



# **Accreditation Report**

**Pulaski County Elementary School**

**Pulaski County 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?**

Pulaski County Elementary School is a Title I school located in Hawkinsville, Ga. Hawkinsville is known as the "Harness Horse Capitol" of Georgia. The Lawrence Bennett Harness Horse Racing facility is owned by the city and serves as an important training ground during winter months. The Harness Festival takes place every April at the end of training as horses head north for harness racing. The Georgia Department of Corrections operates the Pulaski State Prison in Hawkinsville. The United States Postal Service operates the Hawkinsville Post Office. The United States Air Force operates the Hawkinsville Air Force Space Surveillance System. Hawkinsville serves as the hub city for several major highways that converge. The Golden Isles Parkway (Hwy 341) brings tourist as well as other traffic passing through between I-75 and Brunswick. Hawkinsville is known as a bedroom community of Warner Robins. A large number of households must travel out of town to find employment. A large number of households are employed at Robins Air Force Base in Warner Robins, Ga.

Pulaski County is located 50 miles south of Macon and 20 miles south of Warner Robins and Perry. Pulaski County Elementary is located in Hawkinsville, Ga., the county seat. According to a 2012 estimate, there are approximately 11,720 people residing in the county. The population density was 39 people per square mile. The average annual income for a household in the county was \$35,180, and the average income for a family was \$38,924. The per capita income for the county was \$16,435. About 12.30% of families and 16.40% of the population were below the poverty line. Demographically, Pulaski County is 63% white, 34% black, .26% Native American, and 3% Hispanic or Latino.

Pulaski County Elementary serves grades Kindergarten through fifth grade. The school opened on its present site in the fall of 1990. Eight new classrooms were added in 2004-05 which enabled all students to be housed within the school. Pulaski Elementary School is committed to the mission that a strong democracy is dependent on a strong public education. Our school motto, Every Child, Every Day ..... Whatever It Takes clearly reflects this commitment. We believe that it is our duty as guardians of our children to see that they become sensitive, capable, caring and involved individuals who will become responsible and independent citizens. All decisions are made so that students feel safe, emotionally and physically, so they can focus on academic choices. Everything we do revolve around our mission.

Pulaski County Elementary School serves approximately 615 students. Of these 615 students, 324 are male and 290 are female. The ethnicity of our students includes 51% white, 38% black, 6% Hispanic, 1% Asian, and 2% two or more races. Currently our free and reduced lunch rate is 74%. Pulaski County Elementary School serves 112 students in our special education department in a collaborative, self-contained, or pull-out setting. Of that number, 38 are served in speech only. In our Early Intervention Program, 176 students are served. Our students who have been identified as gifted were previously served one day a week for their gifted services. There were 47 students served last year in our CHALLENGE program. In 2013-14 Pulaski County began a new model to serve gifted students. Gifted identified students and high achieving students are now scheduled into one advanced content class per grade level and served five days a week. The Response to Intervention process at Pulaski County Elementary is evolving into a significant way of ensuring all students are successful. At this time, we have 69 students on Tier 2 and 12 students on Tier 3. We have 12 students that have a 504 plan.

The staff at Pulaski County Elementary School is committed to the students and families we serve. We consist of 3 administrators, 47 full time teachers of which 34 are classroom teachers, 7 are special education teachers, 1 EIP math teacher, 3 EIP reading teachers, 1 PE teacher, and 1 music teacher. One counselor and one media specialist along with a half- time academic coach completes the certified staff at our school. There are 13 paraprofessionals that serve our Kindergarten and Special Education students. One hundred percent of our certified teachers and all paraprofessionals have obtained the highly qualified status. Our staff further includes one office clerk, one office secretary, one bookkeeper/secretary, one school nurse, a cafeteria manager along with 7 cafeteria workers, one half-time parent worker, ISS teacher and 4 custodians. Because of the dedication and strong sense of community of all members of the faculty and staff at Pulaski

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County Elementary, there has been little turnover in the last five years.

One of the unique features of Pulaski County Elementary School continues to be the commitment of the faculty and staff to our motto which states "Every Child Every Day.....Whatever It Takes". This is the basis of all decisions at our school. We assess students frequently to determine what we need to do to meet the child's academic needs. We are quick to aid parents and students to meet other needs such as making available materials that are needed for the child to be successful in school. Along with the teacher, our parent worker is readily available to assist families with any needs they may have.

Financial challenges of our families create three concerns: involvement, transportation, and poor perception of school from parents. Our parents are struggling to help their students at home because they do not understand the CCGPS or standards. Our faculty has faced many challenges with the implementation of the CCGPS and also the Teacher Keys Evaluation Instrument. In the last three years our staff has been reduced which results in fewer support services for students such as EIP instruction, RTI coordinator, and Special Education Teachers. Class sizes have grown in the primary grades as a direct result of staff cuts. While these are not all of the challenges we have faced, those mentioned here are significant to Pulaski County Elementary School.

## 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.**

Pulaski County Elementary School fosters a culture consistent with the school's purpose and direction. Our motto is "Every Child, Every Day....Whatever It Takes." Our Vision at our school is to create an atmosphere that promotes "Learning for a Lifetime". Our mission at Pulaski County Elementary School is to provide quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students. We believe that education is a shared responsibility among students, parents, school staff, and community members. Quality instruction should be provided through a rigorous and relevant curriculum. The school environment should be safe, orderly, and conducive to learning and academic success can be achieved through active engagement in a variety of learning experiences. Every decision and action taken at Pulaski County Elementary School is in direct alignment of our beliefs, vision, mission and motto. All of our staff makes decisions every day on what is best for the individual learner and how to enable this learner to be successful. Our students are encouraged and recognized for positive behavior choices. We take it very seriously that we are here to train the students to be lifelong learners. Our discipline team adopted the Positive Behavior Interventions and Supports, PBIS, as our behavior plan. After diagnosing our areas of major concern with inappropriate behaviors, we developed a plan to address those areas and to reteach appropriate behavior to all students who make a bad choice. We recognize positive behavior in a variety of ways, although our practices and procedures are not perfectly in line with PBIS. Our school partners with the local Rotary Club and also the Middle Georgia EMC to provide incentives for our "Student of the Month" program. We also recognize a student of the week from each classroom each Friday. We purchase incentives for these students as well through PTO money and money raised from ice cream sales.

Instructional time is valued and protected. According to stakeholder survey results, the area of greatest strength at PCES is teaching and learning. All of our staff holds each child to high academic standards and are accountable for student learning. Through our EIP, afterschool program, Flexible Learning Program, Focus school initiatives, gifted programs and special education services, PCES offers programs for remediation and acceleration. To achieve these high standards, data from CRCT, DIBELS, benchmark assessments, Fountas and Pinnell fluency measure, GKIDS, Study Island, 3rd and 5th grade writing assessment, and ongoing formative assessment in the class are used to differentiate instruction and monitor progress. Pulaski County Elementary School was identified as a Focus School in 2011-12 as a result of CRCT test results in 2010-11. Pulaski County Elementary School was placed on the focus list due to a gap between our lowest achieving subgroup (special ed. Math) and our highest achieving subgroup (white-Math). Ironically, the test data from 2011-12 showed that significant gains had been made on CRCT math scores and the gap was closed, along with the school making significant progress and AYP under the old accountability system. Pulaski County Elementary had been identified as a focus school based on the previous year data and the Focus School distinction took effect the 2012-13 school year. In year 2012-13, our school's Focus team was formed to serve as our school academic leadership team. Our Focus school team meets twice a month to identify and discuss students in need of intervention, particularly with Math. We create a focus list of students and discuss different strategies and interventions to use with the students during grade level meetings with teachers and Focus team meetings. The past three years much emphasis has been placed on improving math scores. The last two years our school has placed particular emphasis on writing across the grade levels as well as implementing science and social studies into reading instruction. Appropriate instructional strategies are selected to help to meet the data driven goals of each class. Professional learning is provided through our HGRESA, at faculty meetings, after school collaboration meetings and professional learning days during student holidays. All classrooms have access to internet through 5 student computers. Each classroom is equipped with a SMART board and projector. There is one computer lab and the media center is equipped with 5 student computers. Our teachers are equipped with student response systems in the classroom. The media center has a laptop cart equipped with 25 computers that can be checked out by teachers for use in the classroom.

The Pulaski County Elementary School Council meets four times a year. They serve as an advisory board for school improvement at our  
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school. Our Title I parent advisory also serves as an advisory board for parent involvement. Our Title I and PTO supports our school providing volunteers, coordinating fundraising, providing a book fair twice a year, providing CRCT incentives, paying for playground repairs, planning an annual Father/Daughter dance, and purchasing materials for teachers. Our extracurricular activities include Student Council, Pride Patrol, PTO, Math/Science Nights, Father/Daughter dance, and grade level parent nights. Parents and teachers are sponsors of these events. It takes a team of parents, community, staff and students to ensure success at Pulaski County Elementary School.

Finally, our challenge is to continuously meet the needs and expectations of each family and to strive for excellence in all areas of the curriculum for every child. Our staff accepts every child, assesses their academic strengths and weaknesses, adjusts their instruction to meet their needs and at the same time holds those children to very high academic and behavior expectations. We do focus on "Every Child Every Day" and we are willing to do "Whatever It Takes" to encourage them to become "Lifelong Learners".

## 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.**

Below is listed a few of the notable achievements and areas of improvement over the past few years:

Title I Distinguished School for 3 consecutive years

2010 HGRESA-3rd place ELA- Improving % of students meeting/exceeding standards- 5th grade

2010 HGRESA-3rd place ELA- Improving % of students meeting/exceeding standards- 1st grade

2010 HGRESA-2nd place Math- Improving % of students meeting/exceeding standards-5th grade

2010 HGRESA-3rd place Reading- Improving % of students meeting/exceeding standards-2nd grade

2010 HGRESA- 3rd place Reading- Improving % of students meeting/exceeding standards -1st grade

2010 HGRESA- 2nd place Math-Improving % of students meeting/exceeding standards- 2nd grade

Awarded Georgia READING FIRST 3 year grant - 2006-07

Pulaski County Teacher of the year 2010

Pulaski County Teacher of the year 2012

100% School Participation Relay For Life 2012

2012 1st in RESA district in percentage of meets/exceeds 4th grade Math 95%, 4th grade ELA 98%, 5th grade Math 96%, 5th grade ELA 99%

Before the year begins, teachers and administrators review data from the previous year. We use CRCT, benchmark assessments, GKIDS, report cards, 3rd and 5th grade writing assessments, Fountas and Pinnell reading comprehension inventory, DIBELS, and Rtl to look at strengths, weaknesses and trends. This is broken down by subgroups and by grade. All information or multiple criteria is used to group students in classrooms and create scheduling that will best serve student's needs. We have focused the past 2 years heavily in Math and Reading assessment data. We are now incorporating Science and Social Studies in our data assessments and review. The multiple criteria is used to identify the focus list of students that have been identified needing interventions above and beyond what goes on in the classroom. Pulaski County Elementary School is required to create a Flexible Learning Program to provide extra support for the kids identified as focus students. Students last school year were invited to attend Saturday School for 12 Saturdays to work heavily in Math instruction. This year the FLP program will take place after school

Our focus students in 2012 showed tremendous growth on CRCT. Only 34% of these identified students had met on CRCT Math the 2011 school year. In 2012, 73% of these same students passed the CRCT in Math. This contributed heavily to gains made in overall CRCT percentages in Math. Pulaski County Elementary School exceeded the state averages in 10 of 15 academic areas. We showed improvement in 14 of 15 areas including 5th grade writing. We scored from 80 percent meeting and exceeding in 2011 to 95 percent meeting and exceeding in 2012 in 4th grade Math. We scored from 81 percent meeting and exceeding in 2011 to 96 percent meeting and exceeding in 2012 in 5th grade Math. Our fifth grade scored 99 percent meeting and exceeding the last two consecutive years. We scored from 39 percent exceeding in all subject areas to 45 percent exceeding in all subject areas for 2011 to 2012. Our fifth grade writing scores increased from 59 percent meeting in 2010 to 61 percent meeting in 2011 to 72 percent meeting and exceeding in 2012. Our special education students have made gains from 37 percent meeting and exceeding Math in 2010 to 67 percent meeting and exceeding in 2012. They scored from 55 percent meeting and exceeding Reading/ELA in 2010 to 72 percent meeting and exceeding in 2012. Weaknesses revealed through the administration of the CRCT in 2012. Third grade math showed only 82 percent of students meeting and exceeding Math although 47 percent of students exceeded the test. CRCT data reflected Science and Social Studies scoring below the state averages in all grade levels.

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As we move forward and look toward student growth, we are working to better utilize formative and benchmark data to drive instruction of our students. To ensure that the focus is on data driven goals, everyone will implement the CCGPS with fidelity and focus on students taking responsibility for their learning.

As we reflect on factors that influence student achievement, targeted coaching and support for the faculty are non-negotiable. This is especially important for the 75 percent of the student body below the poverty level and those served in our special needs program. Pulaski County Elementary School continues to support students by offering a 21st Century After School Program and academic opportunities throughout the week in the student's area of weakness. High expectations and reaching individual student growth potential continues to be the norm at Pulaski County Elementary School.

## **Additional Information**

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

DETERMINATION comes to mind when Pulaski County Elementary School is mentioned. Our teachers and staff are determined to do whatever it takes to push our students to succeed. We recognize that our children are our most valuable resource. Pulaski County Elementary School is committed to the philosophy that a strong democracy is dependent on a strong public education. Our school motto, Every Child, Every Day,.....Whatever It Takes, clearly reflects this commitment. We believe that it is our duty as guardians of our children to see that they have all the tools needed to be responsible, respectful citizens of our nation.

Many changes have occurred over the years which have affected how the curriculum is implemented at Pulaski County Elementary School. Our student population has seen an increase in the free and reduced lunch rate the past five years. Budget cuts have decreased the number of faculty made available to our students. To honor our commitment that every child can learn and deserves our respect we have completely revised the way the curriculum is delivered and the way the students are managed.

With the shift in curriculum from GPS to CCGPS, teachers need time to adjust and to embrace these changes. Teachers participate in professional learning opportunities provided by the district and the local HGRESA. Teachers meet at least once per week during their planning to examine student work, plan lessons, discuss instructional practices, and collaborate as a grade level. Teachers meet collaboratively once every six weeks for a half day planning session called Super Rotation in which units are planned and professional development takes place. Parents are informed of the rigors of the curriculum and expectations of the children on a regular basis. Many of our parents are struggling to support their children at home with homework and to provide a stable environment.

The Response to Intervention (RtI) process is a vital part of what we do at Pulaski County Elementary School. Our teachers are continuing to learn and to embrace this process. We have a structure in place that allows all administrators and the counselor to be involved in the process. Our teachers discuss students during planning times and we hold RtI meetings during grade level rotations as well as Super Rotations. Our teachers are becoming better at identifying concerns and adjusting interventions if a student's goals are met or not met. Changes are made constantly to meet the individual student's needs.

Finally, safety is of major concern for our students. Research has proven that if a student feels safe, he or she can excel in learning. We strive to put practices into place to ensure safety for all at Pulaski County Elementary School. We want our students, parents and faculty to feel safe to learn, to be involved, to ask questions and to grow. Our faculty is focused on success for our school and students.

# 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: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <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> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains 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> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	Level 2

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

## Standard 1

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.

The Pulaski County Elementary School did not score on a Level 1 or Level 4 on any of the indicators based on Standard 1. The committee does feel strongly that the Pulaski County Elementary School is committed to having the same shared values and beliefs about teaching and learning being evident in documentation and decision making. The Pulaski County Elementary School has an abundance of challenging educational programs and equitable learning experiences that are implemented so that all students have some achievement in learning, thinking, and life skills. The students are involved in academic achievement activities such as the science fair, RESA math and writing contests. Each grade has a self-contained Challenge Class, and educational field trips. Pulaski County Elementary School also focuses on EIP, Early Intervention Program, reading programs. A focus on active student engagement, depth of knowledge and understanding, and also the application of knowledge and skills are indicated.

The school's process for reviewing, revising, and the communication of the school's purpose is formalized and implemented through the School Council, Parent Advisory Committee, PTO, teacher grade level meetings, faculty meetings, and student completed surveys. The process is clearly documented in the minutes or agendas from various meetings. It is then communicated to faculty, students, and stakeholders through our student agendas, newsletters, teacher and student handbooks, daily morning announcements, posted on the walls of the school, bulletin boards, PCES webpage, and PCES Facebook page.

A continual improvement process for enhancing student learning, such as the After School Program and Math Focus Groups, are implemented at Pulaski County Elementary School. The school personnel maintain continual documentation of the profile of students' data along with the school and system performance. Our process to compile these student profiles begins with our School Improvement Plan. The documentation collected from DIBELS, Student Learning Objective, SLO, benchmark tests, Classworks, Raz-Kids, Study Island, Math Facts in a Flash, Thinkgate, CRCT testing, Fountas and Pinnell, and formative and summative assessment from the classrooms, contain data used to identify goals for the improvement of the students' achievement and instruction that aligns with the school's purpose and the timeline for achievement improvement goals. The data collected is compared not only to previous years, but also throughout the school year in order to show need for improvement or areas that may identify gaps in academics. This data is also used to form strategy groups and guided reading groups as well as to set individual reading levels and goals. As each student shows proficiency at the given level, that level is

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raised. Each teacher uses this data to guide individual instructions.

The School Improvement Plan is then sent for review and revision to the administrators, teachers, and parents. After all reviews, the School Improvement Plan is revised, written, and distributed. Our purpose is clearly focused on the achievement and high expectations of each student attending Pulaski County Elementary School.

A survey conducted by the Pulaski County Elementary School shows that faculty, staff and parents agree that the school's purpose statement and improvement plans focus on the students' success. It is also felt that our school has high expectations for student learning and our goals are communicated effectively to staff and stakeholders. Parents agree that Pulaski County Elementary School gives students challenging work, use a variety of teaching strategies, and meet the individual needs of students. Students agree that teachers and administrators at Pulaski County Elementary School want them to do their best, help them, and care about their needs. They also agree that the school is a safe environment. Students believe that they have many places to learn, such as the library, and have the appropriate technology to foster their learning.

The evidence found was in agreement by The Pulaski County Elementary School for Standard 1 of the Southern Association of Colleges and Schools, SACS, plan. Even though the ratings were neither very high nor very low, we are in agreement that The Pulaski County Elementary School is on the right path to improving the purpose and direction for continuous development with high expectations for learning as well as shared values and beliefs about teaching and learning.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

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>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<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>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<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> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<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>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</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.**

## Standard 2: Governance and Leadership

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

The Pulaski County Board of Education serves as the governing body of the Pulaski County School System. There are seven Board of Education (BOE) members who serve intermittently-elected six year terms. The members are elected in general elections and serve all of the citizens of Pulaski County. During the self-assessment process, Pulaski County Schools observed and noted strengths in the areas of establishing policies and support practices, operating responsibly by functioning as a cohesive unit, fostering a culture consistent with the system's purpose and direction, and supporting the autonomy of system and school leadership to accomplish achievement goals. The governance team of the Pulaski County School System includes the Board of Education members and the Superintendent, who work collectively to find ways to improve student achievement. The board's foremost functions are executive, goal-setting, policy-making, and monitoring. After a policy has been adopted by the BOE, it relies on the Superintendent to implement and enforce policies through administrative procedures.

School system leaders review State BOE policy changes, Georgia School Boards Association policy alerts, and local policies in order to present recommendations for changes to the BOE policies. After reviewing a policy, the BOE tables the policy and it is put on the agenda for the next meeting in order to allow community and stakeholder input. This practice guarantees that policies are coherent with the system's vision, mission, and goals. All BOE agendas, dates of upcoming board meetings, and meeting minutes are posted on the school system's website. Additionally, the calendar of board meeting dates is printed in the local newspaper.

The BOE and system leaders strive to maintain a culture of collaboration. Pulaski County Elementary mirrors that belief by holding school council, Parent Advisory Committee, and leadership team meetings. The Superintendent meets with building administrators on a regular basis to collaborate and share important information.

Instructional and achievement goals are closely monitored by the system leaders. Documentation includes a school improvement plan as well as a Flexible Learning Plan. Community stakeholders are invited to participate in an open meeting to share their input on the school improvement plan and the flexible learning plan. Parents are encouraged to complete surveys regarding school climate, instructional practices, and other areas of concern. Data is compiled and analyzed by administrators in an effort to support the school system's purpose and direction.

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At Pulaski County Elementary School, our mission is to provide meaningful and challenging educational experiences in a safe and supportive environment. High standards are set for teachers, students, and stakeholders. We use PTO, Open House, Parent Night, book fairs, Field Day, Grandparent's Day, Someone I Love Breakfast, parent phone calls, weekly folders of student work, and agendas to involve parents and engage all stakeholders. Many teachers utilize Remind 101, a text messaging system, as a way to communicate with parents. Parents and community stakeholders are encouraged to view the Pulaski County Elementary School's Facebook page for school updates as well as pictures and information about school activities. Teacher, student, and stakeholder accountability is of great importance to us.

Pulaski County Elementary School strives to provide adequate professional learning opportunities for teachers. Teachers have received training concerning formative assessments, data collection and analysis, tiered instruction, and the importance of incorporating higher order thinking skills questions. Common planning time and extended planning time are provided so teachers can study data in an effort to influence student growth. Vertical planning also allows teachers from various grades to collaborate in an effort to close learning gaps. All system employees completed professional development modules through a web-based program called Compliance Director. These modules addressed ethical issues as well as educators' responsibilities.

Areas in Need of Improvement: Indicator 2.5

Although we have made efforts to improve stakeholder and parent participation, we understand that the need for significant and meaningful stakeholder participation. It is sometimes difficult to find volunteers for activities. We will continue to search for ways to involve parents and community members. Some possible activities that would encourage participation are: Make It/Take It, and Awards Programs each nine weeks.

### 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: 2.5

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 2

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 student assessments and an examination of professional practice, school personnel 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 process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures 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>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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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 sometimes 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 groups of students when necessary. Teachers sometimes 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>•Agenda items addressing these strategies</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>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 2

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>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<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>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <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> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

# Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 2

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

Standard 3 The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

The faculty and staff of Pulaski County Elementary School provide a standards based curriculum that promotes effective teaching strategies and student learning. The curriculum uses research based instructional designs that revolve around the Georgia Performance Standards Common Core. Professional learning is a continuous process of learning new things and making our school a better place for learning to take place.

Areas of Strengths: 3.2, 3.4, 3.7, 3.8, 3.10, 3.11,

There are clearly defined expectations for student learning at Pulaski County Elementary School. School leaders, teachers and parents all play an important role in this endeavor to reach students in the most effective way. Instruction that is researched-based and reflects best practices is constantly monitored by our school leaders through informal visits, walk-throughs and TKES observations. School leaders monitor and check that the standards are being taught, and that all students are engaged in the learning process. The instructional process includes an opening, work session, and closing. Small group and whole group lesson plans may be checked at any time, as well as, grade books and parent communication logs. The school leaders promote the importance of instructional time by providing uninterrupted instructional time. The administration also promotes and ensures school's values and beliefs are maintained. Professional learning opportunities are provided by our school leaders based on needs of the school and teachers. The learning opportunities are provided by the instructional coach, assistant principal of instruction, outside agencies, or online classes. Follow up for professional learning is shown through walk-throughs, TKES artifacts, samples of student's work, and lesson plans.

Teachers constantly work to convey the importance of learning. On the student surveys for K-2nd and 3rd-5th, the students gave almost a perfect score for "teachers want every student to learn". Teachers work hard to enhance curriculum and instruction to meet the needs of diverse learners. Teachers monitor and adjust the curriculum and instruction as needed or required by the administration. As guidelines, teachers have a curriculum map that is aligned to the required standards. Lesson plans are also aligned to the curriculum based on the curriculum map, standards, and student achievement. The CCGPS standards for a lesson are posted and discussed at the start of each lesson. Common assessments are used consistently through subjects and grade. Formative assessments are also used to help drive instruction. Re-teaching and flexible groups are also used when necessary based on these assessments. Technology is also incorporated into teaching as part of whole group instruction as well as small group instruction. Feedback from small group computer work, such as Math Fact in a Flash (MFI AF), Raz-Kids, Study Island, and Classworks is used to remediate and guide instruction.

Teachers and the school leaders also provide parents with opportunities to participate in their child's learning. On the parent survey, in all areas of "teaching and assessing for learning", our school did not score below 4 out of 5 points. Parents feel (4.17 out of 5) that their child's teacher keeps them informed on how their child is being graded. They also think (4.26 out of 5) that the teachers help them understand their child's progress and reports it in a manner they understand (4.35 out of 5). A school calendar, student handbook, newsletters, and teacher's websites help inform parents of current events in their child's class. Each grade has a common grading and reporting policy and specific days to send home specific information. Parents and stakeholders are aware of these policies, processes, and procedures. Except for Kindergarten, grades are posted in an online program providing parents with opportunity to monitor grades at any time. Each grade level has set days to send home graded papers to be signed and returned by parents. Progress reports and report cards inform parents of student's progress. Schools encourage parents to attend special events such as open house, grade night, Parent Teacher Organization (PTO), and parent teacher conferences. Parents are always welcome to visit the school as long as it does not interfere with instructional time.

Areas of weakness 3.1, 3.3, 3.5, 3.6, 3.9, 3.12

Our schools are more diverse than ever. With the demands for teaching so many levels of learners in one class, it is hard to meet all students' needs. Our students form a strong bond from year to year with their teachers. However, there is not a long term bond that can support and nurture some student's needs. On the teacher survey, one of the lowest scores was 3.79, out of 5, for not having a formal structure so that each student is well known by at least one adult advocate in the school who supports that students' educational experience. Teachers and school leaders are just starting to recognize the need to support the student's educational experiences for multiple years with the same mentor. Our school addresses the needs of the English learner, students with special needs, Focus students, and the gifted students, however in some classes the individual needs of all students are not being addressed. Our school is analyzing and using more data than ever to meet the needs of students academically, however, teachers seldom work together to analyze specific student work to enhance instructional practices and student performance. Teachers struggle with the opportunity to personalize instructional strategies and interventions to address individual learning needs. There are very few performance tasks, critical thinking skills, or life skill activities incorporated into instruction. Data analyses needs to be used to support the unique characteristic of the learners based on learning styles and personality preferences.

The faculty and staff are in a constant state of improvement. The school will continue to use feedback from parent survey to ensure that all students' needs are being met. We will maintain the areas of strength and continue to improve other areas through a variety of professional learning opportunities. Walk-throughs, observations, and the TKES standards will continue to serve as documentation for these areas of needs are being addressed and improvements shown.

### 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: 2.43

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.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical 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>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 2

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

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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>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</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>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 2

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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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 2

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

## Standard 4: Resources and Support Systems

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

Pulaski County Schools have resources and provide services that support its purpose and direction for all of its students.

The most valuable resource of Pulaski County Schools is its teachers. Our schools hire and retain professional, highly qualified faculty for our students. The hiring practices and protocols are outlined by the Pulaski County Board of Education. The instructors employed in this system work diligently to provide the absolute best education for each individual child. Aside from funds allotted to the system by the state for salary purposes, Title I monies are also used to hire and support staff members in an effort to more fully fulfill our school's mission and beliefs.

Our system is fortunate because the grants we have been awarded over the recent years have made technology available in classrooms.

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The faculty utilizes the ample technology resources available to enhance the learning experiences of all of our students and encourage learning for a lifetime. The teachers have access to several resources to aid them in instructing our students, including DIBELS assessments online, F and P assessments and several others. They also Our children have access to a wealth of media/information resources that support the CCGPS including curriculum based print materials, audio/visual materials, online databases and subscriptions such as Raz-Kids.com, Study Island, ClassWorks and Math Facts in a Flash. Students visit the media center for enrichment on a five or six day rotation. Those classes not only check out new books, but they also use Renaissance Responders to practice their math facts and use the 12 computers in the media center to complete assignments on Raz Kids, Study Island and Math Facts in a Flash. Students from classes outside of the enrichment class are also allowed to check in/out books throughout the day. Our Library Media Specialist collaborates with classroom teachers when research assignments are due, instructing the children on the acceptable use of online resources and databases and supporting the instruction of research resources in general. All of our media resources play integral parts in the development of our students; without these assets, educating our children would be extremely difficult due to the shortages in material resources as a consequence of state budget cuts.

Our current technology infrastructure sufficiently supports the school's needs. Our school is served by a fiber optic line, and we also have fiber between schools. We also have wireless system wide, with on average three access points per hallway. Aside from the bandwidth provided to our system by the state, we purchase additional bandwidth from ComSouth to better meet the needs of our school system. As for equipment, every homeroom at PCES is equipped with a SMART Board, LCD Projector, teacher computer, and at least three student computers. The second through fifth grade homerooms also have a classroom set of Renaissance Responders and an Acer tablet computer for the teacher's use. Due to various grants, our second and third grade teachers have additional laptop computers in their classrooms, audio/video equipment, SMART AirLiners, and SMART Sentio responders.

An effort is made to protect instructional time to facilitate the employment of these rich technology resources and maximize the benefit of seat time for our students. PCES offers a wide range of support services to be sure our pupils' academic needs are met, including our SWAT team of teachers, special education teachers, occupational, physical, and speech therapists. Because of the 21st Century Community Learning Center grant, we are able to offer after school programs to struggling students, and our FOCUS program also targets students with academic needs. Each grade level has an advanced class as well as a remediation class that focuses on the needs of those students whose achievement profile exceeds or is below grade level.

Support staff for guidance and parental involvement is also available for our students and their families. Our guidance counselors provide academic, personal-social, and career guidance and counseling along with individual and small group counseling based on the needs of the students. They also work closely with parents and teachers in preparing and monitoring behavior management plans with short term goals. Our guidance and parent liaison also serve as Rtl, Migrant/Homeless Student, Title III, and ESOL coordinators. They also coordinate with community partners including Family Connections, Department of Family and Children Services, local churches and our 21st Century Community Learning Center After School Program. Though the educators in these guidance positions are superbly qualified, the fact that they are spread thin by the documentation demands of their many responsibilities causes them to struggle with meeting the face to face needs of our students.

The faculty and staff of Pulaski County Elementary School maintain facilities, services and equipment to provide a safe, clean and healthy environment for students and staff. Our safety protocols are outlined in a flip chart located in every classroom and are easily accessible to teachers and staff. We participate in safety drills, and records of those drills are available online at <https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx>. Visitors to our building check in at the front office, and all of our exterior doors, except for the front office door, are locked at all times. Teachers have keys that allow access to the building and his/her classroom only.

Every person in our building works to ensure that the resources available and services offered our students support our purpose and direction - Every Child, Every Day, Whatever It Takes.

## 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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and 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>•Survey results</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>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from 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>•Survey results</li> <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>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

**Accreditation Report**

Pulaski County Elementary School

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a 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>•Survey results</li><li>•Training materials specific to the evaluation, interpretation, and use of data</li></ul>	Level 2

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</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></ul>	Level 2

# Accreditation Report

Pulaski County Elementary School

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

Standard 5: Using Results for Continuous Improvement

Standard: 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.

### Areas of Strength

Pulaski County Elementary School has a comprehensive system used to assess student achievement. Data is collected from a number of sources to ensure student success. This data is essential in developing and implementing instructional practices by teachers. Data is collected from CRCT, Georgia Writing Assessments, benchmarks, GKIDS, Classworks, Study Island, Raz-Kids, teachers assessment (formative and summative), Speech, RtI, GAA for Special Education Students, and screenings for Gifted Students.

The committee also feels that another area of strength is that the school uses multiple delivery methods to communicate improvement data to stakeholders. Pulaski County Elementary School distributes newsletters, conducts school council meetings, and parent advisory meetings. Data is also distributed through the websites and local television channel.

Communication is an ongoing practice and is done in a variety of methods. Pulaski County Elementary School does this by having Open House, Parent Night for each grade level, PTO Meetings, Parent/Teacher Conferences, Weekly Signed Papers, Progress Reports, Report Cards, Remind 101, and V-text.

### Actions to Sustain the Area of Strength

Pulaski County Elementary School will maintain areas of strength by continuing to relay data to stakeholders. As new researched based tools are introduced, Pulaski County Elementary will implement effective programs to support student data.

Areas in Need of Improvement

An area of needs improvements is additional training for support staff in analyzing and using data to guide instruction. This is needed to ensure continuous student growth and the implementation of timely and appropriate interventions.

Even though we have computer generated data, the reliability is often vague. There are too many variables that skew the data.

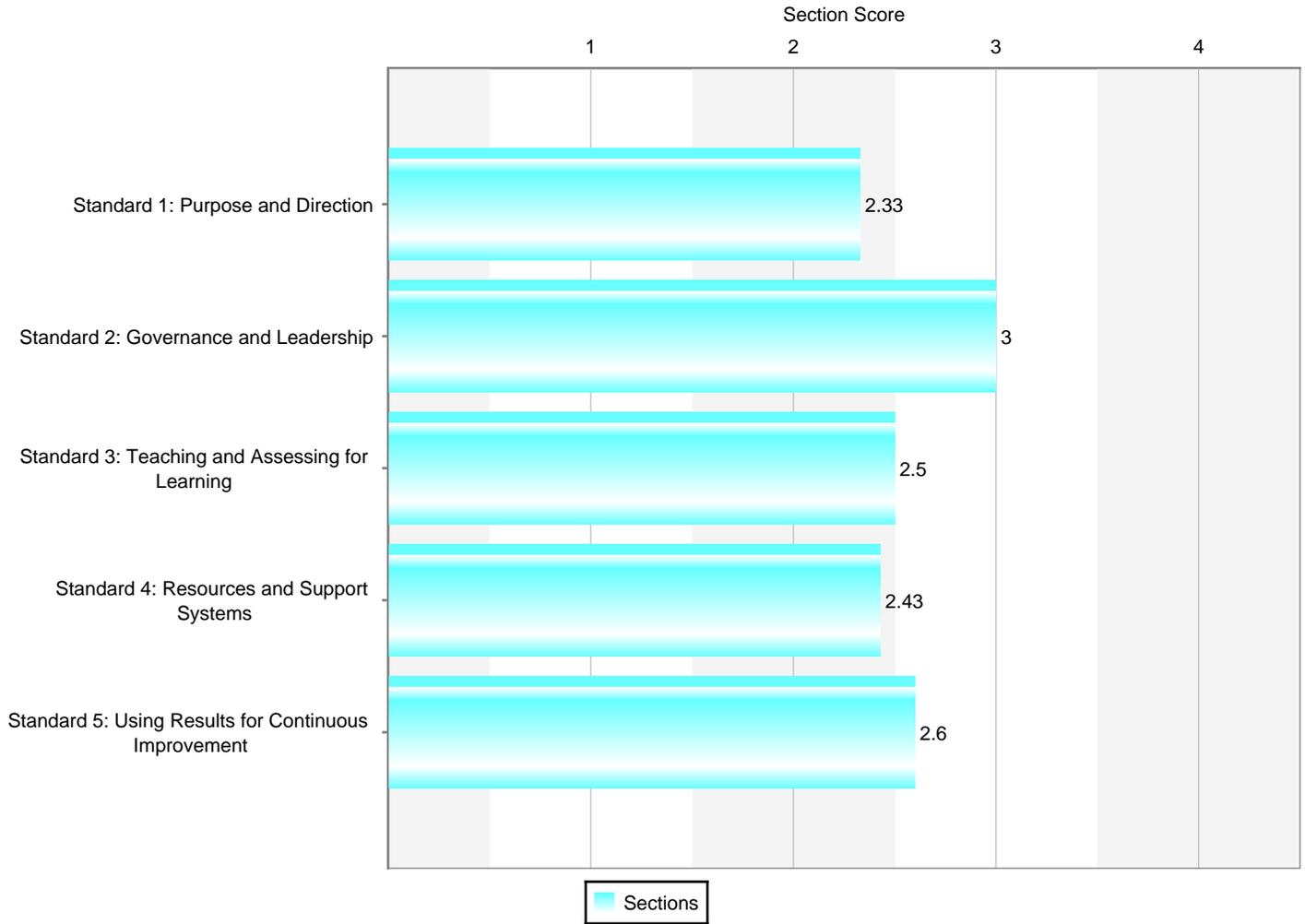
Action to Improve

Support staff can attend grade level meetings to ensure they are more involved in the planning based on collective data. This will enable support staff to use data for targeted instruction in the classroom.

Pulaski County Elementary School will strive to create a method by which to produce more reliable computer generated data.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Stakeholders were given multiple opportunities to provide feedback related to aspects of the school. Staff members completed the survey on-line. Students completed the survey through the use of the computer labs. Kindergarten students did not participate in the survey due to being in a new school environment. Parents were given the option of completing the survey on-line, in paper format, and/or in Spanish to accommodate as many participants as possible. Responses are reflective of the overall school's population.	

## 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?

Advanc-Ed surveys were administered at Pulaski County Elementary School. The survey results rank Standard 1 as the highest overall in satisfaction. These results demonstrate that the majority of Pulaski County Elementary stakeholders believe that "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". On a five-point scale, the results were:

Pulaski County Elementary School administered the Advanc-Ed survey to students (k-2 and 3-5). The results indicate that Pulaski County Elementary Students rated this standard with an overall rating of 2.95. The Pulaski County Elementary School staff also rated this standard very high with an overall rating of 4.16.

The students of Pulaski County Elementary rated that "the teacher wants me to learn and do my best work" as the highest. The parents agreed with this as they rated that "my child knows the expectations for learning in all classes" with a score of 4.36. The parents rated Standard 3, Teaching and Assessing for Learning, as the one they were most satisfied (4.23). Parents and students indicate through the survey results that they trust the school to carry out effective instructional programs. They feel that the students are given clear directions and expectations are made clear to students.

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

This AdvancedED Stakeholder Survey was the first and only administration of this survey. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In-house stakeholder surveys have been completed in the past. They have been used for strategic planning and determining needs at the school and district level.

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

Although in-house stakeholder surveys have been completed in the past there are no surveys that can accurately match up data to determine trends. Stakeholder surveys have been used for strategic planning and determining needs at the school and district level.

## Areas in Need of Improvement

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

Pulaski County Elementary School examined survey results to determine the standard that had the lowest level of satisfaction or approval on the AdvancEd surveys. The staff at Pulaski County Elementary School rated that "staff members provide peer coaching to teachers" as the lowest (3.57). The Pulaski County Elementary School parents rated "our school ensures the effective use of financial resources" as their lowest with a score of 3.81. These ratings are compiled on a five point scale.

Pulaski County Elementary School students also rated the standard pertaining to family involvement as low. This standard was rated consistently low across the system. The K-2 students rated "my family likes to come to my school" with a 2.43, the 3-5 grade students rated "my teacher ask my family to come to school activities" with a 2.23. These ratings are considerably low compared to other ratings.

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

When the data is disaggregated by AdvancED indicator, the overall staff rated 3.8 as their lowest approval (3.14 out of 5.0) which states that "schools engage families in meaningful ways in the children's education and keeps them informed of their children's leaning process." The overall parent data rated indicator 2.3 as the lowest (3.76 out of 5.0) which states " the governing body ensures that school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively."

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

The surveys show that staff stakeholder perception for students in K-5th grade imply that Pulaski County Elementary School needs to consider additional ways to provide peer coaching to teachers. Through more detailed surveys and professional learning administrators can determine what specific areas to target.

The perception of the stakeholders groups at Pulaski County Elementary is the need to regularly engage parents in their children's school activities and learning programs. Although there are multiple ways for parents to get involved and multiple ways to involve parents in the learning process, due to the lack of participation, parents and students do not connect these opportunities to the learning process. Turnout in parental involvement events are satisfactory especially when students are involved in the program or the program is linked to the student's performance in the classroom. A lack of understanding of the connection of these events to the learning process could be a result of the low rating.

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

When the data is disaggregated by AdvancED indicator, the overall staff rated 3.8 as their lowest approval (3.14 out of 5.0) which states that "schools engage families in meaningful ways in the children's education and keeps them informed of their children's leaning process." The overall parent data rated indicator 2.3 as the lowest (3.76 out of 5.0) which states " the governing body ensures that school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

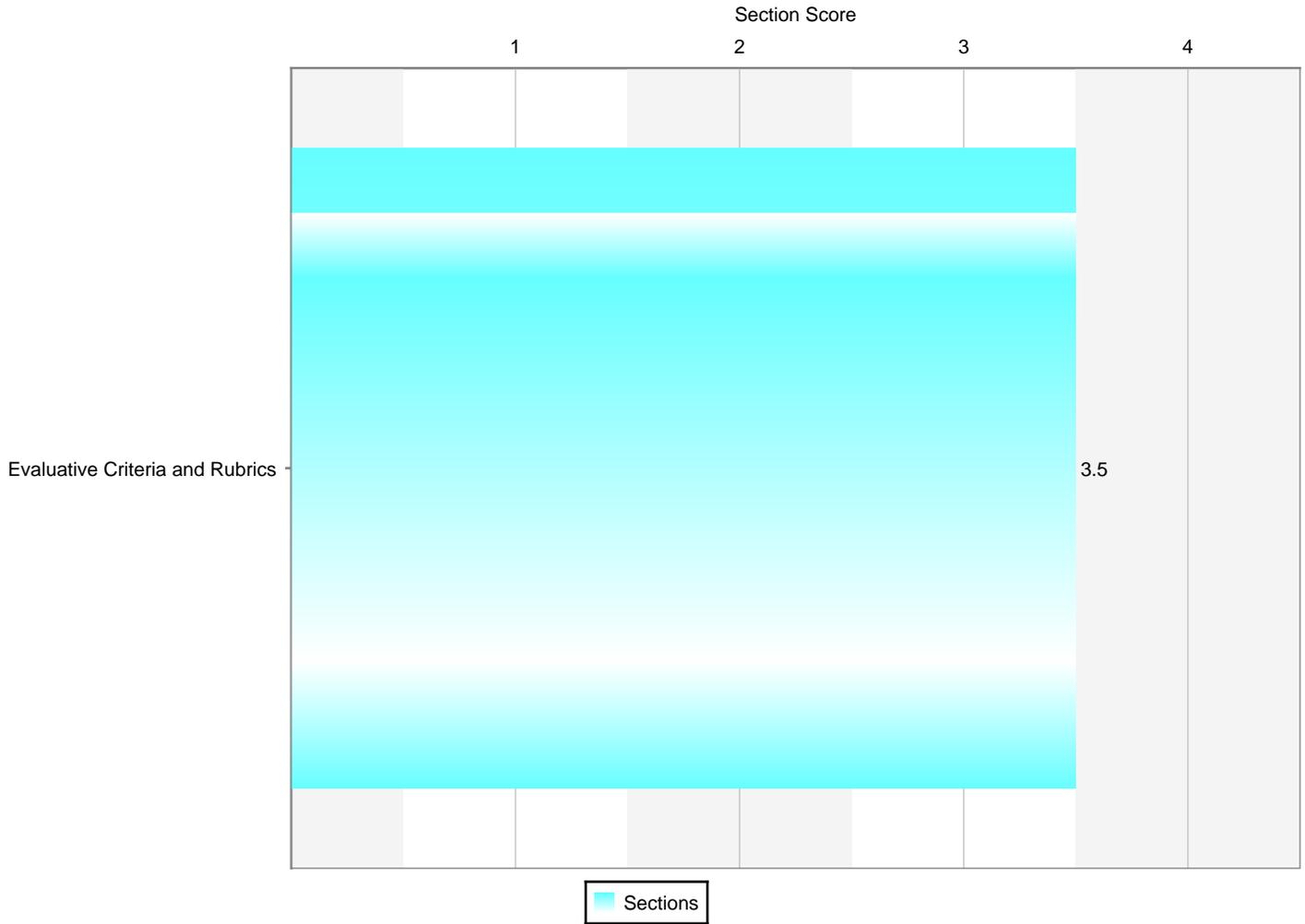
**Accreditation Report**

Pulaski County Elementary School

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## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

### Student Performance Data

<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		Balance Score Card

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Initial results for 2013 Criterion Referenced Competency Test, or CRCT, indicate that the strongest areas of achievement are evident in the areas of fourth grade English language arts with scores of 97 percent meets and exceeds and in the fifth grade English language arts with scores of 99 percent meets and exceeds. Other areas above the expected levels of performance are fourth grade mathematics with 95 percent of students meeting or exceeding and fifth grade mathematics with 96 percent of students meeting or exceeding.

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

At the elementary school level, several content areas show a positive trend in performance from 2011 - 2013. Third Grade CRCT scores show an increase in all content areas with a gain of one percent in reading, an increase of two percent in English language arts, an increase of nine percent in mathematics, an increase of six percent in science, and an increase of seven percent in social studies. Fourth grade CRCT scores also show an increase in all content areas with a gain of nine percent in reading, an increase of fifteen percent in English language arts, an increase of twenty one percent in mathematics, and an increase of nine percent in science, and an increase of six percent in social studies. Fifth grade scores show consistent areas of growth in four out of five content areas on the CRCT. English language arts scores show an increase of seven percent, mathematics scores show an increase of twelve percent, science scores show an increase of thirteen percent, and social studies scores show an increase of fifteen percent. Fifth grade writing assessment scores have increased from fifty-nine percent to seventy-one percent in the last three years.

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

Pulaski County's highest overall performance areas assessed on the CRCT are in reading and English language arts in third through fifth grade. Reading scores in 2013 for third through fifth grade are 95 percent, 93 percent, and 95 percent, respectively. English language arts scores in 2013 for grades three through five are 90 percent, 97 percent, and 99 percent, respectively.

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

Black students in fourth and fifth grades demonstrate a steady increase in performance in English language arts and mathematics. Fifth grade black students also show an increase in performance in science and social studies. Economically disadvantaged students in third through fifth grade show an increase in English language arts and math. This subgroup also shows an increase in science and social studies in grades three and five, along with an increase in reading performance for fourth grade students. Females in grades three through five show an increase in performance in math and science. Fourth and fifth grade females show an increase in performance in reading and English language arts, along with an increase in performance for fourth and third grade students in social studies. Males in grades four and five show an increase in performance in English language arts. Third grade students in this subgroup show an increase in mathematics and social studies. Fifth grade male students show an increase in social studies also. The white subgroup shows an increase in performance in all content areas. Although still performing well below the mean in all content areas across all grade levels, students with disabilities, SWD, demonstrate a positive trend toward an increase in performance in all academic areas.

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

Students with disabilities, SWD, in grades three through five demonstrate a steady increase in performance on all areas of the CRCT.

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

Strong reading scores for elementary students are confirmed by results from Dynamic Indicators of Basic Early Literacy Skills, DIBELS, and Fountas and Pinnell reading comprehension benchmarks. DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Fountas and Pinnell is an assessment given on an individual basis in order to determine an independent and instructional reading level for each student in grades kindergarten through fifth grade.

Each year Heart of Georgia RESA collects CRCT data and shares this information with the ten systems that it serves. This information allows our district to compare Pulaski County Schools CRCT performance to that of the districts around this area, as well as the state. When compared to other school districts in the RESA region, PCES grade levels ranked as follows in reading: fifth grade students ranked fourth (95% met/exceeded), fourth grade students ranked sixth (92.9% met/exceeded), and third grade students ranked sixth (94.4% met/exceeded). All three grade levels performed above the state average for that particular grade. When compared to other school districts in the RESA region, PCES grade levels ranked as follows in language arts: fifth grade students ranked first (99% met/exceeded), fourth grade students ranked first (97.5% met/exceeded), and third grade students ranked fourth (90% met/exceeded). All three grade levels performed above the state average for that particular grade. When compared to other school districts in the RESA region, PCES grade levels ranked as follows in mathematics: fifth grade students ranked first (95.8% met/exceeded), fourth grade students ranked first (94.9% met/exceeded), and third grade students ranked fourth (82% met/exceeded). All three grade levels performed above the state average for that particular grade.

## Areas in Need of Improvement

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

Students in grades three through five, as well as the majority of subgroups in those grades, fall below the target levels set by the state in science and social studies. The third grade students fall below the state target levels in English language arts and mathematics. Third grade subgroups also fall below the subgroup targets, with the exceptions of the economically disadvantaged group in science and the white subgroup in reading, English language arts, and math. Black students in grades three through five fall below the subgroup target rate in reading, as well as science and social studies. While students with disabilities show an increase in all content areas of the CRCT, SWD students are below the subgroup targets in the areas of mathematics, English language arts, science and social studies.

Although showing a trend of increasing performance on the fifth grade writing assessment, the fifth grade students are below the state average in performance. Students with disabilities, SWD, fall well below the state average with only 25% of SWD students meeting standards.

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

While the elementary school's overall CRCT scores do not indicate a negative trend, science and social studies show a fluctuation in performance from one year to the next.

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

While the elementary school shows a positive trend in performance overall on the CRCT, there are areas that are in need of improvement. The lowest areas of performance are science and social studies in grades three through five.

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

Over the past three years, scores on the CRCT indicate that the percentage of black students in the third grade passing reading, English language arts, mathematics, and social studies has decreased. A decline in the percentage of economically disadvantaged students in the third grade is noted in the area of reading.

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

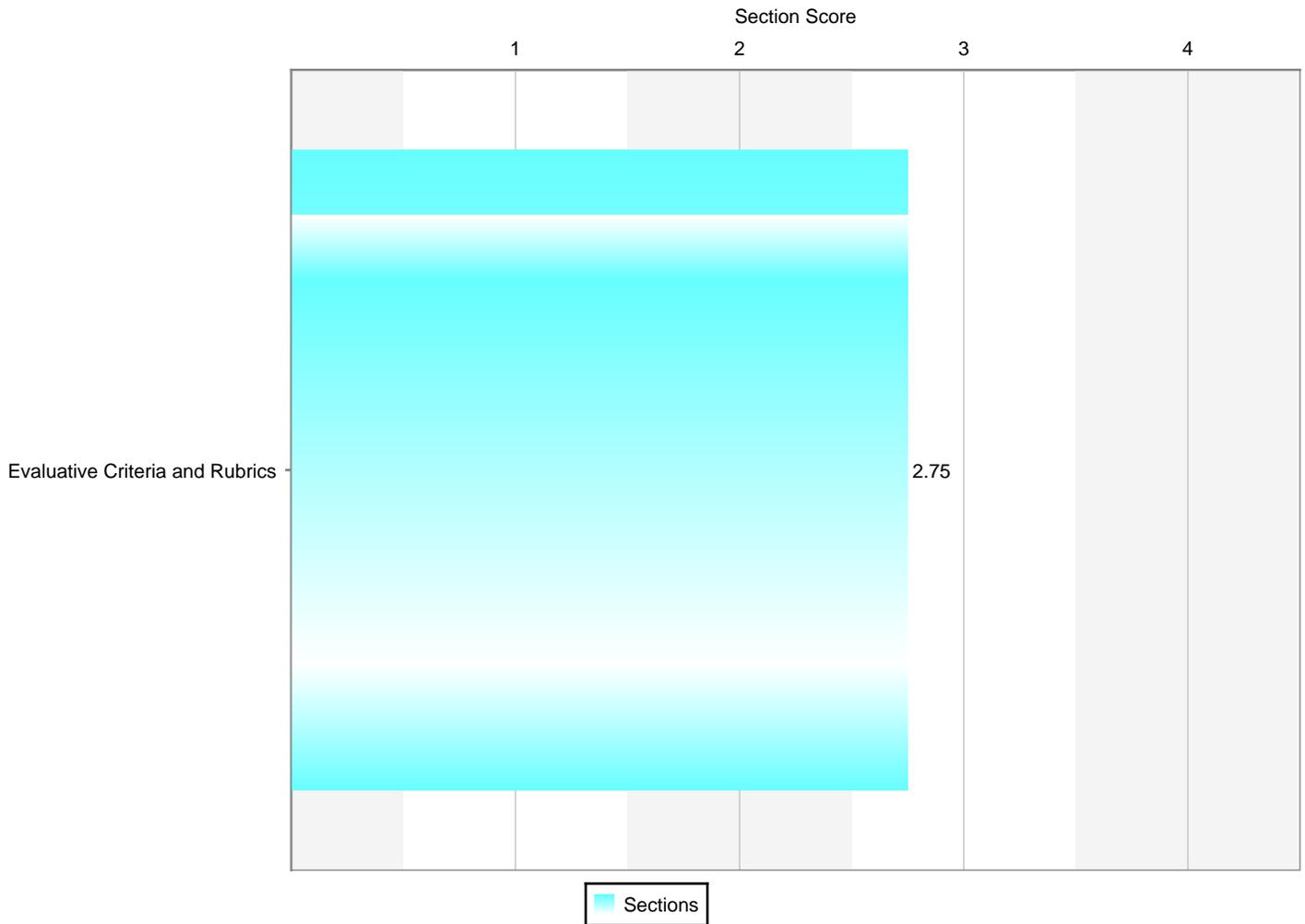
While we continue to close the achievement gap, the lowest performing subgroup on all content areas of the CRCT and the fifth grade writing assessment continues to be the students with disabilities. Also the third grade black students show an increase in achievement gaps. The scores reveal a gap increase of seven percentage points in reading and English language arts for third grade black students, while mathematics and social studies CRCT gaps have risen by nine and two percentage points, respectively.

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

Each year Heart of Georgia RESA collects CRCT data and shares this information with the ten systems that it serves. This information allows our district to compare Pulaski County Schools CRCT performance to that of the districts around this area, as well as the state. When compared to other school districts in the RESA region, PCES grade levels ranked as follows in science: fifth grade students ranked eighth (70.8 met/exceeded), fourth grade students ranked ninth (73.6 met/exceeded), and third grade students ranked third (78.7 met/exceeded), as well as above the state average 78.4%. When compared to other school districts in the RESA region, PCES grade levels ranked as follows in social studies: fifth grade students ranked eighth (67.9 met/exceeded), fourth grade students ranked seventh (74.7 met/exceeded), and third grade students ranked ninth ( 72.3 met/exceeded).

## 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.	<p>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:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- 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</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	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		Pulaski County Elementary School Safety 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		School Improvement Plan