



# **Accreditation Report**

**Pearson's Corner Elementary School**

**Hanover County Public Schools**

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# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Pearson's Corner is one of the smaller elementary schools in Hanover County. We have 24 classroom teachers, one full time PE and music teachers, an art teacher, a librarian, three special education teachers, a reading resource teacher and one gifted resource teacher, who serve the 501 students. We enjoy 4 classes per grade level, with class sizes ranging from 20 students per class in kindergarten to 25 students per class in fifth grade.

Our community consists of several large established subdivisions, such as Ashcreek, Pearson's Corner, Cool Spring Forest and Knollwood, as well as, a newer neighborhood called Rutland. As Rutland grows to its capacity, we should see an increase in our enrollment. We also have many families that live along rural roads, such as Cool Spring Road and Holly Rd.

Our strong community ties keep PCES a shining jewel. We have a very supportive community that is evident with our business partners. These businesses donate to our many needs and keep PCES the best: Ferber's Tire and Auto, Union Bank and Trust, Master Cho's Tae Kwon Do, Atlee Branch of the Pamunkey Regional Library, 301 Auto, Burkwood Swim and Racquet Club, The Ozone, Skye Bruce Properties, Chick-Fil-A, Giovanni's, Arby's, Papa John's Pizza, Eastern Virginia Bankshares, Tropical Smoothie Cafe-360 Mechanicsville location, LuLu's Creamery, Stevi B's, Franklin Federal Savings Bank, Mathnasium of Mechanicsville, Subway-Winding Brook location, Sweet Frog-Sliding Hill Road location, and Texas Roadhouse.

Our PTA boasts 100% membership from 2012- present. The PTA has strong leadership who strive to offer programs that families want and need. Our PTA hosts only one fundraiser per year, the Fall Festival. The Fall Festival is a strong and cherished PCES tradition. Parent volunteer organize the entire day and all proceeds come directly back to the classroom. The PTA generously matched school funds to provide technology in every regular education classroom by purchasing Brightlinks, while our special education class rooms have some SmartBoards and some Brightlinks.

## **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 PCES staff, faculty, and members of our community feel that it is essential that we align our beliefs with our county, but retain the right to be an individual school with different needs than other schools. As a group, we worked through our vision and mission and work to see it fulfilled daily.

Our Vision: Building on our tradition of Excellence by cultivating young minds

PCES mission: Our mission is to create a student centered school community which cultivates excellence in education for life-long learning in a changing world.

We embody these words through our daily announcements with students reciting the PCES motto: Today, I will do my best, to be the best. I will respect the rights of others. I will take responsibility for my actions. I will listen to my teacher. I can learn and I WILL learn, I have power.

We also focus on the Habits of Mind. As we review the Habits of Mind with our students, we take the time to remind them of the words they say daily, so they can make the necessary connections that we are responsible for our actions.

## **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.**

In the Spring 2015, PCES was recognized for the 2015 VA State Board of Education "Educational Excellence Award" by Governor McAuliffe. In addition, LuAnn Morrow was recognized as the VCLD Special Education Teacher of the Year in the Commonwealth of Virginia.

April 9, 2014, PCES was recognized as one of the 2014 VA State Board of Education Distinguished Achievement Award by Governor McAuliffe. We were one of one hundred thirty six schools met all state and federal benchmarks and made progress toward the goals of the governor and the board.

In the 2012-2013 school year, Lida Painter and Lyann Abrams were awarded a Hanover Education Foundation grant to expand our outside garden area by creating a small pergola and rain gutter garden in our Best Place to Read Garden.

## **Additional Information**

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

In 2013-2014, our master schedule was created to allow teachers to impliment STEM (Science, technology, engineering, and mathematics) lessons once per week on a day with no other resources. Grade levels worked together to provide real life challenges for each grade level. Additionally, each classroom was given an additional fifteen minute math block, in which classroom teachers could work with their classes on more challenging word problems, that were real life bound and multiple-step in nature.

During this school year, PCES celebrated its 50 year birthday! Our generous PTA provided special 50 year anniversary t-shirts for every student and staff member. Students and staff enjoyed a birthday party for the school where a professional photographer took a historic picture of all the current students and staff on the field in the shape of of a 5-0, and cupcakes were served after we sang happy birthday to our school.

In 2012, our school day was tweaked to allow fifteen more minutes of instruction, as well as, protected students saftey from sitting on too hot or cold of buses with a long dismissal preriod.

# Self Assessment

## **Introduction**

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

### Standard 1: Purpose and Direction

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•Pearson's Corner examines their purpose statement yearly with a panel of both teachers and parents. The purpose statement can be found posted in each classroom, on our website, and a condensed phrase is on each teacher's email, as well as on Email connection messages. Pearson's Corner is a school driven by student's performance. Pearson's Corner also participates in the district-wide surveys, which allow PCES to monitor their perception in the community.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•We hold ourselves and our colleagues accountable by sharing teaching strategies and assessment results. The school's statement of purpose is hung in every classroom and shared on PTA newsletters, teacher emails, on our website, and other materials sent home. All staff meetings are called with a sense of purpose as we strive for cultivating young minds for the 21st century. Teachers actively participate in professional development, create professional growth plans, and implement best practices.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•Our administration conducts monthly staff meetings, sends emails, and shares announcements via the intercom. We also communicate with stakeholders via the on-line PTA newsletter (<a href="http://teacherweb.com/VA/PearsonsCornerElementarySchool/PCES/apt8.aspx">http://teacherweb.com/VA/PearsonsCornerElementarySchool/PCES/apt8.aspx</a>), the kiosk sign in front of the building, our website (<a href="http://www.hcps.us/pces">www.hcps.us/pces</a>)</li> </ul>	Level 4

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

Teachers engage students in their learning by purposely planning active participation in lessons using technology, instructional games, and small group instruction. Our staff holds each other accountable for our instructional time by working and planning together during a common planning time. Our administration requests student data at the end of the marking period to insure that students are demonstrating gains in all areas. Administration also asks for names of individual students who are struggling to ensure they receive whatever assistance available.

We plan to continue communicating effectively, as we have been.

## 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 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"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•All students are required to return the signed HCPS handbook page that acknowledges the policies of the Hanover County Public School system. Teachers are required to annually review staff procedures during our first staff meeting in August. All policies are available online through the Hanover County Public School website.</li> </ul>	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"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•The School Board and Central Office acknowledge that each school has its own unique stakeholders that we need to work with and embrace. Both of those entities allow our administration to make building decisions that are right for PCES. Our administration give teachers the flexibility to teach their classes as needed, and they trust teachers to make the instructional decisions. Our stakeholders, test scores, and self assessment provide affirmation in what we do.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•All students are held to the highest standards by administration, teachers, and staff. The administration and staff strongly encourage a student centered school, with decisions that reflect keeping students our main focus. We continue to focus on cultivating students, as we continue to cultivate our campus and beautify it with gardens of learning. We are committed to having students be prepared for life long learning in this ever changing world.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•As a planning team, our grade level representatives and community members revise the purpose/direction. Then as a staff, we accept, edit, and/or revise it together. Leaders communicate with the PTA Board through PTA meetings. Leaders share information with the community using E-connection and the PTA newsletters. Use of survey reports to help guide of decisions, as well as state testing scores help us refocus annually.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•As per Hanover County Public Schools policy, annual performance evaluations occur for all members of our staff as a condition of reemployment. Teachers monitor academic growth as a component of their evaluation via the Professional Growth Portfolio. Student performance reports are shared with all stakeholders. Information gathered is used to evaluate current programs and set future goals. The academic performance of various student groups is monitored to ensure equal access for all students.</li> </ul>	Level 4

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

The school administration seeks advice from the Faculty Team-Leader Committee and district representatives during the process of developing and adjusting policy. The school administration and planning team review state and county guidelines to ensure that school policy is developed to support district goals. Newsletters, memos, E-mail connection, student hand books, faculty and PTA meetings are a few of the ways policies and procedures are communicated with the school community.

Guidance, special education, ESL, and reading resource services all provide services to ensure we address the needs of ALL students. In addition, classroom teachers make numerous adaptations for any individual student. Faculty and staff are encouraged to remain lifelong learners in their profession. School improvement committee's, grade levels and individual teachers are urged to develop new approaches to issues. Financial assistance from the district, school, PTA and grants is available to support innovation and professional development.

As a system, our Professional Development for professionals is extensive and most teachers find helpful sessions; however, this process brought to our attention that paraprofessionals need more opportunities for professional growth. We will be looking for ways to strengthen their professional development as we continue to strengthen our team.

### 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: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Enrollment patterns for various courses</li> <li>•Descriptions of instructional techniques</li> <li>•Teachers use tiered lesson plans to meet students needs that are above and below grade level. Pre-assessments are administered in all grades for language arts, reading, and in grades 2-5 in math. Teachers evaluate the data and begin small group instruction based on the data. Various reading assessments are given throughout the year based on county expectations for each grade level. Math evaluations are administered by strand, or unit, in grades 2-5.</li> </ul>	Level 4

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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"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•As a system, the reading, lang. arts, and math benchmarks are county-wide and are annually reviewed in the summer, as well as, pacing guides and curriculum materials. Curriculum, instruction, and assessment are monitored and adjusted at the school level throughout the units of study at each grade level. Grade levels adjust instruction based on formative and summative assessments. This reflection occurs on a daily basis during planning times, across all grade levels. Teachers create PGP goals.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"><li>•Teacher evaluation criteria</li><li>•Professional development focused on these strategies</li><li>•Authentic assessments</li><li>•Examples of teacher use of technology as an instructional resource</li><li>•Examples of student use of technology as a learning tool</li><li>•Student work demonstrating the application of knowledge</li><li>•Findings from supervisor walk-thrus and observations</li><li>•Teachers at PCES use their common planning time to plan effective, hands-on lessons that keep students motivated, offer choice in products, and incorporate 21st century skills. Each classrooms has 5 computers and 1 Brightlink projector to implement teacher and student use of technology as a learning tool. Some classrooms have iPads and document cameras, as well. Students are encouraged to use technology at home by accessing online resources such as, Schoolnet, SOLpass, and Blackboard.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Leadership observes projects, collaborative learning, etc. while performing walk throughs and engaging in conversations with students. School leaders formally collect data every marking period regarding at risk students, and engage in ongoing conversations with teachers as they work on their PGP.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Calendar/schedule of learning community meetings</li> <li>•We have begun the process of increasing across grade level meetings to every other month. These meetings are used to discuss and share grade level data regarding areas of weaknesses, which leads to discussion of common themed weaknesses across K-5. We then collaborate to develop strategies to improve in the identified areas.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•As teachers revisited best practices with assessment, teachers worked collaboratively with their teams to edit and update end of unit assessments. Teachers also participated in a school-wide Math Talk training, in which teachers worked in grade level groups with the county Math Coaches, to strengthen math instruction at all grade levels.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Hanover County Public Schools provide new teacher orientation sessions for new hires. New teachers receive feedback and support from an assigned mentor at their school.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Our Watch Dog program elicits volunteers from positive male role models. The Watch Dogs help teachers by providing on-on-one tutoring, small group instruction, and assistance during lessons. We have Roots and Shoots garden program, Reading Month (author visit), family fitness night, Book Fair, the PTA picnic, field day, Fall Festival, and many other programs which are evaluated annually.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Our administration takes turns learning the incoming kindergartners by name, and then follows that group all the way through elementary school. This allows each administrator to know all the students at certain grade levels and between both administrators, they know ALL the students by name. This has been very beneficial with behavior management, building personal relationships with families in the community, and for making academic decisions.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	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.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•The grading system is a county-wide policy that we adhere to. All teachers use Powerschool, an online gradebook, which allows parents to access their child's grades, teacher comments, attendance records, and report card. Teacher created rubrics are also explored with students before projects are assigned. Common planning time helps grade levels be consistent across their grade level</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•At the county level, all teachers participate in county wide professional development sessions in the fall of each school year and are provided with \$800 tuition reimbursement for continuing education. At the school level, teachers at our school are given opportunities to attend conferences throughout the school year and are provided financial support to attend, all teachers complete a professional growth portfolio, and all teachers recently participated in math coaching sessions.</li> </ul>	Level 3

# Accreditation Report

Pearson's Corner Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li><li>•In math, students in grades 2-5 are identified through pre-testing by unit to determine the need for enriched instruction with the gifted resource teacher. Students who are having difficulty in class with reading are provided the opportunity to work with the reading resource teacher in a small group for remediation. Students who demonstrate weaknesses in multiple curriculum might be referred for child study. The special education team works closely with teachers to meet the needs of students.</li></ul>	Level 4

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

The school provides and coordinates learning support services to meet the unique learning needs of each student. These support services may include special education services, reading resource support, SOL tutoring sessions, regular education teachers making accommodations in the classroom setting for individual students, and small group differentiated learning opportunities. Our staff receives professional development throughout the year by attending conferences, taking courses, and participating in county-wide professional development workshops. Our paraprofessionals have offerings for training, but there is a need for more diverse training and classes to be offered for paraprofessionals.

### 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: 3.29

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.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> <li>•Our number of qualified professional and support staff are monitored and adjusted closely by the School Board Office.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•Pearson's Corner protects the instructional time by limiting the amount of distraction, assemblies, and phone calls to the class rooms via phone and intercom. Our daily school schedule was extended by beginning the school day at 8:00 and moving back the times that students dismissed to the buses. This minor change to our school's operating hours provided more time in our instructional day, creating a 15 minute window of opportunity for flex time to extend class lessons as needed daily.</li> </ul>	Level 4

# Accreditation Report

Pearson's Corner Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•System for maintenance requests</li> <li>•While we acknowledge our aging facility, the school has recently been painted throughout and restroom renovations were completed in the summer of 2014 in C and E buildings.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•All regular education and most of the special education classrooms were provided Brightlink technology for interactive lessons. Teachers also use a variety of materials with students during instruction, including desktop computers, net book computers, and kindergarten has iPads for small group instruction. Teachers also use a variety of hard copy chapter books, textbooks, and other various materials to enhance instruction.</li> </ul>	Level 3

# Accreditation Report

Pearson's Corner Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of 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"> <li>•Our PTA and school budget purchased all classrooms a Brightlink or Smartboard for instruction, as well as document cameras in all first through fifth grade classrooms. We also have four netbook COWs, a computer lab with a Smartboard and laptop COW, and kindergarten classes have 5 iPads per classroom that were purchased through an HEF grant. HCPS provides PowerSchool, which teachers use to assess online and simulate the state testing environment.</li> </ul>	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"> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•PCES offers parent workshops in conjunction with Hanover Community Services Board, one-on-one counseling for those who need it, and small group guidance groups. The school counseling program offers classroom guidance lessons to address numerous topics including friendship, bullying, career exploration, etc. The counselor also provides a variety of transition activities for rising 6th graders including middle school tours, shadow days, and lessons in opening combination locks for lockers.</li> </ul>	Level 3

# Accreditation Report

Pearson's Corner Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li><li>•We have a pre-referral and response to intervention meeting with just staff for brainstorming appropriate accommodations to try before referring to Child Study. Special education, gifted education, and the guidance counselor work with classroom teachers to help identify students who have needs that might require these services. Special education and gifted education also have county-wide procedures that detail the referral process for their services, with deadlines, required forms, etc.</li></ul>	Level 3

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

PCES has qualified staff in both professional and support positions. In addition, the quality and quantity of the resources available to the students and teachers help support the school's educational programs are adequate. Our strength lies in the professional relationships within our building. Regular classroom teachers work closely with specialists within the building to provide support and resources to enhance instruction. It is easy to maintain these relationships, as we grow and change as a staff, by welcoming new additions to staff and remembering to be open to new ideas as we strive for excellence.

We recognized the need for a school-wide bullying program, based on the student responses from the student surveys from 2013-2014. The counselor embedded bullying into all lessons taught K-5, and as a school we reviewed expectations of how to treat each other upon the return of school after Spring Break in 2014-2015. We will continue to address bullying in classrooms and through the counselor.

Our current technology limits 21st century learning in a way that each student in various grade levels cannot access technology at the same time. With the 4 COWs, the lab, and 5 iPads per kindergarten class, it is a nice start, but there needs to be more technology infused in the day of each student. A special education teacher wrote a grant this spring, 2015, in hopes of securing more iPads for differentiated instruction. We are waiting to hear if she was a recipient of the grant.

### 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: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Benchmark testing, PALS testing, Foundations assessments, reading assessments, and SOL data, are all based on the Virginia Standards of Learning, which are free from bias. We comply with the HCPS scheduled time frames that each assessment is administered. Classroom teachers also use a number of additional assessment tools ranging from formative assessments, summative assessments, and rubrics to monitor and adjust daily instruction.</li> </ul>	Level 3

# Accreditation Report

Pearson's Corner Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•Administration expects teachers to chart their data for language arts, evaluate individual trends and trends within the class, and hand in the data at the end of every marking period. The reading resource teacher provided targeted instruction at grades 2&amp;3 in 2014-15 to increase performance with inference questions. In response to our lower math SOL scores, administration desegregated data by strand and paid the HCPS math coaches to provide year-long PD for all K-5 teachers in 2013-2014.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•All professional staff members are highly qualified and mandated to participate in professional development through the Virginia Re-licensure process. Our support staff works closely with individual class room teachers and grade levels, and assist with data collection or the interpretation of the data for small group remediation. Many of our support staff are liscensed teachers who have retired or are actively looking for full time teaching positions.</li> </ul>	Level 3

# Accreditation Report

Pearson's Corner Elementary 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"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•Throughout the academic year, teachers meet with their grade level teams to analyze data. School improvement teams analyze data across the school, looking for common weaknesses to improve. Each staff member is a part of the school improvement process by participating on either the math or language arts committees, so all grade levels are reviewing school-wide data.</li></ul>	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"><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Administration shares SOL results with the stakeholders during the annual Back to School Nights (K-2 and 3-5 on separate evenings). After each benchmark, teachers from grades 3-5 meet with administration as grade levels to discuss trends from the benchmark testing.</li></ul>	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.

## Accreditation Report

Pearson's Corner Elementary School

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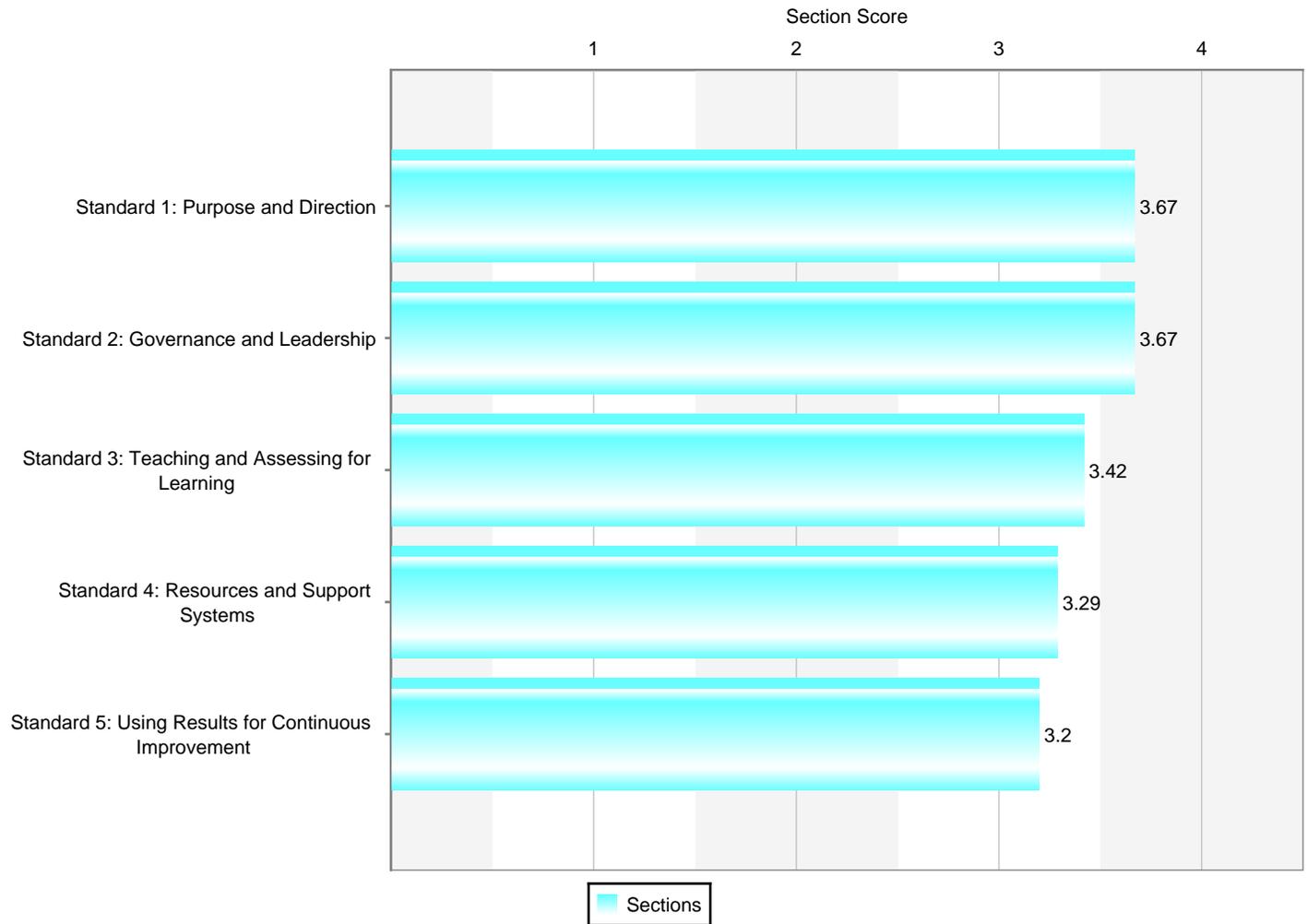
for teachers, benchmark testing, and compacted 4/5 and 5/6 math courses criteria assessments for placement in the compacted 4/5 and 5/6 classes. Grade level benchmark testing is consistent throughout the county for language arts and math, while each school completes consistent end of unit tests for social studies and science.

At the school level, teachers use a variety of assessments to help make instructional decisions, such as summative assessments at the end of units, formative assessments daily to drive daily instruction, electronic quizzes via SchoolNet, as well as, projects that are scored by rubrics. Teachers provide data to administration for at-risk students at the end of each marking period. Student data is also incorporated into individual teacher Professional Growth Portfolios conferences with administrators.

Professional staff will continue to administer all formal assessments and make instructional decisions based on data from various sources. While our support staff is incredibly important to us and they are valued members of our staff, our instructional leaders are responsible for administering any of our assessments and interpreting data. This allows classroom teachers make informed decisions about their students instructional needs.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

## **Areas of Notable Achievement**

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

Overall, stakeholder, satisfaction is evident in all areas with the highest level in Standard 4: Resources and Support Systems. The stakeholder comments supported satisfaction in this area as well. Many of the comments encompassed the friendly, caring, and responsive learning environment that is supported by administration and entire staff. Programs are implemented to meet the physical and emotional needs of all students. Stakeholders feel confident of the professional and support staff to support student success. Pearson's Corner has a history of developing intimate relationship among students, parents, faculty and staff.

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

Stakeholder satisfaction is increasing in Resources and Support Systems with Indicator 4.4. Among all stakeholders, confidence is increasing with providing a safe, clean and healthy environment. As a campus style school, safety continues to be a priority. Our most recent procedures, drills and safety measures, as well as the communication to all stakeholders is a direct reflection of the increase in approval.

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

Standard 2 findings are consistent with other stakeholder feedback sources such as classroom parent/student surveys and informal feedback. Our population is very comfortable in collaborating with our leadership in support of our school initiatives. We have an active parent population who consistently provides feedback to the administration via the PTA.

## **Areas in Need of Improvement**

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

The lowest level of satisfaction among parents addresses the system's ability to meet the unique needs of each learner in 3.12. However, across all stakeholder groups, 3.9 exhibited low results as well, where at least one adult can advocate for the students' educational experience. In reflection, relationships has always been a strength for our school. Therefore, we suggest that the intention of the question was misinterpreted.

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

While there is a marked difference in the results between Parents (3.5) and Teachers (4.53) on Standard 3.12, we anticipate that this uncovers a communication deficit. Our teachers feel strongly that they do provide differentiated instruction. However, they may not be clearly communicating those efforts to the parents.

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

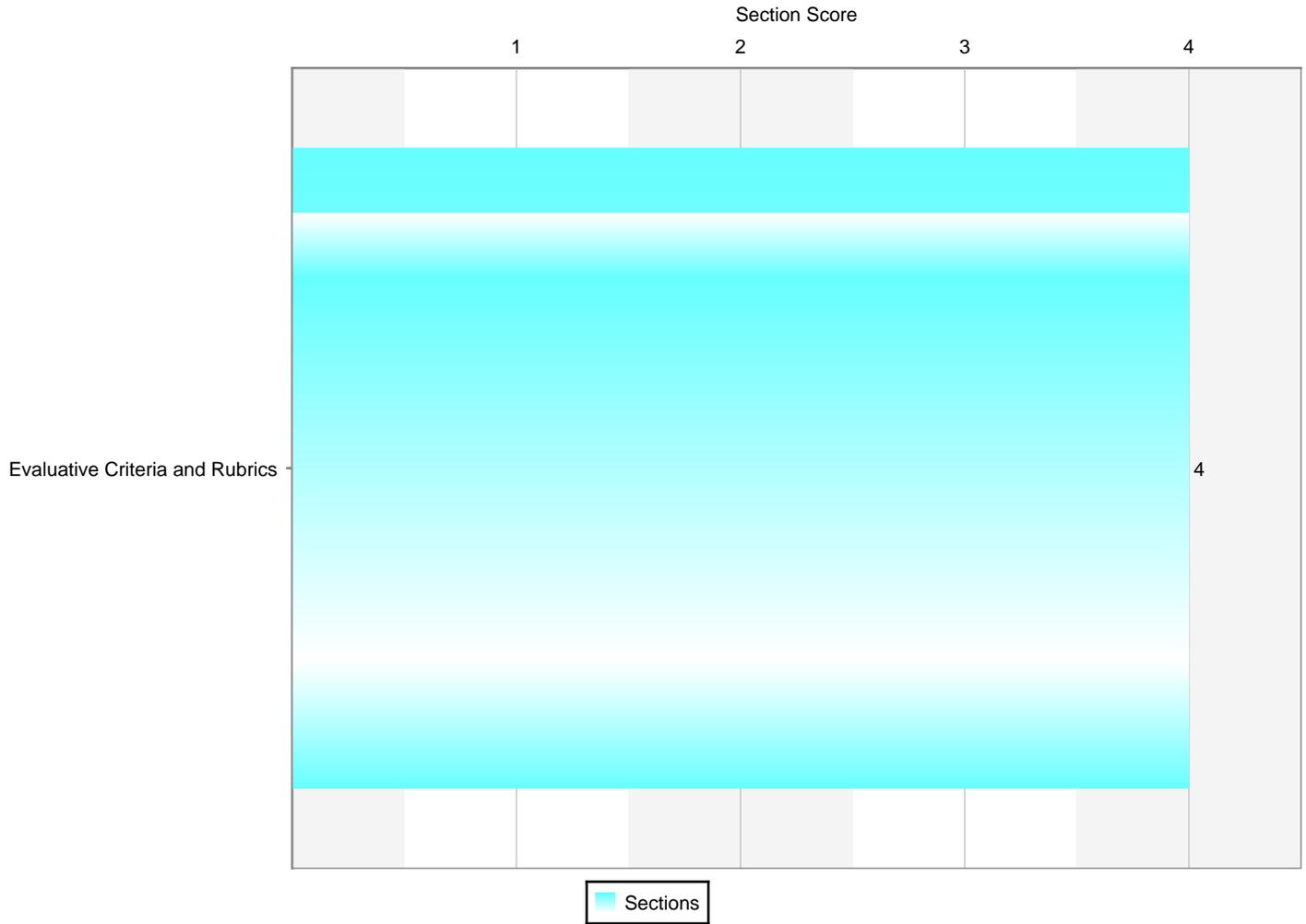
Our school is actively providing updates to parents on areas of differentiated instruction through newsletters, emails and assignments, so that all stakeholders may recognize our efforts to meet the unique learning needs of students.

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

Recent SOL results have shown that the achievement gap has grown among our students with disabilities in addition to our economically disadvantaged students.. This supports the parents' concerns and has been a prompt for our 2015-2016 school initiatives.

## 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.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see the attached PCES Continuous School Improvement Plan HCPS 2015--2016.	PCES Continuous School Improvement Plan

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

## **Areas of Notable Achievement**

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

In the spring of 2015, Pearson's Corner was recognized by the Governor for the 'Educational Excellence Award', which indicates that our students performed in the top 5% of all students across the Commonwealth of Virginia. In addition, we continue to meet and exceed the criteria for accreditation.

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

Historical data shows improved overall SOL scores in reading and similar results in math / social studies. In grades K-2, the implementation of the Foundations program has continuously raised our PALS scores.

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

Reading continues to be a strength at Pearson's Corner, with 92% of our students passing the Reading SOL in 2014-2015.

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

One area that is showing a trend of increasing is our Pass Advanced scores in Reading. However, our subgroups have maintained or decreased recently.

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

We have not seen significant data to support that we are yet closing the achievement gap.

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

The assessments we monitor throughout the year, such as the pre/post tests and benchmark assessments show consistency with our predictions for SOL results.

## Areas in Need of Improvement

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

Our reading and math SOL scores have dropped by more than 3% in our Gap Group 1 students.

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

Due to an increase in the number of economically disadvantaged students, this past year, we saw a negative trend in their SOL results. Our students with disabilities also show a negative trend, despite similar numbers of case loads.

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

Our Gap Group 1 students math SOL results indicate the overall lowest performance.

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

Our data indicates that the trend of decreasing performance exists for our Gap Group 1 students in both Reading and Math.

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

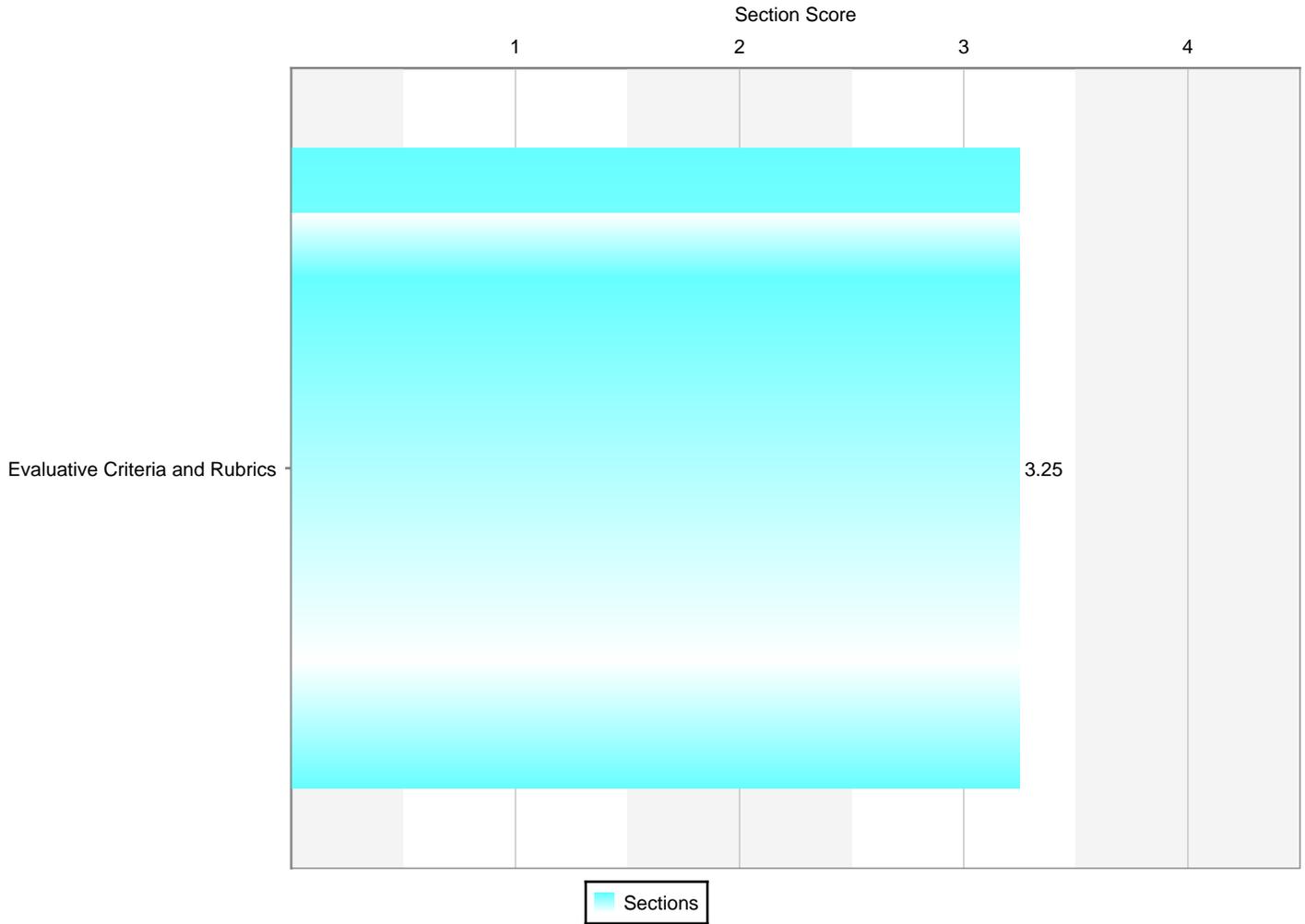
Due to the increase in the number of our economically disadvantaged students, the gap has become greater.

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

The data from year long assessments such as pre/post tests and benchmark tests had consistently predicted the SOL results.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

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

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

**AdvancED Assurances**

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

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

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

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

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

# 2014-2015

## Overview

### Plan Name

2014-2015

### Plan Description

School Improvement / Academic Goals

## 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	90% of all regular education students will pass the Virginia state SOLs in reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	90% of all regular education students will pass the Virginia State SOLs for math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
3	80% of students in gap 1 will pass the SOLs for math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	80% of Gap 1 students will pass the SOL for reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: 90% of all regular education students will pass the Virginia state SOLs in reading.

### Measurable Objective 1:

90% of All Students will demonstrate a proficiency in the language arts standards for the level that students are instructed upon in reading and writing in Reading by 06/12/2015 as measured by SOL testing.

### Strategy 1:

Integration/Wilson Professional Dev. - K-5 teachers will learn how to use a wide variety of non-fiction texts through professional development sessions focused on the integration of Science, Social Studies, and Language Arts.

K-2 teachers will be trained and use the Wilson Foundations curriculum in their Language Arts instruction.

Research Cited: Wilson, Barbara A., (2004, 2012). Foundations: Wilson Language Basics K-3. Oxford, MD: Wilson Language Training Corporations.

Activity - Language Arts Integration/Wilson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use integration of Science/Social Studies in their Language Arts instruction and K-2 teachers will also use Wilson Foundations Language Basics in their Language Arts.	Direct Instruction	09/02/2014	06/12/2015	\$0	District Funding	K-5 teachers

Status	Progress Notes	Created On	Created By
In Progress	Foundations trainers visited PCES two times during the 2014-15 school year. Teachers participated in feedback sessions following their visit with the trainer. The reading resource teacher, county language arts lead teacher, and the building administrator were present at the feedback session.	May 15, 2015	Mrs. Lyann Abrams
In Progress		May 15, 2015	Mrs. Lyann Abrams

## Goal 2: 90% of all regular education students will pass the Virginia State SOLs for math.

### Measurable Objective 1:

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90% of All Students will demonstrate a proficiency in the math SOL standards for the level that students are instructed upon in Mathematics by 06/12/2015 as measured by SOL testing..

### Strategy 1:

Use of Math Coaches - The HCPS Math Lead Teachers will provide teacher Professional Development sessions, by grade level, based on the Number Talk resources and updated Blackboard resources.

Research Cited: Sullivan, P. (2005). Good Questions for Math Teaching: Why Ask Them and What to Ask, Grade K-6. Sausalito, CA: Math Solutions.

Parrish, Sherry D. (2010). Number Talks: Helping Children Build Mental Math and Computations Strategies. Sausalito, CA: Math Solutions.

Status	Progress Notes	Created On	Created By
N/A	K-5 teachers implemented activities provided from last year's professional development sessions with the math coaches. Teachers accessed resources from the math coaches by using the teacher shared drive and other hard copy materials.	May 15, 2015	Mrs. Lyann Abrams

Activity - Number Talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development K-5, by grade level based on Number Talk resources and updated Blackboard resources, presented by HCPS Math Lead Teachers.	Professional Learning	09/24/2014	06/12/2015	\$500	District Funding	Administration and HCPS Math Lead Teachers

Status	Progress Notes	Created On	Created By
Completed	K-5 teachers participated in county-wide professional development Number Talk sessions for their specific grade level in the fall of 2014. Teachers received grade specific books and materials to support implementation number talks in their classrooms. Throughout the year, teachers explored the use of number talks in various ways in their classrooms.	May 15, 2015	Mrs. Lyann Abrams
In Progress	We will continue to focus on multiple step problems and teaching with rigor to help prepare students for the SOLs, and real life situations.	June 05, 2014	Mrs. Lyann Abrams

## Goal 3: 80% of students in gap 1 will pass the SOLs for math

### Measurable Objective 1:

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80% of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency by passing the SOL for math in Mathematics by 06/12/2015 as measured by Virginia State SOL assessment for math.

### Strategy 1:

Use of Voyager Math Program - Identified special education students will receive differentiated small group instruction from their assigned Special Education Instructor.  
Research Cited: Cambium Learning Group (2012) Vmath. Dallas, Texas.

Activity - Voager Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Voyager Math is used with the special education students for differntiated daily instruction	Academic Support Program	09/03/2013	06/12/2014	\$0	District Funding	Special Education staff

Status	Progress Notes	Created On	Created By
In Progress	K-5 Special Education teachers use Voyager Math in their daily math instruction to meet the individual needs of their students.	May 15, 2015	Mrs. Lyann Abrams

## Goal 4: 80% of Gap 1 students will pass the SOL for reading

### Measurable Objective 1:

80% of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency passing the VA SOL for their grade level in Reading by 06/12/2015 as measured by the VA SOL.

### Strategy 1:

Wilson Reading System - Identified special education students will receive differentiated small group instruction using the Wilson Reading System.  
Research Cited: Wilson, Barbara (2007, 2012) WILSON Reading System. Oxford, MA .

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Activity - Direct instruction with the Wilson Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction delivered by trained special education instructors.	Academic Support Program	09/03/2013	06/12/2014	\$0	District Funding	Special Education staff

Status	Progress Notes	Created On	Created By
In Progress	K-5 Special Education teachers use Wilson reading in their daily instruction to meet the needs of their students.	May 15, 2015	Mrs. Lyann Abrams

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talk	Professional development K-5, by grade level based on Number Talk resources and updated Blackboard resources, presented by HCPS Math Lead Teachers.	Professional Learning	09/24/2014	06/12/2015	\$500	Administration and HCPS Math Lead Teachers
Language Arts Integration/Wilson	K-5 teachers will use integration of Science/Social Studies in their Language Arts instruction and K-2 teachers will also use Wilson Foundations Language Basics in their Language Arts.	Direct Instruction	09/02/2014	06/12/2015	\$0	K-5 teachers
Voager Math Instruction	Voyager Math is used with the special education students for differentiated daily instruction	Academic Support Program	09/03/2013	06/12/2014	\$0	Special Education staff
Direct instruction with the Wilson Reading Instruction	Direct instruction delivered by trained special education instructors.	Academic Support Program	09/03/2013	06/12/2014	\$0	Special Education staff
<b>Total</b>					\$500	