last four years. Kindergarten students now have the option to attend full day without an additional charge as in the past. We have enhanced our bullying program and PBIS program to help all students create an outstanding school culture. A committee of teachers has been trained on evidenced based practices that have been implemented school wide for the benefit of all students. Our advanced math program has grown to include all grade levels. With all of these changes, College Wood has continued to see high achievement results based upon standardized testing while being named a Four Star School each year since its inception as well as recently being rated an 'A' school by the Indiana Department of Education.

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.

Carmel Clay School Mission Statement:

The mission of Carmel Clay Schools is to leverage human, physical and fiscal resources so all students realize their potential in an ever changing world.

College Wood Vision Statement:

Experience Excellence...Realize Potential...Explore Opportunities

The College Wood staff mentors and supports each and every student to achieve academically, socially and emotionally on a daily basis. We are able to meet our school's purpose through these program offerings;

School Wide Positive Behavioral Supports

Advance Math in grades K-5

Math Workshop Model

Balanced Literacy Approach

Gifted and Talented

Tier I Instruction

Response to Intervention

Research Based Interventions

Staff Collaboration

Building Based Team that meets regularly to brainstorm strategies with teachers referring students to the group who have academic, social, emotional needs and are not identified as special education

Full Time School Social Worker

ESL services

Special Education services

Full Time Registered Nurse

Instructional Specialist

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.

Notable Achievements:

Four Star School - all years

Energy Award

Hoosier Healthy Award - Bronze Award

Jump Rope for Heart

Carmel Education Honor Roll

Carmel Education Grant recipients

Google Certified Teacher

State grade of A

Highest ISTEP scores in the state of Indiana (add averages for last 3 years)

Top 10 School for 3 academic competitions - 2012/13

Areas of Improvements:

College Wood is challenged to provide rigorous and challenging learning opportunities for our students each day. Our school improvement plan focuses on developing skills that will help our students prepare for the 21st Century and beyond. We are fortunate to have students that come to school prepared and ready to learn and parents who value education. However, we have to continue to provide our students with rigorous learning opportunities so they can experience excellence, explore opportunities and realize their full potential.

College Wood also continues to professionally develop the teaching staff on best practice collaboration opportunities for students. Research supports that students who partake in a gradual release environment are learning at a deeper level and making connections that strengthen their knowledge.

Additional Information

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

College Wood has been systematic in sustaining a viable curriculum that engages our students in quality learning that allows them to reach their full potential. We have also been highly successful in supporting the specific academic, social and emotional learning of a subset of students who are identified as Emotionally Disabled. College Wood is an intense behavior program site school for 5 Carmel Clay Elementaries. Students who are unable to remain at their home school due to this identified disability are enrolled at College Wood so that their least restrictive environment can be achieved.

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: 4.0

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 4

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

Overall, College Wood Elementary's data shows that we perform very highly on Standard 1: Purpose and Direction. Our school's scores were consistently at 3's and 4's and we have many successful strategies and processes in place to help us support those strengths. When looking at our School Improvement Plan as well as our classroom and district websites, it is quite evident that our overall purpose is for student success, and that it is driven by data. That data is gathered and directed towards students' needs. The data that was gathered from our AdvancEd survey shows that our school, as a whole, is fully aware of this purpose and direction for student success. Our overall district has a "mission" statement for all students' success: "Experience Excellence", "Explore Opportunities", "Realize Potential".

College Wood's purpose and direction to commit to high expectations for learning is supported by our school's strong leadership and staff that encourages and supports student success, in all areas, every day. This is evident through the professional development that our school provides and is documented through our School Improvement Plan, staff meetings, team collaboration notes, and lead teacher meetings. It is evident that school staff is constantly seeking and striving towards using best practices for all students' success. By using our AdvancEd surveys, Response to Intervention (RTI) processes, Pinnacle data, and other data gathering programs, we are ensuring that our purpose and direction for our students' needs is completely data driven.

College Wood strives for continuous improvement that supports success and achievement for all students. Staff is continuously reviewing student data through Pinnacle (data warehouse), teacher documentation notes, Leveled Literacy Intervention (LLI), Benchmark Assessment System (BAS), Student Learning Objectives (SLO's), student data binders, and standards-based report cards. The data is derived from multiple measures and goals that were set for College Wood students by all stakeholders. All staff, parents, and school leadership are a part of this process and plans are in place to continuously improve student learning goals.

Standard 2: Governance and Leadership

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Communication about board meetings and district discussions, district level textbook adoption and revisions.	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Professional development opportunities, grade level and special area collaborations, team leaders, lead teachers, school improvement committee, RISE.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •School newsletter; school messenger; district, school, classroom websites; various social media outlets; school improvement committee	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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •differentiated professional development, faculty shares, grade level and special areas collaboration, team and building meeting notes	Level 4

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

The governance and leadership of College Wood Elementary is characterized by policies and practices that support student performance and school effectiveness. District administration structure provides an efficient dissemination of corporation goals while allowing for individual schools to focus on areas of most benefit for their constituent populations. Our school improvement plan (SIP) is evaluated and revised yearly based on district goals for student learning. Our SIP becomes the basis for school administration and certified staff to establish a professional development (PD) plan to meet these objectives. Biweekly faculty shares allow for certified staff members to participate in differentiated professional development aligned with school PD plans. Monthly administration meetings with PTO leadership and periodic general meetings allow for the input of parent and community stakeholders. Survey data from students, parents, and staff, handbooks, written and visual communication from the governing body to the stakeholder all work together to support these findings.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Learning expectations for different courses •Posted learning objectives •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Dibels Next, Everyday Math Online Assessments, Rigby READS, Benchmark Assessment System	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 2

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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	•Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 4

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.	•Records of meetings and walk thrus/feedback sessions	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.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	Level 4

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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 4

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.	•Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 4

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

College Wood Elementary School upholds strong expectations of our school curriculum and instructional design to ensure teacher effectiveness and to provide an equitable and challenging learning environment to promote student learning. Our curriculum, instruction, and assessment are monitored and adjusted systematically through school wide benchmarks, specifically in the areas of literacy and mathematics, as well as other individualized benchmarks as necessary. The staff of College Wood utilizes various methods of formative and summative assessment as a means to gain an understanding of the "whole" child in an effort to meet the unique learning needs of our students.

An ongoing process of monitoring student learning takes place through multiple assessments. Throughout the academic year, student achievement data on benchmark tests in the areas of Literacy and Mathematics is gathered. The various benchmark programs mentioned in the Student Performance Data Document serve as a springboard from which instructional strategies can be put in place for the individual

student. Teachers provide engaging learning experiences through the use of best practice instructional strategies that ensure achievement of learning expectations. Through the balanced approach of whole-group/flexible small grouping/collaborative learning/individualized instruction, the staff of College Wood systematically provides a meaningful and engaging learning community. It is the expectation that teachers implement the school's instructional process in support of student learning.

In order to implement the school's instructional process to improve instruction and student learning, teachers participate in collaborative learning communities that meet both informally and formally on a regular basis. Collaborative measures are in place for professional development opportunities. As a part of that process school leaders also monitor instructional practices throughout the year to ensure student success. School leaders utilize formal and informal observations, faculty shares, collaboration, and Show Don't Tell learning opportunities, where teachers have the opportunity to see and hear from their professional peers, practices and strategies that have proven to work in their classroom and for their students. Teachers also have the opportunity to collaborate with the district instructional specialists for guidance and suggestion as to how to further implement best practice strategies.

College Wood believes learning extends beyond the doors of our building and, in realizing so, the staff strives to engage the families of students in meaningful ways and keep them informed of their children's academic progress. The staff is in the practice of utilizing informative classroom websites, social media, weekly emails from teachers, data binders, a weekly school-wide email messenger system, and other means of communication. Parents are encouraged to attend both inside of school and outside of school functions/events. The College Wood community; staff, students, and parents, realize the importance of education and continuously strive to engage in and provide a quality learning environment.

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: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •PTO funds have been used for smart slates in each classroom, field trips, and other school and classroom resources.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Emergency Preparedness Plan, School Resource Officers, CPI training, security cameras, doorbell/secure entrance, all-call security phone system, school messenger information and alerts, School Dude report system, staff emergency bags, safety radios for staff.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •BYOD, wireless internet access, iPads for some students on an individual need basis, professional development, CPL access, mobile computer lab, addition of a media center lab	Level 3

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

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

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

College Wood Elementary has several areas of strength. Parents and staff overwhelmingly agree that our school provides a safe learning environment. Many procedures, including frequent weather and safety drills, staff members equipped with safety radios and emergency bags, feedback after drills, and frequent communication with parents about safety, collaboration with our school resource officer, and custodial support to maintain safe and clean facilities, all support our safe school environment.

We also have access to a variety of resources to support high quality student learning. In addition to our media center's wide range of resources, we have multiple computer labs, students and staff members have the option to bring their own technology, collaboration between the Media Specialist and teachers, technology specialists available to staff, and staff training about the latest digital learning tools and resources. In addition, our highly qualified staff has access to all materials they need to meet student needs in the classroom. Although,even with the addition of the mobile lab and another lab in the media center, during ISTEP testing, it is difficult to create a schedule for our large student population to have computer access for testing.

Students' physical, social and emotional needs are met through staff collaboration with our student services coordinator and resource staff. College Wood has many programs in place, including social skills groups, anti-bullying campaigns, character education presentations in classrooms, school-wide Cardinal Rules, body safety programs and the Positive Behavior Interventions and Supports program that is implemented throughout the school. Students work in small groups and with their whole class to participate in this programs. In addition, College Wood uses a Building Based Team to collaborate with teachers to implement new ideas to enhance specific student learning issues or behaviors.

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: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Scheduled benchmarking and progress monitoring, structured and systematic procedures for assessment implementation.	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 4

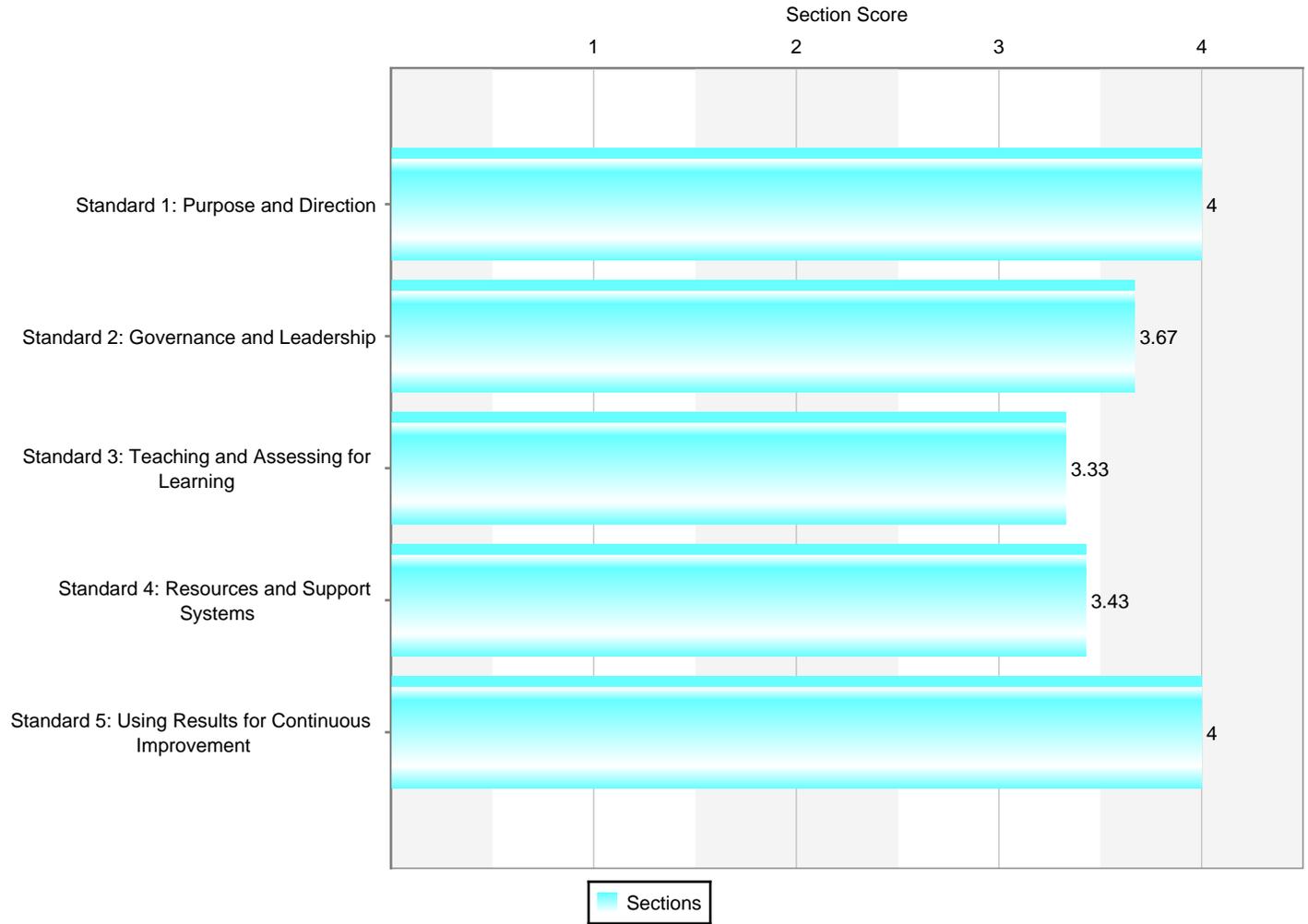| Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about 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.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 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.

College Wood does an exemplary job using results for continuous student improvement. College Wood also does an excellent job of establishing and maintaining a clearly defined and comprehensive student assessment system. Our staff continuously looks at student data through numerous assessments such as DIBELS Next, Developmental Reading Assessment (DRA), Benchmark Assessment System (BAS), Rigby READS, Leveled Literacy Intervention (LLI), Everyday Math post tests, ISTEP, and IRead. DIBELS Next benchmarks are implemented three times a year and data is tracked so that trends can be seen. Students who are not performing at benchmark levels are progress monitored biweekly so that continuous data can be collected and individual needs can be addressed through response to intervention. This allows staff to implement informed instruction based on student needs and based on future performance allows for the ongoing evaluation of programs. Another area where College Wood excels is in training teachers and support staff. Staff are trained in the implementation, interpretation, and evaluation of assessments. Bimonthly collaborations with staff and administration allows for ongoing training as needs are identified. All of this allows students to be highly prepared for success at the next level. Finally, CWE leadership does a terrific job of communicating information about student learning through the use of websites, emails, phone calls, newsletters, conferences, and report cards.

College Wood will continue to implement research based assessments and track student data so that positive growth and areas of concern can be identified. Stakeholders will also look for alternative assessments if current assessments prove to be ineffective. Staff will use the data warehouse Pinnacle to store information so that it can be used to see data over consecutive years. This will allow College Wood to continue to excel in all areas and indicators of Standard 5.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 4

Standard 2: Governance and Leadership — 3.67

Standard 3: Teaching and Assessing for Learning — 3.33

Standard 4: Resources and Support Systems — 3.43

Standard 5: Using Results for Continuous Improvement — 4

Sections

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		CWE 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?

-Students feel that the school principal and teachers want every student to learn and do their best work in order to prepare them for the next grade as well as their future.

-Students agree that their teachers care about them.

-Staff and parents strongly agree that our school's purpose statement is clearly focused on student success.

-Staff strongly agree that our school's purpose statement is based on shared values and beliefs that guide decision-making.

-100% of staff strongly agree that our school has a continuous improvement process based on data, goals, actions, and measure for growth.

-Staff strongly agree about the success of the school's governance and leadership.

-Challenging curriculum is evident to staff and parents.

-All stakeholders agree that College Wood has quality facilities for learning and safety.

-Staff strongly agree that data is at the heart of our monitoring student success.

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

-Parents feel the school has established goals and a plan for improving student learning

-Staff consensus on high quality student support services

-Parents feel our school ensures that all staff members monitor and report the achievement of school goals and that children have teachers and administrators who monitor and inform them of student learning progress.

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

-Students feel that the school principal and teachers want every student to learn and do their best work in order to prepare them for the next grade as well as their future.

-Challenging curriculum is evident at College Wood.

-Data is at the heart of our monitoring student success.

-College Wood has quality facilities for learning and safety.

Areas in Need of Improvement

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

-Staff feel that in our school a formal process is not in place to support new staff members in their professional practice.

-Students are concerned that their principal and teachers do not ask them what they think about school.

-Parents do not feel that our school's purpose statement is formally reviewed and revised with involvement from parents.

-Students aren't sure if other students treat adults with respect.

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

-Staff feel that in our school a formal process is not in place to support new staff members in their professional practice.

-Parents do not feel that our school's purpose statement is formally reviewed and revised with involvement from parents.

-Students aren't sure if other students treat adults with respect.

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

-Recent changes in the leadership of the school

-Changes in the accountability and expectations of teachers

-Increasing curricular demands on students K-5

-No recent formal review in the district's purpose statement which translates to our school's purpose statement

-College Wood adding a large number of new Emotional Disabilities students to our population who exhibit crisis behaviors in public

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

- Concerns that our school does not have a formal process is not in place to support new staff members in their professional practice.

- Students aren't sure if other students treat adults with respect.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
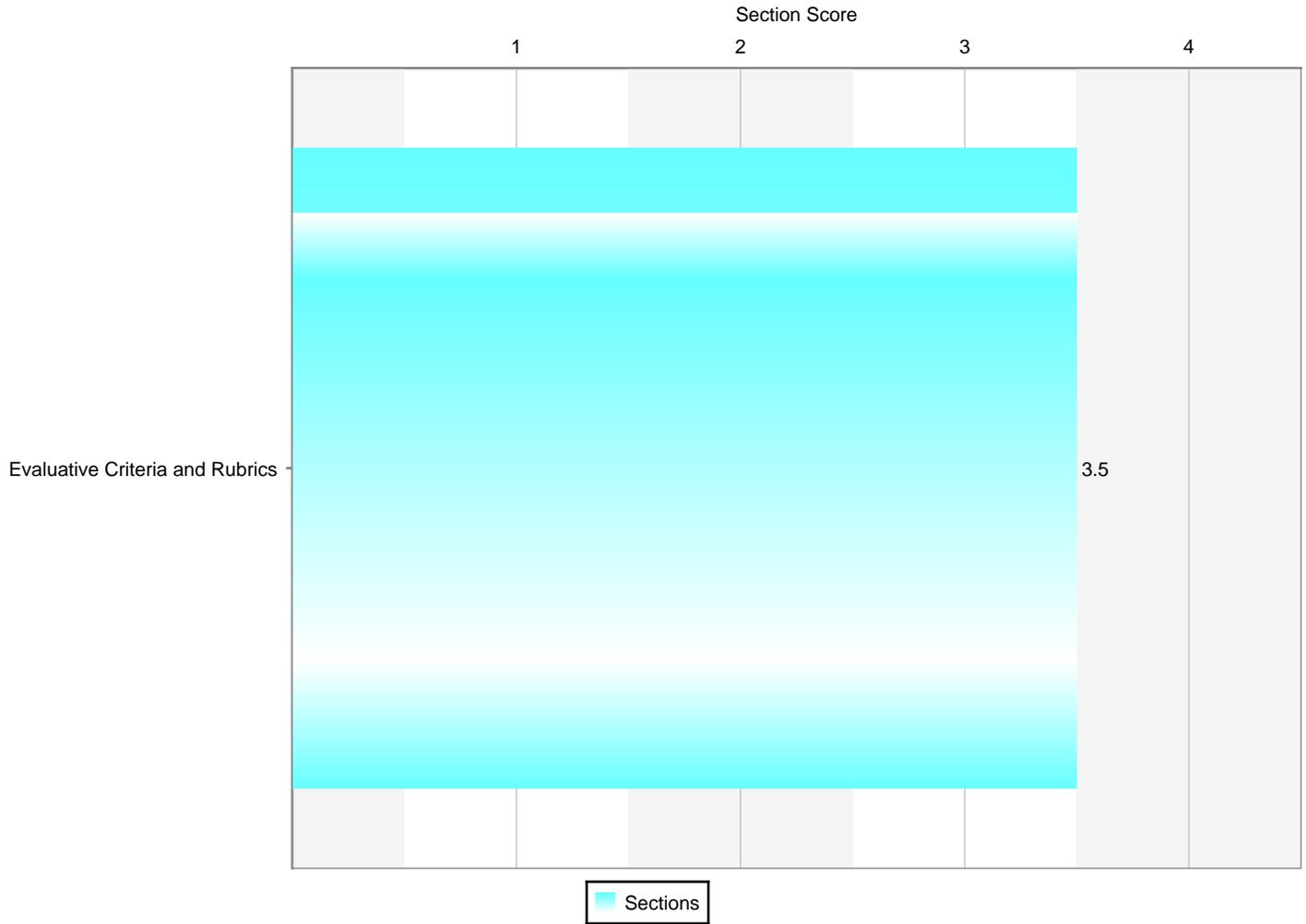
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	In the Student Performance Data Document there is a data matrix, as well as graphs and data statements for each significant area.	AdvanceEd - Student Performance Document_College Wood

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

In comparison with the state averages on ISTEP+ ELA and Math College Wood has consistently performed above the expected levels of performance.

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

Between the 2008-2009 and the 2012-2013 school years our third grade students have shown an upward trend in achieving a pass+ on the ELA ISTEP+ assessment; increasing by 16% and maintaining an average of 31% of students..

Between the 2008-2009 and the 2012-2013 school years our fifth grade students have shown an upward trend in achieving a pass+ on the ELA ISTEP+ assessment; increasing by 23% and maintaining an average of 40% of students.

Which area(s) indicate the overall highest performance?

College Wood has consistently performed well in the ISTEP+ Math and ISTEP+ ELA assessments and are our overall highest areas of performance:

- 95% was the average passing rate, between 2007-2013, for grades three, four and five in the ISTEP+ English Language Arts assessment.
- The passing percentage in third grade has jumped by 7% from 2007 to 2013 in the ISTEP+ English Language Arts assessment.
- The fifth grade pass+ results from 2007-2013 has shown a 19% increase in the ISTEP+ English Language Arts assessment.
- In 2010-2011 fifth grade students achieved a 50.39% pass+ on the English Language Arts ISTEP+ assessment.

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

In 2011-2012 98% of ELL students passed the ISTEP+ Math assessment.
In 2011-2012 94% of ELL students passed the ISTEP+ English Language Arts assessment.

On the state LAS Link assessment we saw the following trends of increasing performance:
In 2011-2012 all students who took the LAS Links test the previous year improved their overall score by 10% or more.
From 2008-2013, with the exception of 2010-2011, 75% or more have shown a growth of 10 or more point in reading.
On average 82% of all students who take the LAS links 2 or more consecutive times have added 10 points to their overall score.

Between school years 2008-2009 and 2012-2013 special education students increased percent passing ISTEP+ ELA by 5%, from a 77% to an 82%.

Between which subgroups is the achievement gap closing?

ELL students increased 3% of students passing the ISTEP+ ELA assessment from 88% in 2008-2009 to 91% in 2012-2013.

The percent of special education students achieving a pass/pass+ remained relatively unchanged from 2008-2009 to 2012-2013, with a standard deviation of 6% in ELA and 5% in Math.

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

Between the 2008-2009 school year and the 2012-2013 school year, students have maintained an average of 95% achieving a pass/pass+ on the ELA ISTEP+ assessment. This is consistent with the data taken from our Dibels Next Benchmark assessments which show that students in grades K-5, with the exception of 2nd grade, showed an increase at being at or above benchmark between fall and spring.

Areas in Need of Improvement

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

College Wood has consistently achieved a passing rate on the ISTEP+ ELA and Math assessments above 90%, with an average of 95% passing in ELA from 2008-2012, and an average of 95% in math from 2008-2012.

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

At this point in time we are not seeing any negative trends in student performance. Although some years we see fluctuation we see consistency with cohort group data starting in 2010 in the ISTEP+ ELA and Math assessments:
- The percent of students achieving a Pass+ on the English/Language Arts ISTEP+ test increased by 4% from 2010-2011 to 2012-2013.
- The percent of students not passing the ISTEP+ English/Language Arts ISTEP+ assessment dropped by 4% from 2010-2011 (5.59%) to 2012-2013 (1.89%).

Which area(s) indicate the overall lowest performance?

Our overall lowest area of performance was only 81% of ELL students achieved a pass/pass+ on the 2010-2011 ISTEP+ Math assessment. Our second overall lowest area of performance was 90% of fifth grade students achieving a pass/pass+ on the 2009-2010 Social Studies ISTEP+ assessment.

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

We have seen a decrease in the amount of Pass+ on the 4th grade ELA ISTEP+ assessment from a 45% in 2010-2011, 38% in 2011-2012, and 35% in 2012-2013.

Between which subgroups is the achievement gap becoming greater?

Although we see some inconsistent numbers in our subgroup populations we have not seen any trend that would point to an increase in an achievement gap.

The percent of special education students achieving a pass/pass+ remained relatively unchanged from 2008-2009 to 2012-2013, with a standard deviation of 6% in ELA and 5% in Math.

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

Students who did not pass math or ELA ISTEP+ assessments have shown lower performance on benchmark assessments Dibels Next and Rigby Reads.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
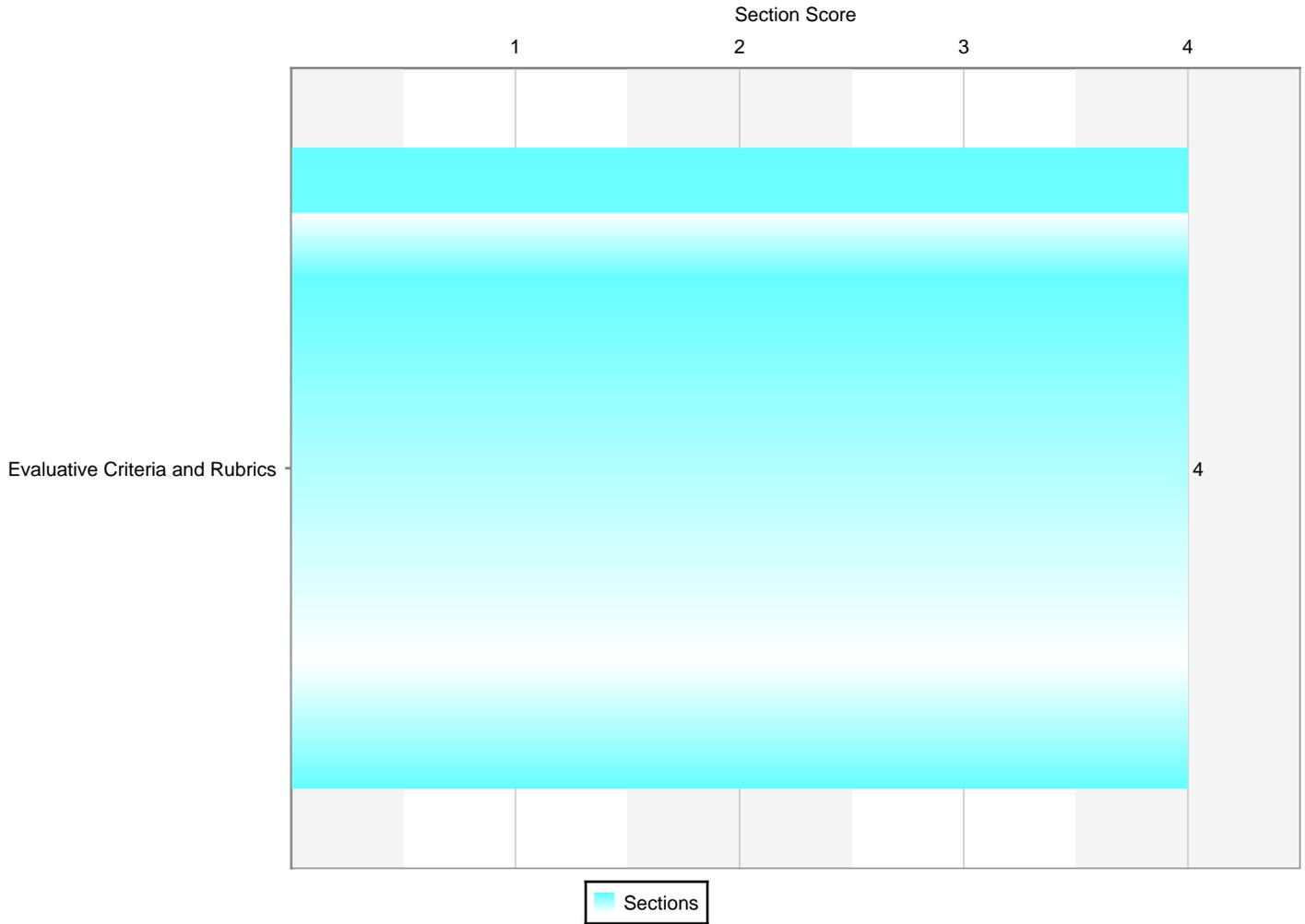
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	-CCS stopped offering Spanish to students in grades K-5. Prior to 2011 CCS was providing 50 minutes per week of direct Spanish instruction to all students. -CCS began offering full day kindergarten to all K students in the 2010-11 school year. We no longer offered every other day K (2.5 days per week) to any student. -2012-13 the Principal of CWE changed. -2011-12 the lead teacher structure changed. Lead teachers had previously been specific to content area, but in 2011-12 lead teachers changed to an interdisciplinary team. -CCS began offering advanced math to K students who qualified	

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		CWE Emergency Plan

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

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

College Wood Elementary School

School Improvement Plan

Experience Excellence... Explore Opportunities... Realize Potential

School: College Wood Elementary

Student learning goal	By August of 2019, students at College Wood Elementary will improve their literacy skills as evidenced by: All grades will meet their projected growth on the Student Growth Summary Report in Reading by Fall 2019. Assessment: NWEA MAP						Student learning results

Area of Focus: Rigorous teaching and learning within a balanced literacy framework							
Strategy 1 (from logic model)	**Actions**	**Person(s) responsible/by when**	**Resource/ Budget**	**Expected outcomes (from logic model)**	**Monitoring tools (from logic model)**	**Person(s) responsible/by when**	**Outcome results**
Deepen understanding of how to use best practice technology integration in a balanced literacy classroom with students.	-Differentiated professional development for Chromebooks and iPads within K-5 classrooms. -Teachers provide examples of technology integration successes in a balanced literacy classroom.	-CWE Administration -CWE Instructional Coach -CWE Lead Teachers -CCS Technology Specialists by April, 2019	-CCS technology specialists	Teachers will demonstrate an understanding by sharing specific lesson evidence of successful technology integration with students in a balanced literacy classroom.	-Shared evidence -Exit Slips RISE 2.2, 2.3, 2.5, 2.6, 3.1, 4.3	CWE Administration CWE Lead teachers CWE Instructional Coach CCS Technology Specialists by April, 2019	

Strategy 2 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Deepen shared understanding of a best practice Reader's Workshop model of instruction in a balanced literacy classroom.	-Provide on-going, hands-on professional development of best practice Reader's Workshop instruction.	-CWE Administration -CWE Instructional Coach -CCS District Curriculum Specialists -by May, 2019	-Reading Strategies Book by Jennifer Serravallo -Calkins Units of Study in Reading -Other Serravallo texts/online resources	Teachers will develop a deeper understanding of what rigorous and responsive reading instruction looks like through a reader's workshop model in a balanced literacy classroom. **Student Outcome:** -Differentiated reading needs addressed -High level of student literacy engagement	RISE 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 3.3, 4.2, 4.3, 4.4 -NWEA scores; Learning Continuum -BAS -lesson plans -observational student data	CWE Administration CWE Instructional Coach -CCS District Curriculum Specialists by May, 2019 |	

Strategy 3 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Develop a shared understanding for the implementation and integration of a social emotional learning curriculum. (Conscious Discipline)	Provide ongoing differentiated opportunities for the reading, preparation and integration of Conscious Discipline.	-CWE Administration - CWE Instructional Coach -Lead Teachers -Classroom Teachers -by May, 2019	Conscious Discipline by Dr. Becky A. Bailey Creating the School Family by Dr. Becky A. Bailey Additional SEL related resources	Teachers will participate in differentiated book study clubs to complete the reading of either Conscious Discipline or Creating the School Family **Practice Outcome:** Teachers will collaborate with their book study colleagues to demonstrate the common vocabulary and shared curriculum understandings of their assigned book.	Book completion Classroom implementation (where appropriate depending on book study group) SEL lesson plans (where appropriate) Observational student data (where appropriate) RISE 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	-CWE Teachers -CWE Administration -CCS Behavioral Specialist -CWE Instructional Coach -by May, 2019	

College Wood Elementary School

Professional Development Plan

Experience Excellence... Explore Opportunities... Realize Potential

College Wood Professional Development Focus Grid 2018-19

School: College Wood Elementary	Activity: Grade Level Collaboration with Administration/Instructional Coach	Activity: Staff Meetings	Activity: Professional Development Workshops/Release Time/Flipped PD
	Description: Up to 2 times per month within the school day	Description: 1 or 2 times a month after school	Description: As needed based on professional development data and staff feedback
August, 2018	● Teams meet on their own to coordinate PBIS, Social Thinking/Conscious Discipline implementation, Indiana Academic College and Career Readiness curricula, and complete beginning year data analysis	● Procedures and routines ● Student safety/welfare review ● New PD Resources	Detailed Safety Training for new hires. Epi-Pen training for all staff
September, 2018	● Review of ELA Indiana Academic Standards	● Introduction of Professional Development "Game Plan" for the 2018-19 school year. ● Chromebook implementation talks ● Review of CCS Website Redevelopment timeline ● Staff feedback regarding future elementary student needs	Conscious Discipline Meeting to review current implementation successes and questions. ILEARN Test Security Training for all staff

October, 2018	• Differentiated collaborations with CWE Administration & Instructional Coach on self-selected professional development goals.	• "Book Tasting" with media specialist to support Reader's Workshop implementation. • Differentiated <u>Conscious Discipline/Creating the School Family</u> book studies.	On-going differentiated release time pertaining to self-selected goals.
November, 2018	• Differentiated collaborations with CWE Administration & Instructional Coach on self-selected professional development goals.	• Differentiated <u>Conscious Discipline/Creating the School Family</u> book studies.	On-going differentiated release time pertaining to self-selected goals.
December, 2018	• Collaboration topics to be determined by grade level teams as needed to support second semester student needs.	• Differentiated <u>Conscious Discipline/Creating the School Family</u> book studies. • Team Building Activities to celebrate 1st semester professional development successes.	
January, 2019	• Instructional Rounds to support best practice SEL integration	• Differentiated <u>Conscious Discipline/Creating the School Family</u> book studies.	On-going Instructional Coach support of teachers'/teams' professional needs
February, 2019	• NWEA data review K-5 • Tier II support discussion and group adjustment per data and teacher input	• Differentiated "Show What You Know" meeting focused on Reader's Workshop and technology integration with students	

March, 2019	● Chromebook/iPad Technology integration workshops ● Media Specialist collaboration to support Readers' Workshop implementation	● Differentiated Conscious Discipline/Creating the School Family book studies.	On-going Instructional Coach support of teachers'/teams' professional needs
April, 2019	● Differentiated "follow-up" celebration collaborations with CWE Administration & Instructional Coach on 18-19 self-selected professional development goals.	● Differentiated Conscious Discipline/Creating the School Family book studies.	
May, 2019	● Year end data analysis and student class placement for 2019-20	● Year end Social Emotional Learning curriculum review and planning for Conscious Discipline implementation in 2019-20. ● Individual professional development goal setting for 2019-20.	On-going Instructional Coach support of teachers'/teams' professional needs for year end data analysis.
June, 2019			CWE voluntary staff retreat: Conscious Discipline/Creating the School Family (2 sessions)
July, 2019			CCS #C4 conference; technology integration

School Improvement Committee

Committee Member	Signature	Date
Abbie Mann	*Abbie Mann*	10-4-18
Jessica Ketcham	*Jessica Ketcham*	10-4-18
ALISON SCHMIDT	*Alison Schmidt*	10-4-18
Alyssa Carmichael	*Alyssa Carmichael*	10.4.18
Jacy Schneider		10-04-18
Jenny Gossett	*Jenny Gossett*	10-4-18
Alison Gritton	*Alison Gritton*	10-4-18
Megan Apolzan	*Megan*	10-4-18
Megan Schott	*Megan Schott*	10/4/18
Hilary Lewis	*Hilary Lewis*	10/4/18
Kathy Olsen	*K Olsen*	10/4/18