



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<b>School Name:</b> Pulaski County Elementary School	
<b>School Mailing Address:</b>  280 Broad Street Hawkinsville, GA 31036	
<b>LEA Name:</b> Pulaski County Schools	
<b>LEA Title One Director/Coordinator Name:</b> Brent Lowe	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b> 72 Warren Street Hawkinsville, GA 31036	
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## **Georgia Department of Education**

### **Title I**

### **Schoolwide/School Improvement Plan**

### **SWP/SIP Template Instructions**

#### **Notes:**

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (\*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
<b>Brent Lowe</b>	<b>Assistant Superintendent/Fed. Programs Director</b>
<b>Dale Garnto</b>	<b>Principal</b>
<b>Gini Thompson</b>	<b>Assistant Principal for Instruction</b>
<b>Keith Green</b>	<b>Assistant Principal</b>
<b>Monica Bass</b>	<b>Instructional Coach</b>
<b>Julie Bloodworth</b>	<b>Teacher</b>
<b>Bonita Castleberry</b>	<b>Teacher</b>
<b>Crissy Hubbard</b>	<b>Teacher</b>
<b>Ellie Johnson</b>	<b>Teacher</b>
<b>Jean Mixon</b>	<b>Teacher</b>
<b>Paula Speir</b>	<b>Teacher</b>
<b>Stephanie Milner</b>	<b>Media Specialist</b>
<b>Gennifer Stuckey</b>	<b>Teacher</b>
<b>Katrina Blake</b>	<b>Counselor</b>



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### SWP Components

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . .  
The ways they were involved were . . .

- *Administration*
- *Leadership team (grade level representatives, academic coach, counselor)*
- *Teachers (input shared in grade level meetings w/leadership team rep.)*
- *Director of Federal Programs*

*After collecting data, the administration presents information to the leadership team. The team is asked to take this information to their grade levels and ask for input. Using this input, we then develop the school-wide/school improvement program plan.*

B. We have used the following instruments, procedures, or processes to obtain this information . . .  
(Be sure to use brainstorming as a strategy for Needs Assessment.)

- *Brainstorming (grade level, leadership team)*
- *GAPSS analysis*
- *Data: DIBELS, F & P, MFIAF, SI, CRCT scores, writing scores (5<sup>th</sup>), Student Learning Objective assessment (SLO)*
- *Parent survey*
- *Teacher survey*

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) . . .

- *Offer afterschool program services through 21<sup>st</sup> Century (if eligible)*
- *Interventions provided from a certified teacher through the migrant program*
- *Offer opportunity to participate in flexible learning program (if eligible)*
- *EIP services (if eligible)*
- *EL services (if eligible)*
- *Close contact w/DOE rep for migrant students that serves our district*



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

- *5<sup>th</sup> grade Writing Assessment (2012-2013)-29 % of 5<sup>th</sup> grade students did not meet proficiency criteria,*
- *Math CRCT (2012-2013)-20% of 3<sup>rd</sup>-5<sup>th</sup> grade students did not meet the proficiency criteria for math*

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- *5<sup>th</sup> grade Writing Assessment (2012-13)-25% of SWD 5<sup>th</sup> grade students met the proficiency criteria*
- *Math CRCT (2012-2013)--38% of 3<sup>rd</sup>-5<sup>th</sup> grade SWD students did not meet the proficiency criteria for math*

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .

(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

- **DIBELS:**

- *Reading Accuracy (WCPM)*
- *Reading Fluency (WPM)*

- **Fountas and Pinnell:**

- *Although trend data shows gains in the percentage of students meeting comprehension goals for their specific grade level, the data does not support this as a major area of strength.*

- **CRCT:**

- *While gains were made from 2012 to 2013 in several areas, the data does not support any domain in math as being a major area of strength.*



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

➤ The major needs we discovered were . . .

- **Math**
- **Writing**
- **Science**
- **Social Studies**
- **Professional learning: utilizing data effectively to plan for instruction, differentiation, writing process/instruction, deeper understanding of mathematical concepts**

➤ The needs we will address are . . .

- **Math**
- **Writing**
- **Science**
- **Social Studies**
- **Professional learning: utilizing data effectively to plan for instruction, differentiation, writing process/instruction, deeper understanding of mathematical concepts**

➤ The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

- **Math**
- **Writing**
- **Science**
- **Social Studies**

➤ The ROOTCAUSE/s that we discovered for each of the needs were . . .  
(How did you get in this situation? What are some causes?)

- **Math: Teachers: lack of conceptual understanding (versus math procedures/processes) of math, lack of clear understanding of math CCGPS, inconsistent use of effective flexible small group instruction, inconsistent use of data to plan instruction, lack of in-depth training on analyzing data  
Students: lack of fluency in basic math facts, lack of appropriate assessment strategies, lack of proficiency in problem solving skills,**

- **Writing: lack of training on the writing process & instructional strategies for teachers, lack of**



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*consistent explicit writing instruction throughout the lower grade levels*

- *Science: taught half a year, instructional time taken from science to cover math, limited instructional strategies to engage students*
- *Social Studies: taught half a year, instructional time taken from social studies to cover math, limited instructional strategies to engage studies, amount of information covered*

G. The measurable goals/benchmarks we have established to address the needs were . . .

*We will increase the percentage of students passing the 5<sup>th</sup> Grade Writing Assessment from 71% in 2013 to 74% in 2014.*

*We will increase the percentage of students passing the CRCT in 3<sup>rd</sup> grade math from 82% in 2013 to 84% in 2014.*

*We will increase the percentage of students passing the CRCT in 4<sup>th</sup> grade math from 95% in 2013 to 97% in 2014.*

*We will increase the percentage of students passing the CRCT in 5<sup>th</sup> grade math from 96% in 2013 to 98% in 2014.*

*We will increase the percentage of SWD students passing the CRCT/CRCT-M math in grades 3<sup>rd</sup>-5<sup>th</sup> from 62% in 2012 to 65% in 2013.*

*We will increase the percentage of students passing the CRCT Science in grades 3<sup>rd</sup>-5<sup>th</sup> from 68% in 2013 to 73% in 2014.*

*We will increase the percentage of students passing the CRCT Social Studies in grades 3<sup>rd</sup>-5<sup>th</sup> from 64% in 2013 to 69% in 2014.*

\*2. Schoolwide reform strategies that are scientifically researched based.

*Response:*

*In order to accomplish goals established after analyzing needs assessment data, the administration and Title 1 stakeholders of PCES developed reform strategies that meet the following Title 1 criteria:*

- *Provide opportunities for all students in the school to meet or exceed GA's proficient and advanced levels of student performance on the state mandated curriculum, CCGPS, which are assessed on the*



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\*2. Schoolwide reform strategies that are scientifically researched based.

**CRCT.**

- *Are based upon effective means of raising student achievement*
- *Use effective instructional methods that increase the quality and amount of learning time*
- *Address the needs of all children, especially the needs of target populations*
- *Address how the school will determine if such needs have been met and are consistent with the improvement plans approved under Educate America Act (2000), which seeks to establish frameworks in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards.*

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . . (Strategies to be used.)

*In order to address the needs of all our students, Pulaski County School System provides professional learning opportunities that will enhance the instructional practices within the classroom. The Pulaski County Elementary faculty/staff also recognizes the important role of parents in the education of their children and provides opportunities for parental involvement and input.*

**Parent Involvement:**

- *Contact parents---newsletters, universal calling system, v-texts, newspaper, radio station, school television channel, school marquee, website, Facebook, emails, signed papers*
- *Meet w/parents—school council, Title I advisory committee, PTO meetings, P/T conferences, Open House, Grade level Parent night, EIP meetings*
- *Activities/Programs—Science Night, Book Fair, Variety of student performances (grade level or classroom), Father/Daughter Dance, Field Day, Honor's Day, Rotary Luncheon for student of the month, Grandparent's Day, Miss PCES pageant, Santa's Workshop*
- *Survey-offered on-line or as hard copy*
- *Afterschool program—progress reports, opportunities for parents to participate in activities during ASP*

**Instructional Practices:**

- *Develop effective assessments that will provide teachers with pertinent information in order to plan purposeful instruction to meet the needs of learners*
- *Analyze current content and trend data*
- *Develop and implement differentiated instructional strategies*
- *Provide interventions in reading and math as indicated by data*
- *Provide oral & written feedback to students*
- *Provide intensive remediation/test prep for students in grades 3-5 in reading, math, and LA*





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2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- *Provide instruction on appropriate reading strategies for different genres and/or content areas*
- *Collaborate w/grade level during common planning times*
- *Vertical team meeting-representatives from each grade to discuss math and writing strategies*

**Administration:**

- *Embed professional learning into actual teaching scenarios*
- *Monitor classroom instruction in order to provide oral and written feedback about effective teaching practices and methodology*
- *Disaggregating data to make informed instructional placements*
- *Provide differentiated PL based on needs of teachers*
- *Assist with the implementation of CCGPS*
- *Implement Super Rotation time—extended common planning every 6 weeks to study data and identify needs*
- *Utilize academic coach to assist teachers*
- *Extend math time from 60 minutes to 75 in grades 1-5, and from 50 minutes to 60 minutes in Kindergarten*
- *Use augmented model to provide an EIP reading in a majority of 1-3 classrooms to work alongside the teacher and to teach identified reading EIP students or those needing interventions*
- *Provide reading interventions by EIP reading teachers in K-3 outside of reading block*
- *Provide self-contained EIP classrooms in grades K-5 which enables teachers to work with a group of 14 or less students*
- *Use augmented model to provide EIP math support through a certified teacher that works alongside the homeroom*

2(b). Are based upon effective means of raising student achievement.

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

**Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools**

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2>

**Best Evidence Encyclopedia -- Empowering Educators with Evidence on Proven Programs**

<http://www.bestevidence.org/index.cfm>

**Effective Strategies Brief**

<http://www.nctm.org/news/content.aspx?id=8452>



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. *Response:* We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

- ***21<sup>st</sup> Century After School Program***
- ***Focus Program—focus on math throughout the 12 meetings (Jan. to Apr.)***
- ***Increase math instructional times in 1<sup>st</sup>-5<sup>th</sup> grades from 60 minutes to 75 minutes***
- ***Computer lab—focus on math for the 2<sup>nd</sup> half of the year using Classworks, focus on reading 1<sup>st</sup> half of year***
- ***Review/remediation period—utilize certified support staff to review/remediate reading, LA, math over a 6 week period before the CRCT***
- ***Mentoring program for targeted students (Focus School)—Based on Check-in, Check-out; Support staff will work with targeted students using a checklist with goals specific to each student. Doing this on a weekly basis, students will be held accountable for being in the classroom during the instructional time, participating in the classroom, and completing work—both in class and out.***
- ***Georgia Power Presentations to support reading, math, and science***
- ***GYSTCS presentations to support science***
- ***Math stations during media center rotation period***
- ***Music teacher has students do ‘note math’ to support basic computation and fractions in math, students sing songs from various historical eras which support social studies***
- ***Physical education teacher labels areas for students to practice identifying numbers, students count while exercising, students work with basic computation and fractions with some of the activities in PE, students also learn cardinal directions***

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

*Response:*

- ***5<sup>th</sup> grade Writing Assessment results***
- ***CRCT scores-Student Growth Percentiles***
- ***SLO data (K-3)***
- ***21<sup>st</sup> Century Data***
- ***Data from Focus Program***
- ***Data Analysis meetings***
- ***Focus/Leadership team meetings***



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\*3. Instruction by highly qualified professional staff.

Response:

*A highly qualified professional staff provides instruction at PCES. For SY 2012-13, all administrators, teachers, and paraprofessionals held clear, renewable, Georgia certificates and meet highly qualified criteria as specified in NCLB.*

\*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

*Teachers who are not HiQ are counseled by the Title IIA Director and principals and mentored by HiQ teachers throughout their employment with the Pulaski County School System. Each non HiQ teacher completes and signs a remediation plan that outlines the steps necessary to become highly qualified. Title IIA funds are used to pay for test prep materials and study guides, test prep classes and sessions, test prep release time, and for any outside tutoring that can be obtained. Funds are also used to pay for GACE registration.*

*The Pulaski County School System's Personnel Department posts vacancies on the Teach Georgia website ([www.teachgeorgia.org](http://www.teachgeorgia.org)) and advertises in the local newspaper and the PCBOE website. Central office staff and school administrators attend nearby recruitment/career fairs at local colleges and universities. Prospective teachers are interviewed by a committee of school staff members: principal, instructional coaches, grade level chairpersons and teacher representatives.*

*Pulaski County Elementary School has a low attrition rate with most vacancies occurring due to retirement. Factors that attract highly qualified teachers to PCES are the modern, well-maintained, and attractive facility, as well as supportive administrators and colleagues. Other factors include a safe learning and working environment, well disciplined students, classes with adequate textbooks and other instructional supplies, and 21<sup>st</sup> century technology to support teaching and learning. The overall climate of the school is professional and collegial. Many teachers live in Pulaski County and have their children enrolled in the local schools.*

\*4. Professional development for staff to enable all children in the school

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

*Pulaski County Elementary School understands the importance of quality professional development*



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### \*4. Professional development for staff to enable all children in the school

*that improves teacher content knowledge and pedagogy, as well as increases student achievement. Student achievement data on state assessments, various surveys, and input from the leadership and grade-level teams all contribute to the needs assessment to accurately reflect the most appropriate professional development.*

*The faculty and staff (including paraprofessionals) have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. The district/school, GA DOE, GRSL, and Heart of Georgia RESA (Regional Educational Services Agency) provide various classes and workshops.*

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

*Pulaski County Elementary School's professional development activities are aligned with the state's academic content, Common Core Georgia Performance Standards (CCGPS), and student achievement standards. High impact, research-based professional development activities are implemented with the expectations that they will have substantial, measurable, and positive impact on academic achievement.*

- *How to teach reading in a standards-based classroom*
- *How to teach math in a standards-based classroom*
- *On-going training in the implementation of CCGPS*
- *Building and utilizing variety of assessments*
- *Data analysis and instructional planning*
- *How to plan effective differentiated instruction*
- *TKES*
- *SLO*
- *Writing: Effective Instructional Practices and Implementation in a standards-based classroom*

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

- *Academic coach (Title I funds) —leads professional learning, observes classroom instruction, offers feedback, models instructional strategies, compiles resources*
- *PL delivered (No cost)—during common plan time, during Super Rotation (extended common planning), after school*
- *GLRS & HGRESA—professional development appropriate to address areas of need*



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\*4. Professional development for staff to enable all children in the school

- *Webinars and other professional learning provided through the GA DOE*
- *School Improvement money is utilized to provide teachers with off contract days on which to work on integrating information learned throughout the year into their units taught earlier in the year*

D. We have included teachers in professional development activities regarding the use of academic assessments . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

*During common planning time and/or Super Rotation: (ongoing)*

- *PL on variety of assessments and their purposes*
- *Developing common assessments*
- *Developing formative assessments*
- *Studying data to plan for instruction*
- *Giving specific feedback*
- *Student self-assessment*
- *Differentiation and developing differentiated activities*

\*5. Strategies to increase parental involvement.

*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

*In order to involve parents in revising the school wide plan, the director of federal programs invites parents and community stakeholders to a meeting. At this meeting, the previous year's plan is revisited and progress towards goals shared. Those attending are provided the opportunity to ask questions and give input. The revised plan is then put on the school website, shared at school council meeting, and with the Title I parent advisory committee.*

- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
  - describes how the school will provide individual student academic assessment results, including a interpretation of those results
  - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
  - compacts required – include with policy



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➤ Parent Involvement checklist included

*The faculty and staff of Pulaski County Elementary School are committed to student success and realize that in order to reach the goal of high achieving students, partnerships with parents are essential. The school fosters a parent friendly environment and attempts to involve parents by communicating regularly about educational issues.*

*Pulaski County Elementary School will provide parents timely information concerning:*

- *Title I programs in the school—This is accomplished at the annual Title meeting, Open House, and articles in the local paper.*
- *Results of the annual school review including school performance profiles*
- *This occurs at the annual Title I meeting, in the school newsletter, in an article submitted to the local newspaper, and a Title I brochure provided by the central office.*
- *Individual student assessment results and interpretations of those results.*
- *State brochures about testing and interpreting results are sent home via students, as well as information on how to access the Georgia Online Assessment System (OAS) for CRCT practice. The parent copy of CRCT results and interpretation is mailed to each student's home or sent home with students.*
- *A description and explanation of the school's curriculum.*
- *Parents are given a copy of the student handbook which contains this information. This information is also shared at the Grade Level Parent Night at the beginning of the school year.*
- *The assessments used to measure student progress and the proficiency levels that students are expected to meet.*
- *This information is contained in the handbook. This information is also shared at the Grade Level Parent night at the beginning of the school year.*

*Pulaski County Elementary School will provide assistance to parents in understanding the following:*

- *Georgia's content standards*
- *Student performance standards*
- *School improvement and corrective action process*





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- *Components of PCES's Title I School Wide Program*
- *Georgia's and Pulaski County's assessment results*
- *Requirements of Title I, Part A*
- *Ways parents can monitor their children's progress and work with educators to improve performance of their children*
- *Ways parents can participate in decisions relating to the education of their children*
- *Support programs: EIP, SWD, ASP, Focus School*

*Pulaski County School System and Pulaski County Elementary School are committed to offering support services to parents. Some of the services they offer are:*

- *Parent meetings/workshops are sponsored by Pulaski County Schools' Parent Involvement Committee and coordinated through the Title I Parent Involvement Coordinator. Meetings are held at various times and at different venues so all parents will have opportunities to attend. Transportation, child care, and home visits are provided if needed.*
- *Ongoing communication with parents is a high priority and PCES uses a variety of ways to keep parents informed. Some of those ways are as follows:*
  - *Open House*
  - *Grade Level Parent Night*
  - *Quarterly PTO meetings*
  - *Quarterly school newsletters sent home with report cards*
  - *Progress reports sent home every 4 ½ weeks*
  - *Report Cards sent home every 9 weeks*
  - *Designated Parent/Teacher conferences scheduled for the fall and the spring*
  - *Frequent phone calls, emails, and notes to parents from teachers about students' academic and behavioral performances*
  - *Utilization of the I-Parent program which allows parents to check attendance and grades via the internet*
  - *Utilization of the Phone system used to communicate w/parents*
  - *Facebook*
  - *V-text system*
  - *Weekly newsletters and/or signed papers sent home*
  - *Translators (when necessary)*
- *The Pulaski County School System's web page <http://www.pulaski.k12.ga.us> has a link to PCES.*
  - *Helpful information is posted:*
    - *Newsletter*
    - *Resources and Links*



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- **Calendars**
  - **School Progress Report**
  - **Testing Data**
  - **Parent Involvement Policy**
  - **Extra-curricular activities**
  - **Video presentations**
  - **I-Parent brochure**
  - **Online Assessment System**
  - **Study Island**
- **Volunteer opportunities are available to parents for mentoring, tutoring, assisting in classrooms, chaperoning field trips and extra-curricular activities. Refreshments, door prizes, and transportation are provided at selected events in order to promote parent attendance. Some activities planned for the year for students' families are:**
    - **Family Science Night in conjunction with GYSTCS**
    - **Book Fair**
    - **Chorus performance**
    - **Grade level performances**
    - **5<sup>th</sup> Grade Awards Day**
    - **Miss PCES pageant**
    - **Santa's workshop**

\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

*Response:*

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .
- **The PCES Assistant Principal works closely with the Pre-K director in order to help the transition process for Pre-school students to the elementary school. Because of this collaboration, teachers at both schools are aware of the curriculum, the upcoming Kindergarten students, and the expectations. Our SWAT team assesses preschool students when they begin kindergarten. The pre-K director hosts a meeting for the parents at the end of the year in which the elementary school administrators and academic coach share routines and expectations for the upcoming kindergarten class. Kindergarten teachers and paraprofessionals are also invited to attend this meeting in order to meet the parents. Close to the end of the school year, preschool students visit the elementary school to tour the kindergarten rooms, rotation classrooms, lunchrooms, and playground. Also at the end of the year, kindergarten teachers visit preschool classrooms to read to the students. A transition video has been created in order to introduce the PCES staff, building, and other pertinent information.**





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- *The PCES and PCMS administrators work closely in order to help the transition process of elementary students to the middle school. The graduation coach at the middle school put together a DVD about the middle school to share with the upcoming 6<sup>th</sup> graders at the elementary school. The 5<sup>th</sup> grade students also visited the middle school where peer mentors took them around the school and shared information about the daily routine and expectations.*

\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are . . .

*Teachers at Pulaski County Elementary School are working to effectively disaggregate assessment data. Some examples of assessment data are listed below:*

- *PCES teachers review the School Report card in order to analyze CRCT results by grade level, subject areas, and subgroups.*
- *PCES teachers work collaboratively within their grades to develop common assessments—diagnostic, formative, and summative. They then use the data from these assessments to make instructional decisions.*
- *PCES teachers in grades K-5 review data provided through the Fountas and Pinnell reading comprehension benchmark assessment. This data is used to determine the instructional reading level of the students.*
- *PCES teachers in grades K-3 review data provided through DIBELS benchmark assessment and progress monitoring tool. This data is used to determine the level of support necessary in order for students to meet proficiency on basic reading foundational skills.*
- *Several kindergarten through third grade teachers participated in the development in the Student Learning Objectives (SLO) and assessments for language arts and math. All kindergarten through third grade teachers will use the pre-assessment to drive the instruction in their classrooms.*

\*8. Coordination and integration of Federal, State, and local services and programs.

Response:

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.



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***Pulaski County School System integrates federal, state, and local services and programs. Federal Title programs include Title I—Part A, Title I- Part C Migrant Consortium, Title II—Part A, Tile IV—Part A, Title IV—Part B (IDEA), Title VI—Part B (REAP), Title III Consortium.***

8(a). List of State and local educational agency programs and other federal programs that will be included.

*Response:*

***QBE (Quality Basic Education) funds are used to fund programs and staff as required by the QBE statute (e.g., salaries, management and operations, professional learning, transportation). SPLOST (Special Purpose Local Option Sales Tax) funds are used to supplement QBE funds to purchase technology equipment, buses and textbooks, as well as provide funding for capital projects such as building renovations.***

***In the Pulaski County School System, Federal funds are used in a supplementary manner to provide intensive academic support services in order to improve student achievement in meeting state and federal standards in math, reading and language arts. Funding has been made available through Title I for a Parent Involvement Coordinator who facilitates parental involvement activities at our Title I schools. Title I funds are used to fund 5 class size reduction teachers at Pulaski County Elementary School.***

8(b). Description of how resources from Title I and other sources will be used.

*Response:*

***The resources will be used for: Class size reduction, Professional Learning, Support of Professional Learning, Technology, and Parent Coordination.***

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:*

***Pulaski County Schools coordinates with the 21 CCLC, to provide students with afterschool activities and summer school.***

\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided



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with effective, timely assistance, which shall include:

*Response:*

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

*Pulaski County Elementary School recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an ongoing basis so that students' academic programs may be revised as needed. Providing additional assistance enables struggling students to meet Georgia's content standards and student performance standards.*

- *EIP services*
- *Interventions*
- *RTI process*
- *Small group instruction in reading and math*
- *Focus Program*
- *21<sup>st</sup> Century Afterschool Program*
- *PRIDE program—mentor program*
- *Student Council works with younger grade levels*

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

*Response:*

*For those students who are not successful after specific classroom interventions, the RTI process is the next step. During this process, teachers and administrators meet together to determine interventions based on a four-tiered approach developed by the Georgia Department of Education called the Pyramid of Interventions. Under the four-tiered pyramid, interventions for students are put into place before the student's learning gaps become so large that special education services are needed. Students are placed in a tier within the Pyramid of Interventions based on his/her current academic and/or behavioral need. (tiers are as follows)*

- *Tier 1 is the general education classroom where all students participate in CCGPs within the general education classroom environment receiving scientific, research-based reading and math instruction that is differentiated and monitored by balanced assessments. DIBELS is a tool to measure fluency, word accuracy, and retelling. Giving a benchmark three times a year enables teachers to identify areas of weakness and to take the necessary steps to meet those needs. Students are also progress monitored between the benchmark periods on an ongoing basis. This allows for timely interventions for struggling students. The Fountas and Pinnell Reading Comprehension assessment toolkit is an effective way to measure the reading comprehension of students. This is also administered three times a year in order to determine the instructional level of students in reading. Students are grouped based on the results of this assessment. This enables the teachers to work with students at their appropriate level in small*



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*groups. Common assessments, both informal and formal are used, to determine the knowledge level of the students in reading and math. Teachers use the data results attained from these assessments to develop whole group and small group instruction appropriate for students.*

- *Tier 2 is necessary if targeted students, identified with marked difficulties, have not responded to Tier 1 efforts. Tier 2 students, identified through standardized assessments and progress monitoring data, receive needs-based instruction from the regular classroom teacher or a specialized intervention teacher in small homogenous groups, a minimum of 30 minutes a day, 2-4 days per week in addition to core instruction. In order to ensure adequate progress and learning are occurring, weekly progress monitoring is done on targeted skills. All programs, strategies, and procedures used in Tier 2 are employed to supplement, enhance, and support Tier 1. Students who respond to these interventions continue with the interventions until no longer needed or until a need for further intervention as indicated by data or assessment.*
- *Tier 3 is designed for students referred based on data that indicates they are unresponsive to previous interventions at Tier 2. A Student Support Team (SST) is used to implement tailored, individualized interventions. The primary differences between Tier 2 and Tier 3 are not necessarily the interventions, but could also be the frequency, duration, and progress monitoring requirement. All programs, strategies, and procedures designed and employed at Tier 3 are used to supplement, enhance, and support Tier 2. Students who respond to these interventions are served through SST until assessments and/or data indicate a change is needed.*
- *Tier 4 placement includes a referral to Special Education because data and assessments indicate the student is resistant to previous interventions. The Special Education Department, operating under IDEA guidelines, will determine student eligibility for services and develop an Individualized Education Plan (IEP) if necessary. Students who respond to these special education accommodations may return to regular education programs if data or assessments indicate their capability to do so. Students who respond, but remain in special education services that address their individualized needs, should be specifically assessed to tailor services, accommodations, and interventions.*

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

*Response:*

- *Teachers at Pulaski County Elementary School participate in professional learning activities that teach and reinforce strategies and interventions to help students who are struggling.*
- *Grade level teams and administrators participate in scheduled discussions about RTI students in order to monitor their progress. These meetings serve as ‘checks and balances’ to ensure that struggling students’ needs are being addressed in a timely and effective manner.*



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- *Academic Coach, as well as Heart of Georgia RESA consultants, provides various staff development activities related to content and teaching strategies.*
- *GLRS (Georgia Learning Resource Systems) provides training/coaching for self-contained, resource, inclusion, and co-teachers.*

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

- *Research-based teaching strategies will be consistently and pervasively used in standards-based classrooms.*
- *All students will be taught a viable curriculum, the Common Core Georgia Performance Standards in Reading/LA and Math, along with the Georgia Performance Standards in Science and Social Studies.*
- *A safe, bully-free environment will be maintained at all times which will be conducive to teaching and learning.*
- *Frequent progress monitoring will occur, and prompt RTI intervention strategies will be implemented based on data.*
- *Parent conferences will be offered at times convenient to parents.*
- *Parents will be given information on ways to help the student:*
  - *Utilize the system/school website to gather information about school and district events.*
  - *Provide a working contact number and a current home address.*
  - *Monitor academic and behavioral progress closely by paying special attention to homework assignments, progress reports, and report cards.*
  - *Encourage children to read at home for a minimum of thirty minutes per day.*
  - *Send children to school regularly, on time, for the entire day, and schedule appointments after school when possible.*
  - *Access the Open Door policy at Pulaski County Elementary School.*
  - *Attend school events.*
  - *Respond to requested parent-teacher conferences.*
  - *Communicate frequently with teachers and become actively involved in school events.*
  - *Consider becoming a volunteer or a mentor.*

10. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:*



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*Ongoing assessment of student achievement and communication of assessment results are available to parents through a variety of means:*

- *Pulaski County Elementary School teachers use a variety of assessment tools and techniques: classroom performance, standardized and teacher constructed tests, benchmark exams, computer-assisted instructional programs, and professional judgment in determining student progress toward meeting standards.*
- *Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every 4 ½ weeks, and report cards go home every nine weeks.*
- *Teachers, counselor, and administrative staff communication directly with parents through conferences, telephone calls, newsletters, notes sent home, and email, v-texts, and signed papers as they monitor student progress.*
- *Parents have access to I-Parent, a web-link for parents to access students' grades and attendance.*
- *Letters are sent to parents informing them of their child's scores on the CRCT and the Fifth Grade Writing Assessment. State brochures about testing and interpreting results are sent home, as well as information on how to access the Georgia Online-Assessment (OAS) for CRCT practice.*
- *Parent conferences are scheduled on designated days and when the need arises for individual students. Parents may request conferences at any time.*

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

*Pulaski County Elementary School has a well-established procedure for collecting and disaggregating data on the achievement and assessment results of students.*

- *The Pulaski County testing coordinator ensures that all state level testing data is collected according to state guidelines.*
- *The Georgia Department of Education and the Governor's Office of Student Achievement disaggregate the data and provide documentation to the school system and the school.*
- *The system testing coordinator, principal, assistant principal, and instructional coaches review CRCT data by grade levels and content areas to determine overall school performance.*
- *Teachers receive copies of grade level and individual student data. They disaggregate the data by subgroup performance and by homeroom teachers.*
- *A data wall is used to display comparison of year-to-year summative test data and various formative, progress monitoring data to determine patterns, progress, or needs.*
- *At the beginning of the school year, the faculty examines the previous years' CRCT data and other pertinent data to gain a school wide perception of academic growth and areas for improvement.*





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12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

*The state mandated assessments, Criterion Referenced Competency Test (CRCT) and the Fifth Grade Writing Test, meet reliability and validity requirements, and therefore, statistically sound and research-based.*

*Administrators meet with teachers prior to tests for identification of IEP/504 accommodations. A testing security meeting is held prior to test administration with teachers, paraprofessionals, and proctors to review testing protocols, test confidentiality and safety, and the testing schedule.*

*A question and answer meeting is also held to discuss test taking procedures with the faculty prior to the CRCT administration.*

*Comparisons are made from year to year to check for consistencies during test administrations. Testing data from similar schools are reviewed, compared, and analyzed as well.*

13. Provisions for public reporting of disaggregated data.

*Response:*

*Disaggregated test data is reported to the public in accordance with state guidelines. Data is made available to the public in a number of ways:*

- *The Georgia Department of Education website: [www.doe.k12.ga.us](http://www.doe.k12.ga.us).*
- *The Governor's Office of Student Achievement website: [www.gaosa.org](http://www.gaosa.org).*
- *Pulaski County School System website: [www.pulaski.k12.ga.us](http://www.pulaski.k12.ga.us) under Schools Link.*
- *Local newspaper*
- *The Superintendent's reports on academic performance and Board of Education meetings.*
- *Parent workshops, Open House, school newsletters, and parent-teacher conferences.*

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

*Response:*

*This plan serves to fulfill the requirements for achieving Title I School Wide status for Pulaski County Elementary School for SY 2013-2014.*

15. Plan developed with the involvement of the community to be served and individuals who will carry



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out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

*Response:*

***Many stakeholders have been involved in the development and implementation of the Pulaski County Elementary School Title I School Wide Plan.***

16. Plan available to the LEA, parents, and the public.

*Response:*

***A Title I Committee consisting of parents, teachers, administrators, and community partners, met periodically during the 2012-2013 school year to review the progress of the Title I plan. This committee gathered information from various data sources: CRCT tests data, the school's Balanced Scorecard, special education needs and requirements, professional learning requests, safety net classes for struggling learners, and the parental involvement policy and school compact. The committee members used the information to assist in the development of and implementation of all the phases of the Title I plan which included:***

- ***Needs assessment***
- ***Determination of program goals and objectives***
- ***Determination of educational strategies***
- ***Implementation of projects***
- ***Development of program applications***
- ***Program evaluations***

***Stakeholders will review and update the Title I School Wide Plan at the end of SY 13-14.***

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*

***Pulaski County Elementary School will ensure, to the extent possible, that information related to school and parent programs, meetings, and activities will be sent to the home in the language spoken in the home.***

- ***The school system employs a foreign language teacher who speaks Spanish and is able to translate documents and conversations during meetings with parents.***
- ***The Southeast Georgia Migrant Education Agency can provide Spanish speaking interpreters for migrant families.***
- ***If interpreters are needed for languages other Spanish, school personnel search community***





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*resources.*

- *The TransAct program, provided to school systems by the Georgia Department of Education, is available for translation purposes.*

18. Plan is subject to the school improvement provisions of Section 1116.

*Response:*

*Pulaski County Elementary School will abide by the requirements of the School Improvement provisions of Title I Section 1116.*