

Accountability and School Improvement Plan

2015-2016

for

Pulaski Elementary
Savannah-Chatham County Public Schools

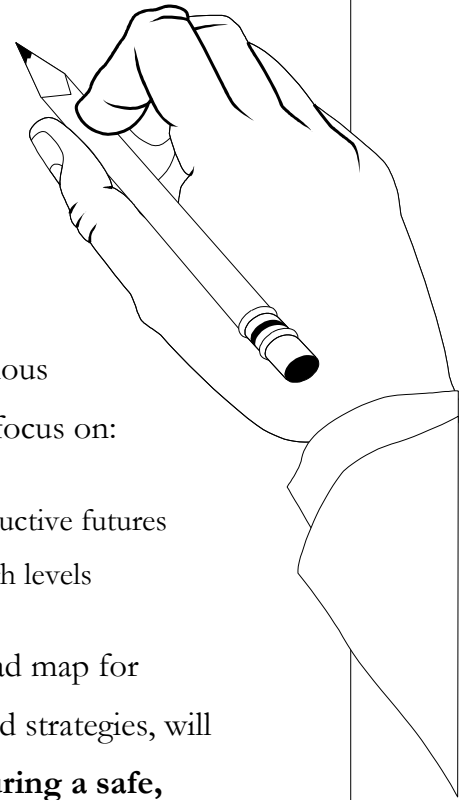
Antonio Byrd, Principal

Thomas Lockamy, Ed.D. *Superintendent of Schools*

August 21, 2015



I. Principal's Message



September 8, 2015

Dear Stakeholders:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

Vision: From school to the world: **All** students prepared for productive futures

Mission: To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.** Because we value your input and support, you are invited to join us as we work to make Pulaski Elementary School better.

Sincerely,
Antonio Byrd, *Principal*
Pulaski Elementary School

II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school’s progress and tells “the story behind the numbers.”

Committee Members/Representation		
<u>Individual/Groups</u>		<u>Title I/Position</u>
Antonio Byrd		Principal
Christina Tucker		Assistant Principal
Velencia Brooks		Counselor
Kelly Deal		First Grade Teacher
Patricia Foley		Kindergarten Teacher
Olivia Williams		Second Grade Teacher
Patricia Thran		Third Grade Teacher
Tammie Pittsly		Fourth Grade Teacher
Patricia Nelms		Fifth Grade Teacher
Jeremia Brown		Special Education Teacher
Barbara Johnson		Physical Education Teacher
Brenda Andrews		Media Specialist
Horace Hargroves		Paraprofessional
Michelle Davis		RTI Coordinator/Teacher
Cathryn Boyd		Parent Facilitator

III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<input checked="" type="checkbox"/> School Demographics (gender, race, poverty rate, etc.) <input checked="" type="checkbox"/> SWD Data <input type="checkbox"/> ITBS Data <input type="checkbox"/> 3rd grade Writing Assessment <input type="checkbox"/> 5 th Grade Writing Assessment <input type="checkbox"/> 8 th Grade Writing Assessment <input type="checkbox"/> CRCT Data <input checked="" type="checkbox"/> SRI Data <input checked="" type="checkbox"/> MAP Data <input checked="" type="checkbox"/> Dibels Data <input checked="" type="checkbox"/> GKAP-R <input type="checkbox"/> GHSWT – First Time Pass Rate	<input type="checkbox"/> Advanced Placement Exam Enrollment and Results <input checked="" type="checkbox"/> HiQ Percentage <input checked="" type="checkbox"/> Percent Staffed by Certified Teachers <input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement <input checked="" type="checkbox"/> Teacher Survey <input checked="" type="checkbox"/> Parent Survey <input checked="" type="checkbox"/> Student Survey <input type="checkbox"/> SACS/CASI <input checked="" type="checkbox"/> CCRPI Data <input type="checkbox"/> Quarterly Assessment Data <input type="checkbox"/> Disproportional Data	<input type="checkbox"/> Incidents of Physical Violence <input type="checkbox"/> Incidents of Possession of Firearms in School <input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School <input type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus <input type="checkbox"/> Hearing Office Data <input checked="" type="checkbox"/> Incidents of Out-of-School Suspensions <input type="checkbox"/> Incidents of In-School Suspensions <input type="checkbox"/> Incidents of Expulsions <input type="checkbox"/> Incidents of permanent Expulsion <input checked="" type="checkbox"/> Total Discipline Incidents

<input type="checkbox"/> EOCT Data (3-years) <input checked="" type="checkbox"/> Gifted Programs Data <input type="checkbox"/> SAT Participation and Results <input type="checkbox"/> ACT Participation and Results <input type="checkbox"/> PSAT Participation and Results <input type="checkbox"/> IB Programs Data <input type="checkbox"/> Post Secondary Enrollment Report <input type="checkbox"/> Dual Enrollment Class Results and Enrollment <input type="checkbox"/> Promotion/Retention Data <input type="checkbox"/> Governor's Honors Program <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input type="checkbox"/> Dropout Rate (3-Years) <input type="checkbox"/> Cohort Graduation Rate (3-Years)	<input checked="" type="checkbox"/> PowerSchool Database Data <input type="checkbox"/> Accountability and Assessment website <input checked="" type="checkbox"/> Grade Distribution Report	<p>Other</p> <input type="checkbox"/> <input checked="" type="checkbox"/> Parent Involvement Data <input type="checkbox"/> 21 st Century Program Data <input type="checkbox"/> INSERT other applicable data source <input type="checkbox"/> INSERT other applicable data source
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IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

GOAL 1.	<p>During school year 2015-16, students in grades 2nd-5th will increase from 83% scoring Basic Proficient or Higher (Reading on Grade Level) to 85% scoring Basic Proficient or Higher as measured on the Scholastic Reading Inventory (SRI).</p> <p>RATIONALE: According to the Spring 2015 SRI test data, only 83% of students in 2nd-5th grade students were reading on grade level.</p>
GOAL 2.	<p>During the 2015-2016 school year, all students in grades K-1 will decrease from 18% scoring in Deficient range to 13 % or below Deficient in the domain of Numeric Identification as calculated on the mCLASS.</p> <p>RATIONALE: According to the Spring 2015, mCLASS data results, 18% of students tested in grades K-1 scored in the Deficient range in the domain of Numeric Identification.</p>
GOAL 3.	<p>During the 2015-2016 school year, all students in grades 2nd-5th will increase from 80% of Students at Numeracy on Grade Level on the Measure of Academic Progress (MAP) to 85 % of students at Numeracy on Grade Level as calculated on the Measure of Academic Progress (MAP).</p> <p>RATIONALE: According to the Spring 2015, MAP data results, 80% of students tested in grades 2nd-5th scored at Numeracy on Grade Level on the Measure of Academic Progress (MAP).</p>
GOAL 4.	<p>During the 2015-2016 school year, all students in grades 1st-5th will increase the number of constructed responses in Science, Social Studies and Math from 1-2 each marking period as measured using the writing portfolio in May 2016.</p> <p>RATIONALE: Based on 5th grade writing scores, writing across the curriculum will support goals in the areas of writing, science, social studies and math.</p>

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

GOAL 1.	<p>From August 2015 to May 2016, the number of discipline events will decrease by 30% as measured by discipline referral data in Power School.</p> <p>RATIONALE: At Pulaski we are setting high expectations for all students. Discipline events can cause disruptions and disorder to teacher and learning at all levels at school. Reducing the events contribute to student performance.</p>
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GOAL 2.	<p>To continue and enhance PBIS program which targets positive behavior by implementing a class check sheet. The PBIS team will monitor the program through monthly meetings of looking at the data and continuing to improve the plan as needed to increase positive behavior throughout the school and ensuring that the program is carried out with fidelity by all staff members.</p> <p>RATIONALE: At Pulaski we are setting high expectations for all students. In order to achieve this level, we understand that providing positive behavior incentives to all students will allow us the ability to provide academic and emotional support to our students on a regular basis.</p>
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GOAL 3.	<p>To increase the number of functional school safety exercises from one to a minimum of two for the 2015-2016 school year.</p> <p>RATIONALE: As a school, the more we practice for emergency situations, the better prepared we will be as a group when and if an emergency occurs. There will be the addition of table top discussion/drills in addition to functional drills that will be organized by the Emergency Response Team (ERT).</p>
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Focus Area (#3): Community Engagement

GOAL 1.	<p>To continue to increase community engagement in support of our school, we will enlist help from local businesses and parents as they support the school initiating a minimum of 5 business partners by May of 2016.</p> <p>RATIONALE: It is important for the members of the community to support their local school by interacting positively with participation in ways to improve the school and better the education of students. With the community's help we will be able to apply and submit at least 5 alternate funding sources.</p>
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GOAL 2.	<p>To reestablish a fully operational Parent Teacher Association by September 30, 2016.</p> <p>RATIONALE: At the start of the 2014-15 school year, we lost our entire executive board. The re-establishment of a PTA indicates a desire to improve parent and community involvement and building a partnership for the betterment of all students at Pulaski Elementary.</p>
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Focus Area (#4): Fiscal Responsibility

GOAL 1.	<p>100% of all receivers will be entered in LEAFS within one week of the receipt of goods</p> <p>RATIONALE: All receivers should be entered in LEAFS within the specified time period. We will concentrate on increasing communication between the administration and the bookkeeper in order to meet this goal.</p>
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V. TITLE I SCHOOLWIDE PLAN COMPONENTS

Title I School-wide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Pulaski Elementary	District Name: Chatham County	
Principal Name: Antonio Byrd	School Year: 2014-2015	
School Mailing Address: 1001 Tibet Avenue Savannah, Georgia 31419		
Telephone: 912-395-6866		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>	<input checked="" type="checkbox"/> Not Applicable	
Principal's Signature:	Date:	
Title I Program Manager's Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:

SWP Template Instructions

- All components of a Title I School-wide 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 first ten components in the template are 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.

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response: Pulaski Elementary School is a community of diverse learners composed of students, faculty, parents and community members committed to achieving high standards for all.

The demographic data for Pulaski is as follows:

- 42% Black, 29% White, 19% Hispanic, 6% Multiracial, 3% Asian, and 1% American Indian
- 58% male and 42% female

We have taken into account the needs of migrant children, however, at this time we have no migratory students enrolled, but should any of those students enroll we will follow federal guidelines to make sure that those students as well as parents are informed with all pertinent information in a language they understand. A copy of the Occupational Survey is in all school registration packets.

The following procedures have been put into place should migrant students enroll:

Eligibility for Migrant Services

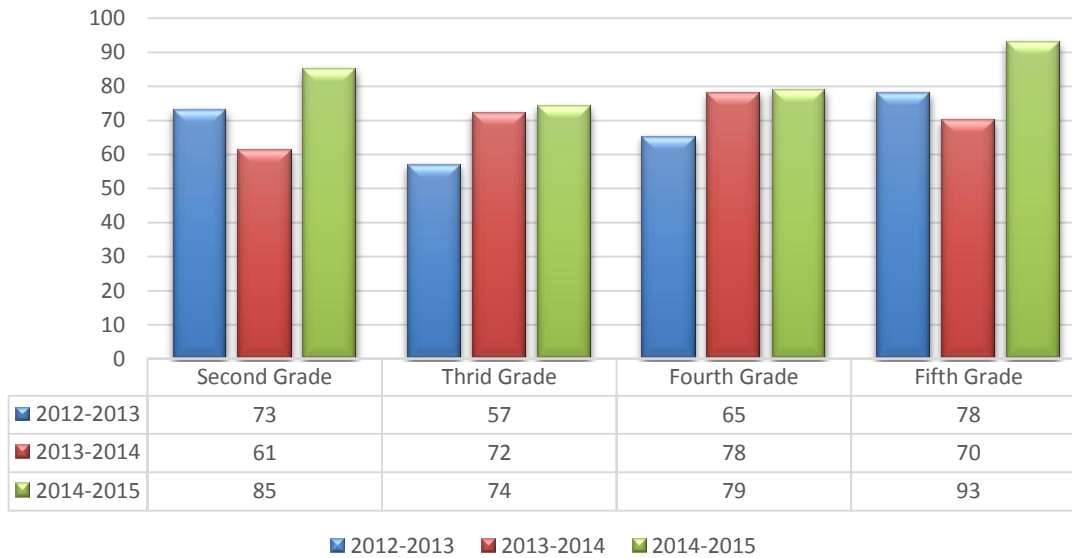
- All Occupational Surveys returned with indicators checked are sent to the school district's Homeless Liaison
- The Homeless Liaison then forwards surveys to the Regional Migrant Office
- The Regional Migrant Office determines eligible services and notifies the district's Liaison
- The district's Liaison then works with the school to ensure that families receive services for which they are eligible.

We have used the following instruments, to obtain data about our school to create this plan of improvement for Pulaski Elementary School:

- Quarterly Benchmark Assessments
- Scholastic Reading Inventory (SRI)
- Measures of Academic Progress (MAP)
- Dynamic Indicator of Basic Early Literacy Skills (DIBLES)
- mCLASS (Math)

The **Scholastic Reading Inventory (SRI)** is a computer based, reading assessment that is administered to all second through fifth students in our school district. It reports students reading levels as a Lexile score. Lexile scores are used to determine a child's reading level and are monitored to determine a student's reading comprehension level. As a school, we use this data to track student reading progress and to identify areas of deficient.

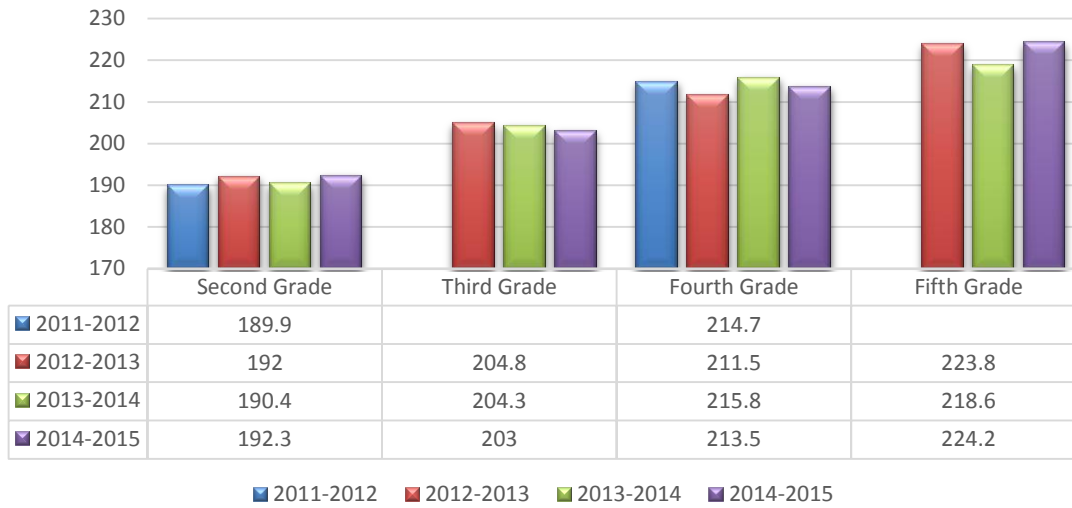
Pulaski Elementary SRI Results



According to our SRI data the students have consistently made improvements in the area of reading. There were increases in grades two, three, four and five in the 2014-2015 school year, There were significant increases in second and fifth in 2014-2015. We will determine what these grade levels have implemented to increase the scores in all grade levels. We will have the teachers share best practices with other grade levels. We will continue to use SRA through small group instruction with our Reading Grant to focus on improving our reading scores. We will use the data from all three benchmark tests to group our students based on areas of need to provide specific instruction to each group based on the needs of the students. We will implement teaching reading skills in all curriculum areas. We will provide afterschool tutorial to students who are struggling in reading to address specific skills based on our data.

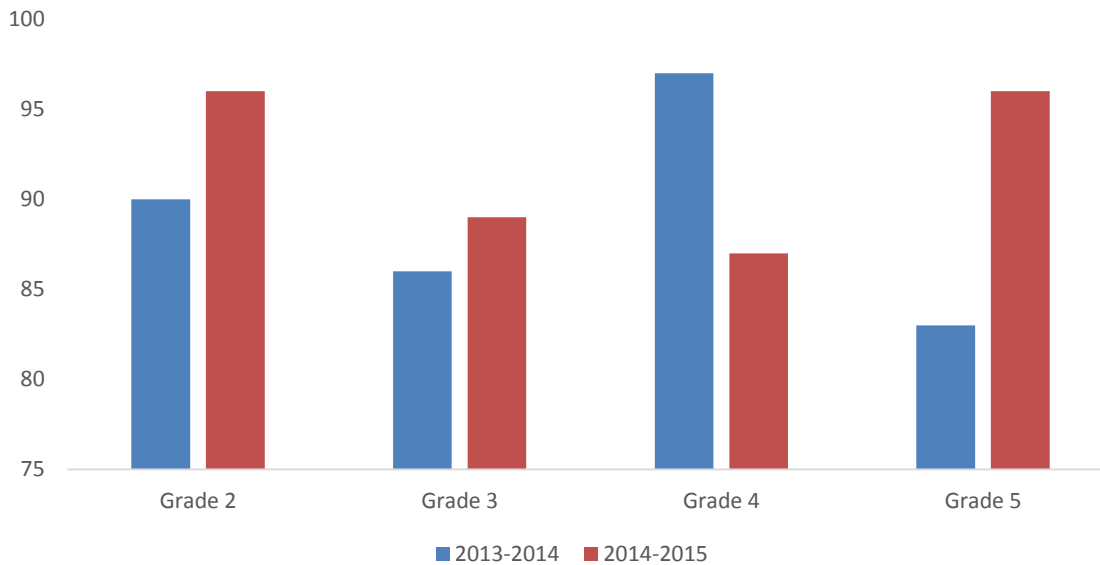
The **Measure of Academic Progress (MAP)** is a computer based test that presents students with engaging, age-appropriate math content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The results provide wealth of detailed information for teachers, parents and administrators. This assessment is aligned to the Georgia Standards of Excellence which helps teachers use this assessment and data to drive instruction and to group students in small groups provide research based instructional strategies based on the specific standards that the students are struggling with in the area of math.

Pulaski Elementary RIT Scale for MAP (Measures of Academic Progress/MAP)



According to our data analysis of the MAP data for the last four years, our students are maintaining consistent RIT scores, while showing improvement in grades two and five from the 2013-2014 to 2014-2015 school year. We need to continue to improve on what we are doing to ensure that these scores continually improve. We will continue to analyze these scores in our data groups to provide specific, research based strategies and instruction in small groups to our students and to help us determine resources and professional development that is needed.

Percentage of Students Meeting Math Promotion Criteria

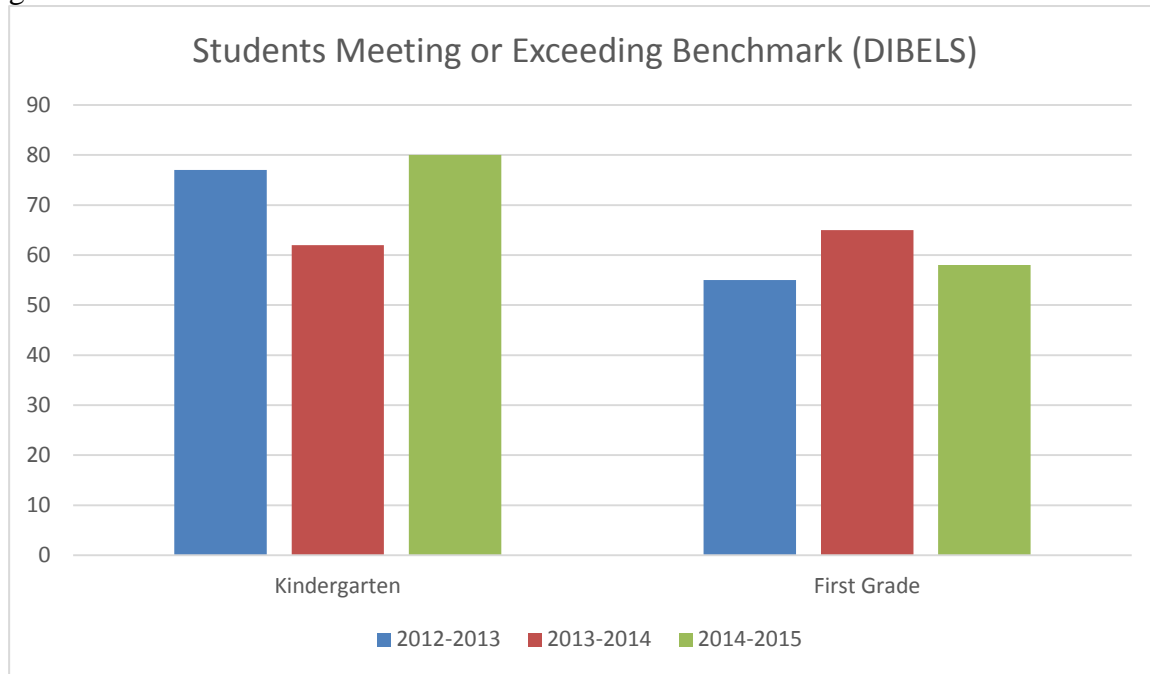


The percentage of students meeting Math Promotion Criteria increased in grades two and three. There was a significant increase in the number of students meeting the math promotion criteria in 5th grade. According to the data, there was a slight decline in the number of students showing grade level proficiency in numeracy in grades two through five. Additionally, when we drilled

down we determined that our students are struggling in the areas of Numbers and Operations and Geometry. So, we will focus on drilling down into the data and identifying specific areas of weakness in these domains. We will provide small group instruction, cooperative grouping to work together on problem solving tasks, afterschool tutorial, Learning Odyssey through our Math Lab teacher and during class. We will work with administration, District Math Coach and our Professional Learning Communities to improve instruction in these areas to meet the needs of our students. Our afterschool tutorial programs will be used to focus on these areas to increase proficiency in these areas. Learning Compass will be utilized in our Math Lab to focus on these areas for our students.

The **Dynamic Indicator of Basic Early Literacy Skills (DIBELS)** is a set of assessments used for universal screening and progress monitoring in grades K-6. (We are currently using them for grade K-1).

Our Kindergarten and First Grade Teachers use Dibels to progress monitor the students for Phonetic Skills and beginning Reading Skills as benchmark assessments three times a year. The students are grouped in small groups based on these benchmarks to provide direct small group instruction to provide the students support in their areas of need. The data chart below represents the percentage of students who have met or exceeded the benchmark in Kindergarten and first grade.

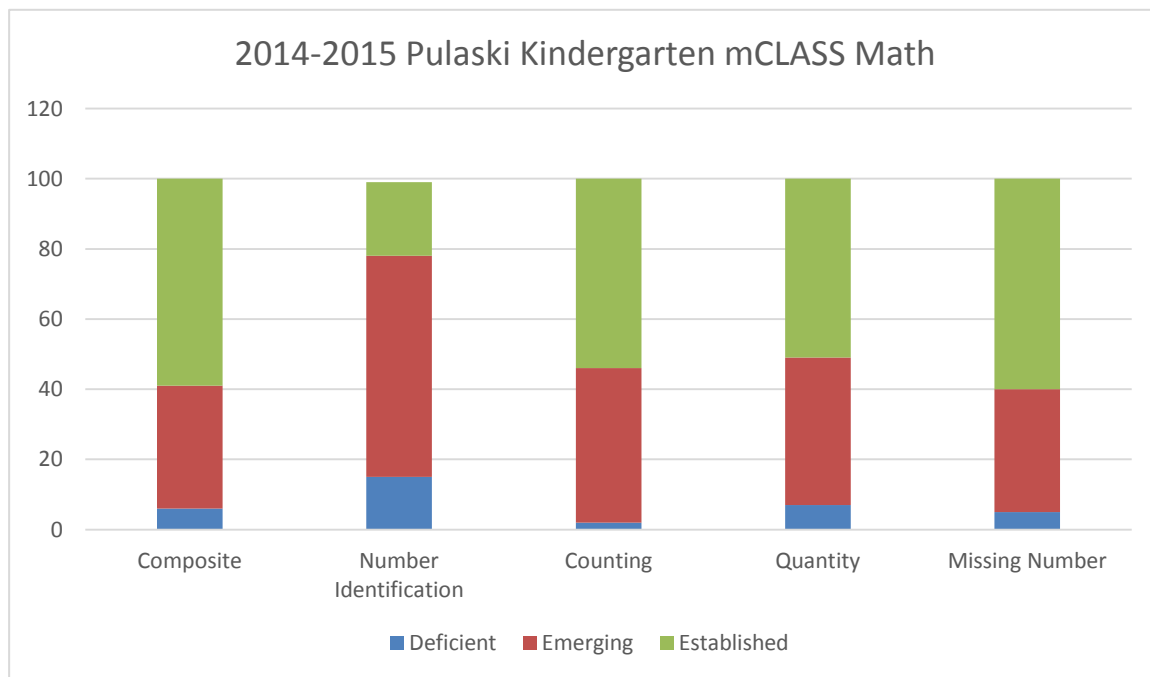


Based on our data, our reading scores have increased in Kindergarten. There has been a focus on the use of Wilson Phonics. Within the composite score, twenty-nine percent of first grade students fall well below the bench mark. We have targeted a deficiency in the areas of reading accuracy and fluency. The root cause for the decrease in scores is due to the fact that our students are struggling with reading for information, reading fluency and reading comprehension skills. To address this decrease in scores, we will continue to implement small group instruction based on data to focus on phonemic awareness, fluency and reading comprehension. We will continue to monitor Kindergarten-Second Grade teachers to ensure the Wilson Phonics is being done with fidelity. We will meet with Kindergarten teachers to determine the strategies that they found to be most effective. These strategies will be shared with the first grade teachers. Our teacher focus on

reading non-fiction stories, providing a minimum of 120 minutes of Reading Instruction daily, teaching reading in all subject areas, and monitoring our benchmark assessments to create small groups and to provide research based instructional strategies to address the weaknesses as identified. We will provide our students with the Early Intervention Program teacher, SRA small groups through our Reading Grant, monitor students through our data, Response to Intervention, After School Tutorial, Literacy Nights and Professional Development to our teachers in the area of reading.

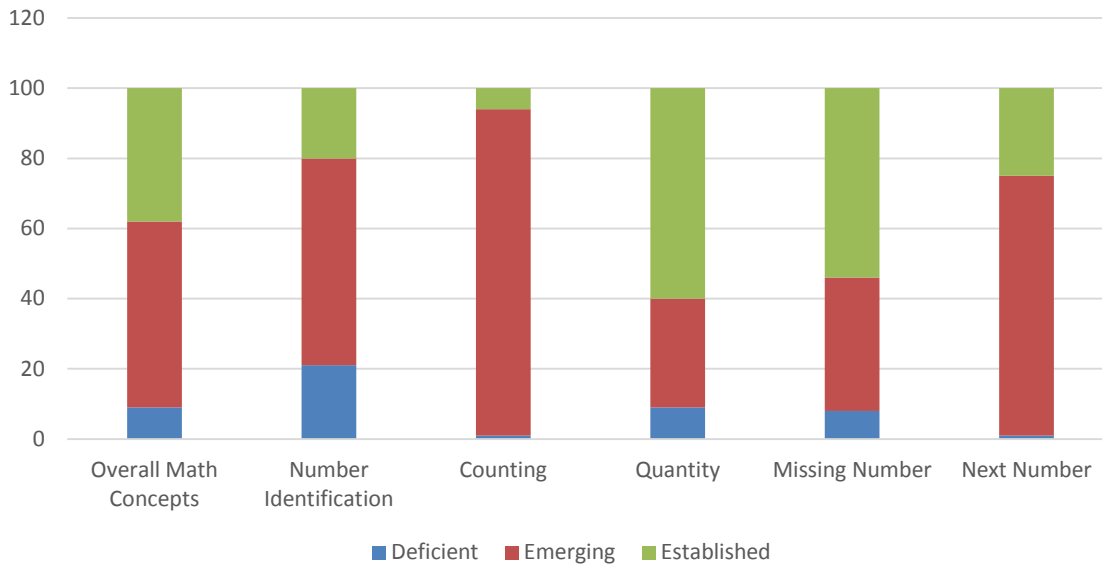
mCLASS®: Math is a formative assessment for the primary grades that assesses math skills and understanding by combining efficient screening measures of skill proficiency with diagnostic interviews.

At Pulaski, we use mCLASS:Math as a set of screening and progress monitoring measures for students in Grades K and 1. Computation is a group-administered test of mathematics that assesses a child’s ability to perform written addition and subtraction calculation problems. mCLASS Math assesses early mathematic skills in: counting, number identification, quantity discrimination, next number, missing number, number facts, computation, and concepts.



The data shows that the majority of Pulaski kindergarten students are emerging or established in the benchmark areas above. We will work to decrease the number of deficient and emerging students through focusing on these areas.

2014-2015 Pulaski 1st Grade mCLASS Math



The data shows that the majority of Pulaski first grade students are emerging or established in the benchmark areas above. We will work to decrease the number of deficient and emerging students through focusing on these areas.

We increase focus in small group instruction through our Math Lab teacher and during class. We will work with administration, District Math Coach and our Professional Learning Communities to improve instruction in these areas to meet the needs of our students.

The root causes we discovered while reviewing the school’s data are that there is a need to strengthen the foundation in basic reading comprehension and Lexile levels for all grade levels. This is particularly an area to focus on in the primary grades. There has been an inconsistency in the progress level of primary students when analyzing the DIBELS results. This focus must continue throughout the elementary grades. A drop in SRI results from fourth to fifth grade yields the need to focus on reading comprehension in this area. Additionally, a large percentage of students scoring in the deficient and emerging range on the mCLASS assessment shows us that a focus on basic math skills including number identification, counting, and number patterns must continue.

2. School-wide reform strategies that:

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: The ways in which we will provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance, particularly the needs of students furthest away from demonstrating proficiency, related to the State Performance Standards are as follows:

Writing: August 2015-June 2016

- Writing Portfolios

Implement school-wide writing plan. Each teacher will create a writing portfolio for each student that includes at specific samples that are scored based on rubrics from the district. The writing portfolios will include constructed and extended response samples from all core subject areas.

- Journal writing and display of exemplary writing pieces based on District Writing Plan
- Address different learning styles through use of slates, Neo2 and interactive whiteboards
- Use of content related books (Charlesbridge books, Non-Fiction Leveled Readers)
- Departmentalizing on the Fifth Grade team to better promote writing and language arts.

Based on our data, our students are struggling with writing as a whole. By utilizing the District Writing Plan, writing will be a focus for our students. Teachers will work together as PLC's to develop writing prompts that include writing good sentences, paragraphs, and stories to include all genres, constructed response, and extended response. Teachers will implement writing in all areas of the curriculum. Rubrics will be provided to students so they know the expectations and to improve student writing.

Science: August 2015-June 2016

- Teachers participating in district level symposiums and trips
- Additional Hands on materials used to address different learning styles
- Training in "Thinking Maps" to different address thinking processes
- Address different learning styles through use of E-books and Georgia Standards of Excellence units
- Use of Scholastic non-fiction content related leveled readers

Teachers will continue to work with PLC's to develop lesson plans to improve instruction in science through developing hands on tasks that include cooperative groups working to identify problems, supply solutions and to make hypothesis about different science topics based on the Georgia Performance Standards. Our school science representative will continue to share best practices to all teachers to improve instruction in Science.

Mathematics: August 2015 – June 2016

- Formation of small, needs based groups as indicated by assessment
- Use of Number Worlds math intervention program
- Use of content related books and E books
- All teachers receive Georgia Standards of Excellence task and unit training and assessment from our District Math Coach.
- Address different learning styles through use of Neo2, slates and interactive whiteboards
- Pullout intervention provided outside the reading and math Flex block for students needing additional support conducted by Title I funded Math Lab teacher.
- Review of math facts using Math Facts in Flash and Mastery Math Facts
- Use of instructional supplements such as Study Island, Touch Math, Compass Learning, and Education City as needed and continue the use of Mathematical Model Drawing in K-5

Reading: August 2015-June 2016

- Sustainability of the Reading First program in Kindergarten through 3rd grade
- Wilson Phonics Program implemented in classrooms K-2
- Use of the SRA program for reading intervention
- All teachers receive Georgia Standards of Excellence training and assistance from our District Reading Coach
- Training in “Thinking Maps” to address the organization of various thinking processes
- Use of small, needs based groups, journals and content area word walls.
- Houghton Mifflin Learning materials, including website, utilized in all classrooms
- Novel Studies in grades 2 through 5
- Use of Scholastic leveled fiction and non-fiction readers
- Title I funded Reading Lab teacher will conduct small group pull outs for students needing additional support

Social Studies: August 2015-June 2016

- Teachers participating in district level symposiums and trips
- Readers Theatre materials used to address different learning styles
- Training in “Thinking Maps” to different address thinking processes
- Address different learning styles through use of E-books and Georgia Standards of Excellence units
- Use of Scholastic non-fiction content related leveled readers

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school. Each teacher has a minimum of 60 minutes of math instruction daily as well as ninety minutes of Reading and ELA instruction to include small instruction during these blocks to address individual student needs in these areas.
 - Flex time has be incorporated daily to provide specific small group instruction in the areas of reading and math to include enrichment as well as specific small group instruction to remediate students in the area of reading and math. EIP, Reading Grant, SPED and GEP teacher assists the Regular Classroom Teachers to provide this instruction for 45 minutes every day to all students.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

- The specific Math and Reading academic needs will be addressed through continuous data analysis in the areas of math and reading to adjust our small groups and to improve instruction by providing specific interventions to address the needs of each small group.
- Flex Time our students will get an extra 45 minutes of small group direct instruction that will be monitored weekly to track progress based on each student's specific need in the areas of reading and/or math.
- Teachers will provide a minimum of 90 minutes of Reading and 60 minutes Math instruction daily, while incorporating writing into all subject areas.
- We will utilize the SCCPSS Math and Reading Professional Learning Coached to assist our teachers with improving instruction through trainings, providing instructional strategies.

Response:

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

Reading Reform Strategies

Dibels (K-1 data in Reading and Math-MClass)

AIMs Web: Reading Fluency and Comprehension Screening Test (Lyon, G. 2002)

SRI: Reading Fluency and Comprehension Screening Test 3 times a Year (2nd - 5th Grades)

Implementing Guided Reading into our daily reading plans (1st-5th grades)

Formation of small, needs based groups indicated by data. (National Reading Panel: Teaching Children to Read, 2003)

Pullout intervention provided outside the reading block for students needing additional support (National Reading Panel)

Promote Family Reading Nights. (Fan & Chen, 2001; Cotton & Wikend)

Increase the amount and quality of learning time by providing RTI small-group instruction, after-school tutorial two days per week, and one-on-one tutoring sessions with Local Outreach Volunteer Educators (LOVE) Mentors, who are trained to work with struggling students. (Fuchs,2001)

Mathematics Reform Strategies

Measures of Academic Progress Benchmark Screening three times a year (2nd-5th Grades)

AIMs Web math computation and drill screener test a year (Lyon, G. 2002)

Computers and iPads in the classrooms as well as our technology lab will be used to incorporate daily math drill to students. (Christensen, C., & Gerber, M. 1990)

All teachers of mathematics trained in use of “6 Elements of an Effective Math Lesson” offered by RESA.

Pullout intervention will be provided outside the math block for students needing additional support. (Fuchs, 2001)

Math manipulatives will be purchased which will be utilized in grades 3 –5 math classrooms (Sowell, E. 1989).

Utilizing Writing and Open Response in Math through Journals (3rd-5th grades)

Promote Family Math Nights. (Fan & Chen, 2001; Cotton & Wikend)

Increase the amount and quality of learning time by providing RTI small-group instruction, after-school tutorial three days per week, and one-on-one tutoring sessions with volunteers. (Fuchs, 2001)

Parental Involvement Reform Strategies

Continue to develop a Parent Center in a user friendly environment. (Fan & Chen, 2001; Cotton & Wikend)

Promote parent & student activities correlated with the Georgia Standards of Excellence. Parents and students will be exposed to various activities during our Math, Literacy and Science Family Nights.

Promote Honor’s Assemblies every marking period. (Fan & Chen, 2001; Cotton & Wikend)

Title I funded Parent Facilitator will work with parents to increase parental involvement and work with teachers to improve communication between parents and teachers. The Parent Center will have resources (parent books, technology, and math & reading games/puzzles) available for parents to check out so they can work with their children at home.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school-wide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs;
 - FLEx (Fundamental Learning Experiences) PERIOD: Flex Period has been built into our Master Schedule to provide each grade level with forty-five minutes of small group intervention time to meet the needs of their students. Each grade level will analyze their Scholastic Reading Inventory (SRI), Dibels, mCLASS, Georgia Milestones Assessment System (GMAS), Teacher made Assessments, Measures of Academic Progress (MAP), Cold Reads or any other pertinent data to group their students in small groups to provide daily interventions and weekly progress monitoring using Research Based Instructional Strategies and Assessments, such as Science Research Associates, (SRA) reading, Wilson Foundations, Odyssey Learning, Touch Math etc. as instructional strategies and Dibels, Aimsweb, etc. as assessments.
 - Afterschool tutorial twice a week will be provided to struggling students in the area of reading and math.
 - Small group Reading and Math Instruction provided to all students based on data.

Response:

Additional instruction provided by our Early Intervention Program (EIP). EIP services are delivered to second through fifth grade students and target those students who did not meet the math and reading benchmarks. Two additional teachers work with a designated group of students to support reading and math instruction during designated block times based on need and content area.

- Full time Gifted Facilitator
- Full time Reading Grant teacher
- Full time Math Lab teacher
- Full time ELA/Writing teacher
- After school reading and math tutorials
- Individual Tutoring Session
- Response to Intervention (RtI)
- Parent Teacher Conferences throughout the year to discuss student's progress and Behavior.

We will provide opportunities for all children in the school to meet or exceed Georgia's proficient and advance levels of student performance, particularly the needs of students farthest away from demonstrating proficiency. The ways that we will provide these opportunities are:

- We will utilize the teachers paid with Title 1 monies to provide math, reading, and writing strategies and to provide additional remediation to struggling students as the "double dose" instructors.

We have a Reading and Math FLEEx Period for all students in K-5. The goal of the FLEEx period is to improve the reading and math achievement levels of students by providing a double-dose of instructional periods to support students enrolled at Pulaski Elementary. The FLEEx period provides both remediation and acceleration to students based on their specific needs.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: The School Improvement Team will monitor the progress through our bimonthly meeting to determine if we are on track with meeting our goals or to help make adjustments as the year progresses. The Professional Learning Communities and Administration will consistently analyze pertinent data to ensure that we are adjusting instruction, revising our plan, and incorporating new strategies to ensure that we are on track to meet our goals. Pulaski Elementary will utilize various assessments to address and monitor the needs of all children. The grade level teachers will use the results from Dibels, Scholastic Reading Inventory, mCLAS, GMAS, Measures of Academic Progress and benchmark assessments, three times per year in the areas of reading and math as a means of evaluation, as well as grade level common assessments. In addition, Lexile scores will be monitored in the area of reading. To further diagnose skill deficits in individual students, the teachers will use Number Worlds, Read Naturally Data, Aims Web, Cold Reads and progress monitoring through Dibels, Learning Odyssey, Unit Tasks, and teacher made assessments to monitor the progress of their students and to adjust instruction as well as request additional resources.

3. Instruction by highly qualified professional staff

Response: We will provide instruction by highly qualified professional staff who meet the standards established by the state of Georgia (Use Highly Qualified Report and school staff roster)

All of the teachers and paraprofessionals at Pulaski are highly qualified and meet the standards established by the state of Georgia. Teachers must be certified and hold a valid teaching certificate in the grade level or subject area in which they are assigned. Paraprofessionals must have a two year degree in a field of study. Pulaski Elementary has a highly qualified staff that is committed to helping all children learn. Staff members go through a selection process before being hired for a teaching position. As of the 2015-2016 school year, approximately % of the highly qualified teachers and % have an advanced degree.

Degree	# of Professional Staff	% of Total Staff
T-4	20	39%
T- 5	23	45%
T-6	5	10%
T-7	3	6%

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response: 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. Continuous opportunities for staff development by all staff are offered throughout the year either onsite, by our central office, or other outside agencies. Staff development activities are planned based on identified school and staff needs.

We have aligned professional development with the Georgia Standards of Excellence (GSE) content and student academic achievement standards and we have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Much of the 2015-2016 onsite professional development will consist of training through our monthly Professional Learning Communities, where we will provide follow-up discussions of best practices. Monthly PLC will focus on data interpretation and data driven instruction. Standards Based Classrooms and Robert Marzano's Effective Teaching Strategies will continue to support the teaching of GSE that have been rolled out by our state department. Trainings and Professional Development will be provided by the SCCPSS Math, Literacy and Technology Coaches as well as administrators.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Local and state funds are provided for staff development. Some examples of staff development courses attended by various staff members this year will be: Wilson Phonics Training, Teacher Support Specialist training, Mastering Math Facts, Interactive White Board and Writing Slates Training, Data Based Decision Making, RtI Training, AIMSweb training, The Writing Process, Compass Learning, Number Worlds training, SRA training, and several others. This will allow our staff to improve their teaching of writing skills, improve instruction in reading and math, attend content area conferences, and learn technology. Teachers are encouraged to attend various seminars and workshops to further their professional development.

We have included teachers in professional development activities regarding the use of academic assessments such as SRI (reading Lexiles), AIMS Web (which is being used for RtI purposes), Dibels, and both the SRA and Number Worlds intervention programs. These workshops will enable teachers to provide information on, and to improve, the achievement of individual

students and the overall instructional program in the following ways: more appropriate RtI identification and data collection, track reading growth throughout the year, and help further students' achievement by disaggregating pre and post test data on individual students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

The strategies used to attract and keep highly qualified staff members include:

- Working with the district Human Resource office in the recruitment process and application process. This includes the screening of highly qualified candidates using the NOVUS application software and selecting those most qualified for the position. Participating in district wide job fairs in the fall and spring when scheduled by HR. Continue to support the theme "Teach Near the Beach" used by the district to attract highly qualified staff members.
- The administrative team uses Haberman interviewing strategies and employs these for all certified position interviews. Using a site-based teacher selection process has been used and has been found to be successful in finding highly qualified candidates for open positions.
- Professional Development opportunities are provided for all staff members to attend in a variety of subject areas. The district provides for quarterly professional learning days and all staff members are selected to attend specific interest areas. Administration tracks the opportunities for those teachers who attend. A Professional Learning Liaison is selected each year to facilitate the professional learning logs that are maintained by staff members. Each teacher completes a self-assessment as a part of Teacher Keys Effectiveness System and this is used to determine the areas that are of need/growth for the staff member throughout the school year.
- All teachers are afforded the opportunity to observe other teachers within the building and at other schools. The administration coordinates this process and is mandatory for teachers in their first and second year through the district THRIVE program.
- We have incorporated a teacher mentoring program for all teachers new to our school and/or new to the profession by assigning a veteran teacher-mentor to new staff members. Training is provided through monthly Professional Learning Communities (PLCs). In addition, teachers who have 1 ½ years or less of teaching experience; the county provides a systematic program for them to attend. This program is referred to as THRIVE! There are approximately 4 meetings per year as well as planned observations that are documented and tracked. Teachers in their 2nd year of teaching attend THRIVE II, which is an extension of the initial training that they received through THRIVE!
- Teacher mentors are assigned for all new staff members. These mentors are Teacher Support Specialists who have received additional training or are subject matter/grade level experts.
- Pulaski hosts student teachers each semester from Armstrong Atlantic State University.
- All staff members, certified as well as classified, are responsible for tracking their professional development as per the State Department requirement of earning Professional Learning Units in order to renew the teaching license. Opportunities in professional development are provided to all staff members that will enhance areas of need and interest. Encouragement and flexibility is afforded to the teachers when pursuing advanced degrees and additional certifications.
- In the event that there were certification deficiencies, they would be addressed by completion of credits and or professional development to meet the standards of the state of Georgia.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response: We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by having parents participate in decisions regarding the expenditure of parental involvement funds. They are also provided the opportunity to participate in decisions regarding the use of the 1% reservation for parental involvement. The School wide plan will be added to the school's website and a copy will be in the main office for parents to review.

• ALL parents are given the opportunity to review the parent policy and other Title 1 programs and activities to provide input, comments, suggestions, and /or ideas as it relates to improving student academic achievement and school performance. We have developed a parental involvement policy included in our appendices. These strategies include:

Parental Involvement: August 2015-June 2016

- Scheduled PTA meetings and Programs as well as family Math and Reading Nights
- Promote the input of parents in creating the Home-School Compact, Title I Plan, and Parental Involvement Policies
- Promote use of Parent Center.
- Parent Communication folders

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by utilizing the following strategies:

- Parent Center: Varieties of resources are available to parents for check out and are housed in the Parent Center located in the Media Center.
- Parent Workshops and Meetings Based on the results of the parent survey, workshops will be provided including an annual meeting for Title 1 Parent Policy overview. Parents will also be encouraged to participate in district initiatives like Parent University.
- Love Volunteers Our school counselor organizes the volunteers schedule with different classroom teachers. After they are assigned a classroom the teachers assign a student for the volunteers to read with in a one-on-one session.
- Family Engagement Nights to include Reading, Science, Writing, and Math. These have been scheduled to provide parents with specific content related strategies they can use to help their child at home. Many of these materials will also be available online for those who are unable to attend either session.
- Parent Access: A technology system which allows parents the ability to access their child's grades and homework. It also allows parents the opportunity to stay on top of the student's academic progress.
- PTA Meetings: PTA meetings are held several times a year. In addition, during our PTA meetings parents are able to see the students perform using their musical talents.

- **Parent Calling System:** This system is used by our principal to call to notify parents of important emergencies, events and activities which will occur in the school, district or community.
- **Parents monthly / Weekly Newsletters:** A monthly newsletter is sent home from the teachers to parents concerning important dates and events. A monthly calendar is also
- **Parent Communication folders and agendas:** Parent communication folders and agendas provide the opportunity for teachers and parents to establish a routine for communication.
- **School Council:** The majority of the school council is made up of parents. We also provide written notice to parents stating both Adequate Yearly Progress Status and what we are doing to improve our school.
- **School Website:** The Pulaski Elementary website will become more parent and student oriented; allowing them to access daily assignments, helpful websites, podcasts, and examples of student work.

We have provided written notice to parents stating both our school status and what we are doing to improve our school. These letters are in a format and, to the extent practicable, in a language that the parents can understand.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: 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 students entering from private schools plus students entering our schools throughout the year ...

PRE-K to K:

Pulaski Elementary houses two Pre-K classes on our campus. The “Bright from the Start” pre-kindergarten program provides several opportunities for assisting young children in making the transition to the school-wide program. Students are given opportunities to learn through active involvement, social interaction, and field trips. Social and self-help skills are emphasized. These opportunities provide a smooth transition from the pre-kindergarten program to the kindergarten. The pre-kindergarten classes attend and are involved resource classes including art, music, and PE. These students and parents receive an orientation to kindergarten at the end of the school year and also are provided fine art classes to help ease in the transition to the kindergarten year.

5th to 6th Grade

Transition plans for students entering middle school are developed by our fifth grade teachers and guidance counselor in coordination with the receiving middle school counselor. Fifth grade students and parents are provided a “Middle School” program presentation during the month of March. Fifth graders are invited to attend special events at various middle schools. Several middle schools come to Pulaski and present their program and expectations to fifth grade students and parents. This is linked with the district specialty program application process.

New Students

Students entering from private schools and /or students entering our school throughout the school year are assisted in making the transition through our guidance program (new student orientation). Administrators meet with the new parents to present an overview of the school and allow them to ask any pertinent questions. New parents and students receive a copy of the compacts and parent policy when they enroll.

We have developed a parental involvement policy that includes:

- strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive school wide plan available to the LEA, parents, and the public
- includes a compact
- includes a Parent Involvement checklist

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

Teachers are included in the decisions regarding the use of academic assessment information for the purpose of improving student achievement in a variety of ways. These include:

- **School Council**

Two teachers serve as members of the School Council. This body helps to set the vision for the school and is comprised of faculty, administration, parents, and business partners. This body meets 4 times during the school year.

- **School Improvement Team**

The School Leadership Team is composed of grade level and special area representatives and administration. This team develops the School Accountability Plan and the Title 1 School Wide Plan. This team meets twice a month during the school year.

- **Data Teams**

A school wide Data team and grade level data teams meet monthly and weekly, respectively, to discuss student achievement and to analyze data. These teams find the data, analyze the data, prioritize the needs analysis, sets, reviews, or revise annual goals, identify specific strategies to meet goals, and then determine result indicators. Minutes of these meetings are maintained and the focus is always on student achievement. The team meets to analyze mCLASS/DIBELS, GMAS, GKIDS (Kindergarten), Aims results, MAP tests, SRI data, and GoFAR to help pinpoint areas of strengths as well as weaknesses for grade levels and the school.

- **Attendance Committee**

The Attendance committee meets to address student attendance issues. Teachers are the major component of the plan in order to have students attend school regularly and meet the mandates of the State of Georgia Attendance Laws. The committee sends letters and refers the School Social Worker to those students who have 5 days or more unexcused absences.

- **Faculty Meetings**

Faculty meetings are held once a month and allow for teacher interaction and discussion for student achievement. Professional development and best practices are shared during this forum. Minutes are maintained for these meetings.

- **Grade Level Meetings**

Grade levels meet during the common planning time. These meetings are chaired by the grade level chair and minutes are maintained. Teachers discuss a variety of topics that range from day to day business, student achievement, and data analysis.

- **Professional Learning Community Meetings**

Weekly Professional Learning Communities (PLC's) are conducted during common planning times for all grade levels. The administration chairs these meetings and the focus is on how to affect student achievement. Best practices and research based strategies are always presented and discussed. The focus for PLC's for the 2015/2016 school year are best practices in standards

based classrooms, TKES, GSE, data driven analysis, Response to Intervention, and classroom management/PBIS.

- Progress Monitoring

The SRI test will be given to track reading proficiency, the MAP test will be utilized for Math assessments, and GoFAR will be used as our Science assessment. Teachers are able to determine the results for their class and the individual student. This information allows for teachers to redeliver instruction for weak areas. This information is shared with students and parents to help build a partnership in the education process.

- Response to Intervention Meetings/Strategies

Response to Intervention strategies are being used to help those students reach their full potential. This program demands that teachers develop strategies based on data analysis and then monitor student progress based on these strategies. This year we have provided a data room for teachers to meet weekly regarding RtI cases and better track their student's data. We partner with our RtI representative from the district to help assist us when needed.

- Teacher Perception Surveys Addressing Communications, Safety, and Instructional Effectiveness

Each year teachers, parents, and students are surveyed concerning communication and relationships with administration, school safety, and instructional effectiveness. This data is used by the School Council and the School Leadership Team to have an impact on student achievement

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: 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. Students that are achieving at high levels are referred to the Gifted facilitator for review at Juried Panel. All students are continuously monitored and evaluated to assess mastery of established content standards. Curriculum embedded grade level assessments are administered after skills have been taught. DIBELS, Aimsweb, Easy CBM, and screenings are administered to monitor students' progress in kindergarten through fifth grade. Furthermore, teacher-made tests and observations are used for diagnostic purposes. In addition to these, Pulaski has purchased Education City, and Study Island, a web-based program that can be used to reinforce students' progress in the areas of math, reading, science and social studies. SRI, MAP, Study Island, and Education City will allow us to find areas of need as well as tailor activities according to a student's specific needs.

Additional assistance tools and activities include

- Additional instruction provided by our Early Intervention Program (EIP). EIP services are delivered to second through fifth grade students and target those students who did not pass the school wide assessments (MAP/SRI) or who qualified for EIP through the EIP survey in reading and/or math. Two additional teachers work with a designated group of students to support reading and math instruction during designated block times based on need and content area.

- Full time Gifted Facilitator
- Full time Reading Grant teacher
- Full time Math Lab teacher
- Full time ELA/Writing teacher
- After school reading and math tutorials
- Individual Tutoring Session
- Response to Intervention (RtI)
- Parent Teacher Conferences throughout the year to discuss student's progress and behavior

We are providing new and refresher trainings for our teachers in the following areas: Lexiles, SRI (Lexile testing program), MAP, AIMS Web, RtI, technology integration, Activ-Board, Discovery Education, teacher webpage, PowerTeacher, and after school tutorial training.

We provide parent/teacher communication in the following ways: weekly folders, progress reports, report cards, the development of academic contracts, parent center resources and check out, parent workshops on reading, math, science, and writing (available during the day and in the evenings, and teacher web pages. Additionally, parent conferences are scheduled for students experiencing academic and/or behavioral difficulties as needed to foster shared responsibility for improving student performance and to provide assistance to parents in working with their children at home. Parents also have Parent Access account that allows them to view assignments and grades that are in teacher's grade books.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: Following are our LISTING of Federal, State, and local services and programs and a FULL EXPLANATION of how we are coordinating and integrating those services and programs.

The school wide program will be funded by local, state and federal funds. Funds are used for purchasing materials, development of classroom libraries, parental involvement activities, hiring of staff, and tutorials. They are used for purchasing technology items such as computers, printers, and software to enhance student learning. Title 1 funds are used to supplement our program by providing additional staff, materials and supplies.

Funding Sources and How They Will Be Used

Programs/Services	School Year 2015-2016
Title I, Part A: Improving Basic Programs Operated by Local Education Agencies Targeted Assistance Program	Literacy, Math Lab, Reading and Math Interventions, Parental Involvement Activities, Parent Resource Materials
Title II A: Teacher and principal Training and Recruiting Fund	Professional Development

ESPLOST	Site-based technology & School Improvement
State Funds	Early Intervention Program K-5-Provide assistance for low or at risk students Special Education Pre –Kindergarten Gifted Education
Local Funds 349 and/or 322	PTA School Nurse
Other	Department of Defense Educational Reading Grant

Pulaski has chosen to use funds to hire a Math Lab teacher. This is a certified teacher that is working in conjunction with classroom teachers to ensure all students are getting individualized Math instruction in addition to their daily classroom Math instruction. We have also used Title 1 funds to provide additional support to the Math lab teacher, enabling her to create individualized, technology based Math lessons and assessments.

In addition to the math teacher, we were able to hire an English/Language Arts Teacher who has an instructional focus on writing across the curriculum. Learning to write, and write well, is a crucial life skill. Not only does it help one succeed in school, it’s vital to success in the “real” world too. Writing has become essential in today’s wired world. We communicate through the written word on a daily basis. When today’s elementary school children enter the work force, they will be expected to know how to fire up their computers and write coherent, intelligent content in almost any field they choose.

In addition, studies have shown that writing helps boost student achievement across the board because it actively engages children. It requires them to take in information, organize their thoughts, sort through all of the information they’ve received and then process it.

We have received a Department of Defense Reading Grant which provides us with the opportunity to have a full time reading teacher on staff to help target students (primarily military) who are struggling with reading fluency and comprehension. In addition to this, we have also trained staff members to be able to teach small groups and utilize the reading program with fidelity through FLEx classes.

Finally, other sources of money for the school come from the state and district level. Some of these sources are Full Time Equivalent (FTE), Instructional Extension funds. FTE funds provide money to hire highly qualified teachers according to the pupil teacher ratio per grade level, which is required by the state of Georgia. Statewide K-3 Reading Program funds are used to purchase software, instructional books, and manipulatives to enhance reading instruction in our school.

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

Response: Parents will receive individual student test results for all required state assessments. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each Wednesday, or mailed to the student's home. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parents will be invited to parent-teacher conferences so that teachers may provide detailed explanations of local, state and national assessments and to discuss individual student achievement. Between those conferences, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. RTI, IEP, and parent conferences are another opportunity for parents to discuss their student's achievement with teachers and other professionals. Individual student assessment results and interpretation will be provided to parents in various ways. To further develop the parent's understanding of the GMAS, we will be providing a GMAS work session in April. This will be offered in the morning and in the evening along with all information being posted to our website in order to better accommodate working parents. Letters with a breakdown of student scores will be sent home immediately following the assessment. If a parent would like further explanation of results, they will be provided with a meeting with the student's teacher, our testing coordinator, or administration. Weekly communication of students' grades, progress reports, quarterly benchmark scores, and report cards are also available to parents. Parents also have the ability to check online for their students' grades via "parent access", our web based tool for parents to use. Pulaski will do a call out to all parents of students taking the GMAS to ensure that they are all made aware of when the testing is taking place.

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

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us).

Each Chatham County Public School's data is published in the District Accountability Plan posted on the website (www.sccpss.com). The report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this school-wide plan which will be available for parent to read at the parent center.

Each school year, Pulaski Elementary works with the Office of Student Research and Accountability to update and maintain the most current data and information that identifies trends within the data.

- Last school year's student composite and disaggregated data
- The school's composite and disaggregated data
- Trends in data
- Teacher and student demographic data
- Highlights of programs being implemented to increase student achievement
- Student highlights

The Pulaski Elementary School Data Team meets monthly. Our agendas include the creation of

Pre and Post tests for grades 3-5 in Reading, Science, and Math, the disaggregation of this data, and the distribution of such data to teachers and students. It is our mission to provide teachers with the ability to collect and effectively use data to drive everyday instruction. Each third, fourth, and fifth grade teacher is also required to complete a data spreadsheet on their class. This spreadsheet includes the following information: GMAS scores, Lexile levels, and RtI levels and interventions.

- Results of all state mandated academic achievement tests are routinely disaggregated by the following student subgroups: All Students, Economically Disadvantaged Students, Students with Disabilities, and Major Racial/Ethnic Groups (White Black, Hispanic, and Multi-Racial).
- Once the data is disaggregated, it is presented to all departments during Data Teams. The data is then distributed to department chairs that in turn analyze this data with department members. School administrators have been trained to utilize spreadsheet data and identify target students and groups.

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

Response: The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Also, initial reports of assessment results will be downloaded from the GADOE portal and reviewed for accuracy. Teachers and staff will be trained by the school Testing Coordinator for each test administration throughout the school year. This training will make certain that the testing results will be valid and reliable. Additionally, a designee from the Special Education Department, the ELL Coordinator, the Gifted Coordinator and the 504 Coordinator will all collaborate to appropriately code groups that require testing accommodations. The district's Accountability, Research, Evaluation and Assessment Office provides a variety of reports to the school. Reports include assessment information disaggregated by gender, racial, and economic groups. Additional reports include teacher and grade level data, and comparisons of school-to-school, school to system, and school to state data. In order to ensure that the data collected by teachers is formal, valid, and reliable we are using standardized instruments. Some of these instruments include (but are not limited to): Scholastic Reading Inventory (SRI) which is used to test Lexile levels, and AIMS Web which is used to determine the need of intervention for our RtI process. The program is also used for interventions and additional progress monitoring.

14. Provisions for public reporting of disaggregated data.

Response: For each major assessment throughout the year, the overall results of the testing, (GMAS, EOCs, SRI, MAP, DIBELS) as well as the data disaggregated by subgroups, will be shared with the faculty and staff. The central office will prepare a press release of disaggregated data that will be posted to the Chatham County School System website. Also, a link to this site will be included on Pulaski Elementary School's website. Additionally, this information will be released to the local media. The Principal will present a summary of the testing data to the School Council, which will consist of community members, parents, and teachers. The Leadership Team will prepare disaggregated data, charts, and graphs to be displayed in data

rooms throughout the school. A summary of testing data will also be presented to stakeholders through email messages, school-wide announcements, workshops, and other communication methods. At Pulaski Elementary School, we have an open door policy. This means that parents and guardians are always welcome at our school. They may come and observe their student's learning environment, volunteer in the classroom, or set up a meeting with the classroom teacher or a member of the administrative staff. Our guidance counselor and testing coordinator are also available to meet with parents and discuss assessment results or any other academic concern. Written communication will be provided in the family's primary language. Links to our school report card, and Accountability & School Improvement Plan are also available on our school website. Significant school-wide data is also shared with the School Council and the PTA Executive board.

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

Response: The school leadership teams met multiple times during the school year to review data, prioritize needs, and develop strategies to increase student achievement. The goals of the plan were shared with teachers during pre-planning. Parents, students (where applicable) and community partners were invited to provide input and feedback. This plan is intended for implementation throughout the 2015-2016 school year. Revisions will be made as new data is presented. The Accountability & School Improvement Plan of Pulaski Elementary is an ongoing plan that is reviewed and updated on an as needed basis throughout the year. It is developed by a team that meets over a several month span to collect and analyze the data from the previous school year's GMAS, School Report Card, CCRPI results, and School Climate Survey. The School Improvement Team, and the Title 1 team all participated in the comprehensive needs plan process. To support the development of this plan, it has been made available on our shared staff drive for all members of the school to view

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response: Parents and stakeholders are invited to a Parent Forum in which a variety of topics are discussed. They are contacted by various means such as flyers, marquee announcements, call-out, and messages on the school's website. At the meeting, committee members are given an update of school-wide data, and areas of strengths and weaknesses are shared. The school-wide plan is reviewed and together the committee discovers the schools needs of the most at-risk students and what the instructional focus needs to be and what needs to be done to meet those goals. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at Pulaski Elementary. The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the school-wide Calendar of Events are shared. Questions are answered which clarifies parents' understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Additionally, teachers met during planning times and were given the opportunity to provide

feedback on the School Improvement Plan, the Parent Policy and the School-Parent Compacts. Students were also surveyed and their input was taken into consideration as these documents were developed. The Pulaski Elementary School Title 1 Plan was developed by a broad spectrum of our educational community. Teachers from each grade level, specials, counselor, special education, and a parent were included in our team. We invited parents to participate via letter, it has been made available as a document in progress on our website, we have invited members of our School Council to take part in the creation of it, and will discuss it with our PTA.

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

Response:

A copy of Pulaski Elementary School's Accountability & School Improvement Plan can be found in our parent center (located inside our media center), copies can be made available upon request at the main office, and it is also available on our school website. The plan was reviewed at the annual school-wide plan meeting and will be reviewed with the School Council. Parents will also be made aware during family engagement events that the plan is available after the event upon request. The school's plan is posted on ACORN and reviewed by LEA representatives.

18. 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 Elementary School's population for the 2015-2016 school year consists of English and Non-English speaking students. Therefore, the School Improvement Plan will be translated for parents and families in their home language. All parent meetings that reference the Plan will be conducted in English and in the primary language of the parents in attendance. A copy of Pulaski Elementary School's Title 1 Plan will be made available in Spanish and located in our parent center (located in the media center). If a translator is needed, one can be called upon for any meeting at the parents' request.

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

Response:

Beginning with the 2012-2013 school year; the GaDOE transitioned from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, for schools designated as Priority or Focus (or Alert if they choose to provide the service) the Georgia ESEA Flexibility Waiver provides greater flexibility in designing a Flexible Learning Program (FLP) tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

As required by ESEA flexibility guidelines and following US ED definitions and guidelines, Georgia has identified Title I Priority Schools, Focus Schools, Alert Schools and Reward Schools. Priority Schools and Focus Schools will be required to implement and develop flexible learning programs (FLP) beginning June 2012. The plan is subject to the school improvement provisions of section 1116. The CCRPI score for Pulaski Elementary is and 81.

School-wide Program Checklist

All components of a school-wide program plan must be addressed. Those areas marked Not Met need additional development.

**Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).*

MET	NOT MET	
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X		1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
		2. School-wide reform strategies that:
X		<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
X		<ul style="list-style-type: none"> • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • Strengthen the core academic program in the school. • increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum • include strategies for meeting the educational needs of historically underserved populations

MET	NOT MET	
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X		<ul style="list-style-type: none"> • Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school-wide program which may include: <ul style="list-style-type: none"> • counseling, pupil services, and mentoring services; • college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and • the integration of vocational and technical education programs; and
X		<ul style="list-style-type: none"> • Address how the school will determine if such needs have been met; and • Are consistent with, and are designed to implement, the state and local improvement plans, if any.
X		3. Instruction by highly qualified teachers.
X		4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
X		5. Strategies to attract high-quality highly qualified teachers to high-need schools.
X		6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
X		7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
X		8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

MET	NOT MET	
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X		9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
X		10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
X		11. Description of how individual student assessment results and interpretation will be provided to parents.
X		12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
X		13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
X		14. Provisions for public reporting of disaggregated data.
X		15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program.
X		16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).
X		17. Plan available to the LEA, parents, and the public.
X		18. 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.
X		19. Plan is subject to the school improvement provisions of Section 1116.

Comments:

Principal's Signature

Date

Title I Program Manager's Signature

Date

Title I Senior Director's Signature

Date