



Accreditation Report

Pearl Stephens Elementary School

Houston County Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Houston County is considered one of the fastest growing counties in the United States. The county was deemed the 2012 Winner of the 100 Best Communities for Young People by America's Promise Alliance. According to the 2012 US Census, there are approximately 146,136 people, with 53,051 households, 58,325 housing units, and 37,874 families residing in the County. Pearl Stephens Elementary is located within the Pleasant Hill community in Warner Robins, Georgia with a population of 68,599 residents.

Pearl Stephens Elementary School was constructed in 1954. The school was built on land donated by Mrs. Pearl Stephens, an African American educator. The school served predominantly African American students in grades one through twelve from 1954 to 1969. In 1969, when Houston County schools were fully integrated, Pearl Stephens Elementary was officially closed as a regular educational facility and was used as offices for the school system. From 1975 to 1979, the building housed an alternative school for middle and high school students, and served as a site for kindergarten and special education students. The school was completely renovated in 1990, and during the 1991-1992 school term, Pearl Stephens became the home of an elementary school serving students in kindergarten - 5th grades. The school currently provides educational services to students from pre-k through 5 grades.

Our 2012 demographic data indicates that approximately 87 percent of the students at Pearl Stephens qualify for free or reduced meals. Approximately 16.4 percent of our students receive special education services, and 20.8 percent of our students qualify for EIP Support. Our student enrollment averages between 375 and 400 student annually, with a current enrollment of 445 students. The ethnicity of the student body consists of 79.7 percent African Americans, 12.4 percent White, and 6.6 percent Hispanic. 54.5 percent of the students are males and 45.5 percent are female. The percentage of white students has shown a steady decline over the past three years, with an increase in Hispanic youth. Our English Language Learners (ELL) receive ESOL support at Linwood Elementary School. Most residents of the Pearl Stephens community live in rental or low income housing. Many families are considered doubled up or residing with extended family members. The school experiences high mobility rates with families moving in and out of the area due to economic hardships.

The school currently has 19 core classrooms, including two pre-k classes, three kindergarten classes, three 1st grades, three 2nd grades, three 3rd grades, two 4th grades, and two 5th grade classes. Over the last three years, the school has witnessed a reduction in three classrooms due to fluctuating enrollment. The result has been an increase in our student/teacher ratios in grades 4-5. The school serves two classes of students identified with severe and profound intellectual disabilities. Other special education classes include one interrelated resource class, one mild and one moderate disabled class, and two developmentally delayed kindergarten classes. One of the developmentally delayed kindergarten classes was recently moved to another school location.

The faculty and staff of Pearl Stephens includes a principal, part-time assistant principal, an assistant principal of instruction, a counselor, full-time parent involvement coordinator, a media specialist, school medical technician, a part-time art teacher, a music teacher, a physical education teacher, and twenty-eight core teachers. We have thirteen paraprofessionals, three custodians, six cafeteria workers, a secretary/bookkeeper and an assistant technology specialist.

To improve the academic performance of learners, Pearl Stephens students are served by a Reading EIP Teacher and Math EIP Teacher.

An instructional coach works directly with our teachers by providing professional learning, demonstration teaching and peer coaching . A

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Speech Language Pathologist is also assigned full time to the school. Our Counselor provides a comprehensive counseling program to include classroom guidance lessons, individual and small group support, and consultation with teachers and parents. Our media specialist has worked diligently to infuse technology in our school, including the incorporation of e-books. There is only one male among the staff of our highly qualified teachers. The ethnicity of the faculty and staff is 66 percent African American, 30 percent White and 4 percent other. Pearl Stephens houses an occupational and physical therapy room that is used to provide services/rehabilitation to many students throughout the county.

Some of the special challenges of the Pearl Stephens community include a lack of diversity in the student population, low motivation for learning on the part of students, moderate to low parental involvement, transient population of students, limited fundraising, and limited exposure to community based activities for students. Many students present behavioral challenges such as impulsivity, distractibility, and problems with self-control that also interfere with learning. Other special challenges that impact the school include a lack of consistency in teaching methods across grade levels on the part of staff, and high absenteeism rates due to personal and family illnesses. Pearl Stephens has also experienced a loss in personnel over the past three years as a result of lower student enrollment at some of the grade levels.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

During the 2009-2010 school year, Pearl Stephens' Elementary Better Seeking Team worked together with the administration, faculty, staff, parents, students and representatives of the community to develop a shared mission and vision for student learning. The Team analyzed and reviewed the beliefs and mission statement, as well as the most current educational research and trends to best define expectations for student learning. This demonstrated an on-going commitment to student achievement and academic excellence for all of our students through a continuous collaborative process. The mission of our school, "to promote confident, self-directed life-long learners", ensures that our students will become well rounded and able to compete academically with other students in the county. To promote our mission, our students eagerly recite the mission statement each morning. The Student Council has taken an active role in our school by hosting morning announcements; including positive quotes for the day. Pearl Stephens' Belief Statements reflect our school and community's belief that education is important, and we must all be committed to improving the knowledge base of our students. Our Belief statements include the following:

We believe student learning is a priority.

We believe students should be provided opportunities to apply their learning in meaningful contexts.

We believe curriculum and instructional practices should accommodate differences in learning styles.

We believe school and community relationships are built on mutual respect.

We believe a safe, supportive, and challenging environment fosters student learning and creativity.

We believe cultural diversity can increase students' understanding of different people and cultures.

Results from our 2011-12 parent and community surveys, indicated that our school promotes clear communication between the school and our families. Although the majority of our families do not have sufficient technology in the home, our parents are satisfied with the school's efforts to involve them in their child's education. They also view Pearl Stephens as a safe learning place for students to learn.

Many of our students bring unique challenges to school that impedes their learning. The school staff is aware of the learning challenges and provide small group tutoring each morning to enhance reading, math and/or writing skills. Some of our students in first grade receive additional reading support through a phonics based program provided by support staff. Students in third through fifth grades receive after-school tutoring twice weekly several months throughout the year to accelerate their learning. Our teachers meet weekly to plan collaboratively on how to best meet the needs of our students, analyze student data, and adjust instructional practices. Our teachers are afforded several full planning release days throughout the school year to review student data and plan quality lessons. Our teachers utilize the Response to Intervention process to meet the needs of struggling students. Quality interventions are identified based on student needs and monitored frequently to ensure fidelity. Our students participate in the Reading Counts Incentive reading program. Students are encouraged to read as many books as they can, and take quizzes on the content of the books. The books are leveled according to Lexile scores and are aligned with our Common Core Georgia Performance Standards. Our students also participate in a unique program called "Math Huddles" in which they are required to work out math problems for the week. The purpose of the program is to improve students' math problem solving skills. The staff believes in providing opportunities for students to grow socially through organized dance teams, Girl Scouts, musical productions, and student council. Our school implements core components of Positive Behavior Instructional Supports (PBIS) in order to improve the overall behavior of students. Clear classroom and school-wide expectations have been established to ensure a safe and orderly learning environment.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Pearl Stephens is proud to be deemed a Title I Distinguished School for the past eleven years. This distinction is based on our third through fifth students' overall performance on the Georgia Criterion Reference Competency Test (CRCT). Our third grade students demonstrated notable improvements in ELA from 83 percent in 2010 to 93 percent in 2012; and in Math, from 64 percent in 2010, to 93 percent in 2011 and 80 percent in 2012. The most notable improvement was an increase in Social Studies from 70 percent in 2010 to 91 percent in 2012. Students in 5th grades demonstrated improvements in ELA from 84 percent in 2010 to 90 percent in 2012. Our special education students demonstrated mastery on the CRCT-M and the Georgia Alternative Assessment (GAA).

The number of volunteer mentors at Pearl Stephens has grown significantly over the past few years, with mentor trainings being conducted by the Big Brothers/Big Sisters organization. In fact, Pearl Stephens has the second highest number of active members than any other school in Houston County. Pearl Stephens 5th grade students participate in the Noon Optimist Student of the Month Program. We are the only school in the county with this program at the elementary level. Students are selected by their teachers to represent their fifth grade classes, and are rewarded by the Noon Optimists for their efforts. Our 5th grade students also participate in a yearly writing contest and can receive monetary incentives from the Omega Psi Phi Fraternity to promote writing among our students. Students are encouraged to write essays and the essays are judged on clarity of responses, grammar, sentence structure and overall content. Pearl Stephens was the proud recipient of the 2012-2013 USDA Grant for Fresh Fruits and Vegetables Program. The total allocation of the grant was \$17, 216.83. The purpose of the program is to introduce fresh produce to students in order to expand their knowledge of healthy foods, improve healthy eating habits, and help them to stay focused on their learning. Since its inception in September 2012, the program has introduced our students to plums, blood oranges, kiwi, mushrooms, star fruit, sugar snap peas, tangerines, radishes, pomegranates, papaya, pineapple, pluots, dragon fruit, rose bananas, bell peppers and cauliflower. The program has been expanded to include two other elementary schools.

Along with these accomplishments, Pearl Stephens has also experienced significant challenges in student achievement as noted in the 50 percent passage rate in math of 5th grade students on the 2012 Spring administration of the CRCT. Our students continue to struggle academically in science, social studies, reading fluency, and with comprehending complex text. Many of our students have limited vocabulary knowledge which interferes with their ability to express themselves in writing. Our school strives to meet several goals over the next three years to include increasing students' reading skills, writing skills, math skills, and higher order thinking skills such as planning, analyzing, comparing, and contrasting information. Our teachers seek to become more proficient in implementing the Common Core Georgia Performance Standards, to become more proficient in integrating technology into the classrooms, and in progress monitoring interventions for struggling students.

Additional Information

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

Pearl Stephens Elementary strives to promote positive relationships between the students, staff, and their families. The school and community are committed to fostering a team approach to improving the school culture/climate and academic performance of our students. However, to some in the community, the school continues to struggle with the stigma of formally being an alternative/special education facility, serving "bad" students. Most of our students are well behaved, but have challenges associated with being economically disadvantaged. Our current theme "TEAMWORK: When we all work together, we all win together" is evident as we work to improve our instructional practices, foster a strong commitment of excellence from all staff members, and build confidence in our students.

Pearl Stephens Elementary and Linwood Elementary School will be merging school zones within the next two years and will become a primary and elementary school. Both schools are working together on writing initiatives, professional learning activities, and engaging staff in book studies to allow staff to work collaboratively to ensure a smooth merger of our schools.

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

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

Pearl Stephens Elementary School's vision (purpose) is the result and consensus of collaboration among our school's community. The Better Seeking Team, School Council, PTA, teachers, students and the community suggest, review and ultimately decide the school's vision through a democratic process. The vision of Pearl Stephens Elementary School provides a focus for improving the performance of both the students and staff. It was developed through a collaborative process involving all stakeholders, including teachers, parents, support staff, community leaders and administration. The vision of our school serves as a daily reminder of our expectations for students, parents and employees. The vision is communicated to all stakeholders by posting them in a variety of venues which include the classrooms, hallways, student handbooks, and our school's website. It is also presented to stakeholders at the beginning of the school year during Open House. To better improve the communication of our vision to stakeholders, the vision statement will be added at the bottom of every faculty, leadership, and content meeting agenda template. Each template will have a final question that will ask, "Did your decisions or actions today meet the mission, belief and vision statements of Pearl Stephens Elementary School?"

We must maintain open communication with our parents, staff, and community to ensure that Pearl Stephens Elementary School continues to strive to implement innovative methods for optimal success in the lives of our students. Parent and community active support and involvement is encouraged in the planning process. We maintain a continuous communication process because the effort is imperative if we are to attain the parental and community support that can strengthen our educational program. Each school year, the administration and staff evaluate the needs of the school and implement programs to help the students obtain academic success. Our school strives to include all stakeholders in the process in the review, revision, and planning of our school's purpose. Artifacts validating the decision-making involvement of all stakeholders exist in the Parent Action Team and School Council, Better Seeking Team meeting minutes, and our School Improvement Plan. In order to improve the purpose, the school will keep more detailed documentation of the planning, review, and revision of the process.

The demographics and student needs are continually changing at Pearl Stephens Elementary School and that is why the teaching and

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evaluation of students' educational needs are a necessity. To sustain our strengths in this area, PSES continues to revisit and implement the Board of Education approved School Improvement Plan (SIP). Implementation of this plan includes a variety of assessments to gather data and document student performance. Through this process teachers re-teach and re-test standards not mastered to ensure student success. Pearl Stephens Elementary School administration has taken many steps to ensure that the staff is knowledgeable and are effectively utilizing all areas of the curriculum through continual classroom learning walks, workshops and providing individual feedback to teachers. Therefore, the staff is able to successfully pass their knowledge through the use of an instructional framework onto their students.

Pearl Stephens' Elementary School leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning. We support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Each grade level conducts collaboration meetings which include participation of the administration in which student success and data is discussed. As a school, all staff members participate in professional learning that enhance teacher knowledge of best practices and helps to enrich data driven instruction. Administration holds scheduled faculty meetings which address areas of strengths and weaknesses in teacher performance. Teacher effectiveness is obtained through conducting formal and informal observations, evaluating the learning environment, and through student/teacher engagement. To ensure school leadership and staff hold each other accountable for high expectations for professional practice, our administrative team reviews observational data with teachers individually to provide detailed feedback on areas needing improvement.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning through the School Improvement Plan. This plan maintains a profile with current and comprehensive data on student and school performance. It contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. School leaders hold all teachers and staff accountable for achieving these goals. The process of implementing the School Improvement Plan is documented in the Better Seeking Team meetings. Professional learning meetings are also used to support the goals in the School Improvement Plan. In order to ensure better communication to all stakeholders of this plan, administration will make sure that the Better Seeking Team members provide documentation of presenting these goals to teachers.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

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

The policies and practices that effectively support the school's purpose and direction include Policy Manuals and Handbooks that are provided by the Houston County Board of Education. These manuals are posted on our county website (<http://www.hcbe.net/school-operations/student-handbooks.aspx>) and Sharepoint Intranet Portal. The county's website, as well as our local school website (<http://www.hcbe.net/schools/pearl-stephens-elementary-school.aspx>), have links to the CCGPS for stakeholders to read. The county also has an e Board site (<https://eboard.eboardsolutions.com/index.aspx?S=4089>) where minutes, policies, legislations, and other information is posted. In addition, stakeholders are presented with a hard copy or an electronic copy of these handbooks. Stakeholders must verify with their signature receipt of the handbook, that they have read and understood all of the policies in the handbook. All faculty and staff are expected to implement the procedures and policies in the handbook. All other stakeholders are expected to abide by the procedures and policies in the handbook. There is also a Spanish version of the handbook and manual for those stakeholders that need it. Any changes to school policies and procedures are communicated via phone calls, newsletters, and news releases.

In order to provide effective instruction and assessment to produce self-directed lifelong learners, the governing body employs highly qualified educators and staff. At the local school level, our website (<http://www.hcbe.net/schools/pearl-stephens-elementary-school/parent-involvement/information-and-documents.aspx>) has information for stakeholders regarding the right to teacher qualifications and highly qualified teachers.

System effectiveness is evaluated through a variety of protocols and procedures that closely monitor student performance and academic data. Stakeholders are able to access the School Board's meeting minutes through the county website (<https://eboard.eboardsolutions.com/index.aspx?S=4089>). Information regarding state laws, regulations, and policies can also be found on the county's website. Information regarding professional learning can be accessed through the Sharepoint Intranet Portal. Faculty and staff are required to participate in systematic, formal professional development classes. These classes are offered to support the mission of the school system to produce high achieving students. Professional learning at school level is based on the staff's identified areas of need in order to ensure students master the curriculum standards.

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Through regularly scheduled meetings, the governing body provides the necessary guidance and support for

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the school to meet its goals and manage day-to-day operations. Information from our monthly superintendent's meetings is shared with staff via meeting minutes to ensure that schools are mindful of any operational changes and procedures. Additionally, operational information is shared with our staff during faculty meetings and via email to ensure that safety measures are adhered to, and to ensure the school operates smoothly on a daily basis. During grade level meetings, teachers collaboratively discuss ways to implement school initiatives that are planned by our school improvement committees. Results from teacher surveys also aide in the planning and implementation of our school-wide goals.

Our school leadership team and staff foster a culture consistent with the school's purpose and direction by encouraging, supporting, and expecting all students to be held to high standards in all courses. School leaders promote innovation, collaboration, and shared leadership among faculty and staff. The school's mission statement is recited every morning by students and staff to ensure that our students take an active interest in their own learning.

One area of weakness we do identify within this indicator is a sense of community among all stakeholders. Although our school does host some after school events for stakeholders to participate in, participation is minimal. The morale among faculty and staff is not as high as it could be, therefore, more opportunities for sharing and celebrating have been planned. Suggestions include monthly pizza nights, faculty Christmas parties, paraprofessional of the year, and school carnivals.

Our school leadership engages stakeholders effectively in support of the school's purpose and direction. At the beginning of each school term, parents are provided opportunities to become active members of our PTA, Parent Action Team and School Council. Our School Council meetings, Open House, and Parent Involvement meetings support stakeholders by providing them with up-to date information on our School Improvement Plan and Title I School-Wide Plan. Our parents and community have opportunities throughout the year to offer suggestions on ways to increase family involvement and student achievement. Through our Title I One Year Action Plan, parents are involved in many activities such as Math and Science Nights where parents receive instruction on how to assist their children. Classroom communications and parent-teacher conferences are another way in which this element of support is fostered. Our school also proudly displays a community partnership tree in the front lobby which includes the names of all of our business partners that provide services to our school.

Leadership and staff supervision and evaluation processes result in improved professional practices and student success. Teachers are supervised on a regular basis to ensure that the curriculum is being taught and implemented with fidelity. Teachers are observed frequently through formal and informal learning walks, and feedback is provided to enhance the delivery of instruction. Feedback is also provided via grade level meetings with administrators. During grade level meetings, various topics are discussed such as data analysis, classroom environments, and other professional learning topics that are relevant to our school improvement initiatives. The results of these processes are used to monitor and adjust professional practices and improve student learning.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques •Data notebooks, workshop model, curriculum maps, higher order thinking resources, student collaboration work samples. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Curriculum writing process •Lesson plans aligned to the curriculum •Classworks, HCLI data, benchmark data, Write Score data, Grade level meeting minutes. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Before/Afterschool tutoring, Peer teaching, performance tasks, spelling inventories, writing continuum, Classworks, Response to Intervention. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •K-2 grade book studies, school wide professional learning, documents, writing demo pieces and charts, GAA meeting agendas, SPED meetings with Program Specialist. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Thinking Maps, Workshop Expectation Point System, Rubrics, Conference Notes. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Mentor/Protege documentation, Peer observation photos, Coach documentation, Sample Professional learning PowerPoint. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Family Math, Reading and Science Nights, Parent/Teacher conferences; Agendas, School Website. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Teachers as Mentors, Big Brother/Big Sister Program, Girl Scouts, Dance Teams. 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•K-5 Writing collaboration, Cadre/Collaboration, Professional learning documentation.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•EIP Services, Before/After-school Tutoring, Remediation.	Level 3

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

Curriculum and educational experiences provide all students with challenging and equitable learning opportunities. At the beginning of the 2013-2014 school year, we implemented ROAR Time. This school-wide 25 minute per day initiative engages and motivates students in the areas of reading and mathematics. Lessons are designed to build fluency and reasoning in these content areas. Support staff including the instructional coach, reading and math specialists, P.E., Art, and Music teachers, the speech pathologist, and the media specialist collaborate with homeroom teachers to allow reduced-class delivery. Paraprofessionals are valuable members of the kindergarten team and support their teachers during ROAR. To ensure fidelity of implementation, initial common plans were created by the the instructional coach and our reading and math specialists. The expectation is for grade levels to plan future lessons using the same framework. Our administrative team is fully supportive and frequently monitors ROAR Time. Pearl Stephens has a history of raising the performance level of struggling students as we have a large population of at-risk learners. Through methods such as our system-wide instructional framework for delivery of content, the use of Higher Order Thinking skills, incorporation of technology to enhance lessons and improve student retention, and the use of unit tasks or projects, the achievement gap among our students has narrowed. Pearl Stephens teachers have been provided with an array of resources to support higher order thinking skills among the entire student population. However, our above-average learners have not made noticeable gains. The following actions have been identified to improve in this area: During the 2013-2014 school year, our efforts have expanded toward gifted and high achieving students, as they are enrolled in focus courses to accelerate their learning. All students need more opportunities to work collaboratively and think critically. Teachers are planning more rigorous real world projects and end-of-unit tasks. We are helping teachers utilize technology with greater proficiency. To continue to grow in these areas, on-going professional learning is needed. With increased staff and student monitoring, the afore-mentioned initiatives should yield favorable results.

There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. Pearl Stephens administration leads the staff in continuous improvement efforts throughout the year. Grade levels designate one day each week to

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discuss student work samples and data, i.e. RTI, HCLI, benchmarks, common assessments, Classworks, and Write Score (Writing & Science). Teachers are encouraged to review and reflect upon data collected and create flexible strategy groups. Administrators monitor this process through grade level meetings and documentation review. There are also on-going data discussions through various lenses, i.e. EIP reading & math, Classworks, SST, and SPED. Additional support is provided by system literacy coaches (K-5). They work with teachers to ensure they are looking at student writing and making instructional decisions based on their observations. To make gains in this area, for the 2013-2014 school year, we have designed and implemented school-wide progress-monitoring documents to be utilized weekly. Teachers and students maintain data notebooks to identify strengths and weaknesses. Students monitor their own progress and set goals to improve. We have also established specific protocols to ensure data talks are in-depth, insightful, and drive instruction. On-going professional learning opportunities will be provided on this topic.

Student engagement is evident throughout the instructional day. Classroom instruction reflects researched based practices. Reading and writing are taught using the Workshop Model. The mini-lesson, the first component of this system-wide instructional framework, includes a connection to previous learning, an explicit teaching segment, a quick opportunity for active engagement of students with scaffolding, and a link to future reading and writing. The largest segment of the workshop (30 - 40 minutes) is reserved for student application. As students read and write, teachers confer with individual learners or pull small groups for strategy or guided practice, and provide immediate feedback.

All other content is facilitated using a modified version of this same model. To further engage students and build understanding, hands-on experiences, partner or small group tasks, and technology are incorporated. Students are able to collaborate, self-reflect and think critically through science investigations, book clubs, and performance tasks in all subjects. Students apply content knowledge and skills, integrating content through writing. Teachers remain abreast on instructional strategies by attending system and site-based professional learning sessions.

Administrators frequently monitor teachers to ensure quality implementation of the curriculum through best practices. A variety of checklists are utilized addressing areas such as environment, teacher organization and preparation, delivery methods, differentiation, student engagement, and assessment. Classrooms are visited formally and informally after which oral and/or feedback is given to elevate instructional practices. To further support teachers, next steps are often identified, i.e. training with the instructional coach, peer observations, or professional reading. During the 2013-2014 school year, administrators will receive extensive training on Teacher Keys Effectiveness System (TKES). Select teachers will participate in the pilot. They will be evaluated on 5 domains which consist of 10 standards. The remaining faculty will be evaluated using the Georgia Teacher Observation Instrument (GTOI).

Collaborative learning communities meet both formally and informally. However, based on the results of the 2013 GAPPS Analysis, this was an area identified by our staff as needing improvement. Therefore, the following initiatives are non-negotiable effective August 2013: All PSES teachers participate in before and/or after-school collaborative learning communities to study professional research and foster best-practices. All regular education teachers and designated special education teachers participate in on-going job-embedded professional collaboration sessions facilitated by system ELA and Math coaches. These 1/2 day collaborative trainings include unit study, data analysis, demonstration lessons with group commentary and next steps for each community of learners. In addition, teachers will be trained in utilizing a more efficient collaborative planning process. It will be the expectation of all teachers to utilize the Plan-Do-Check-Act model to improve instruction. All grade levels follow collaborative planning guidelines for meetings and document using provided templates.

Our school-wide expectation is that all teachers create a standards based environment which utilizes an instructional process that informs students of standards and sets learning expectations. All teachers plan using a modified template to ensure each lesson component is considered. In addition, exemplars and/or rubrics are used to ensure student growth. Teachers use both formative and informative assessments to make informed instructional decisions. All teachers new to Houston County and/or Pearl Stephens receive on-going

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training/professional development in this area from system reading and math coaches, the school-based instructional coach, reading and math specialists, and grade-chairs. Administrators conduct frequent classroom visits to monitor teaching and learning. Our on-going, site-based professional learning with county personnel will ensure that teachers receive additional training on conducting more effective student conferences and providing specific and immediate feedback.

Coaching is provided for all teachers to support instruction. Beginning and new- to- system teachers are assigned trained mentors for two-year cycles. This coaching process includes goal-setting, establishing objectives, timelines for completion, and reflection activities. Colleagues at each grade level provide mentorship based on individual areas of expertise, i.e., content knowledge, management, assessment, resources, etc. Peer observations enable teachers to have professional conversations about the demonstration teaching and next steps. A school-based instructional coach provides additional support with curriculum, instruction, and assessment for individual teachers identified by administration or upon teacher request. Primary responsibilities include sharing current research of best practices, demonstration teaching, collaborative planning, providing resources, and planning and implementing professional learning as needed. System coaches also provide teacher support in ELA and mathematics.

Pearl Stephens provides programs that educate families in supporting their children's learning at home. These events target reading, math and science and are publicized via flyers, newsletters, school website and an online calling system. Teachers inform parents of their child's progress through conferencing, phone calls, agendas, newsletters, report cards, records of progress and weekly signed papers. Effective August 2013, our school has a full-time parent involvement coordinator. Numerous events and activities have been planned to increase school and family collaboration, i.e. a Grandparent's Day Literacy Event, Discipline Workshops, Adult Literacy Classes, CRCT Parent Night, and Math Moments. We deem family involvement crucial to student success.

Through the school's structure, employees build strong relationships with students over time. All students have at least one adult advocate in the building. A formal structure has been put in place to ensure students' needs are met regarding learning, thinking, and life skills. Teachers mentor individual students through the Big Brother/Big Sister program. We are exploring the use of a check-in/check-out system which would target students who exhibit continuous negative behaviors.

Teachers use common grading and reporting policies. These policies are outlined in the student handbook which is distributed to families at the start of each academic year. Pre-K students receive a Narrative summative report twice a year which informs parents of their academic progress. At the mid-point of each semester, students in grades K-5 receive progress reports which outline their academic progress. Parent conferences are conducted to strengthen the home school connection and meet the needs of learners. Our K-2 students receive a record of progress. This document is based on a system-wide rubric and summarizes individual academic performance during each grading period. Students in grades 3-5 receive standard report cards with numeric grades and comments in accordance with system policies.

All staff members participate in on-going professional learning. School needs are determined based on informal observations, staff recommendations, interest surveys, school-wide initiatives outlined in our school improvement plan and county goals. Areas of emphasis include reading, writing, and math. In order to provide support in these content areas, our instructional coach has provided before and after school professional learning on various topics i.e. running records training, HCLI training. K-5 teachers participate in continuous writing and math training facilitated by system coaches. Grade-level teachers and teacher leaders participate in monthly cadre and collaboration meetings, and redeliver content that builds capacity among teachers and support staff. Program effectiveness is evaluated through system surveys, informal administration classroom visits, and formal observations with oral and written commentary.

Support services primarily target struggling learners. Early intervention program teachers use an augmented model to accelerate students at greater risk of failing reading and/or mathematics. Additionally, our special education teachers use the augmented model to serve students with various learning disabilities. Response to intervention(RTI) is used to support the unique learning needs of students, enabling teachers

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to identify learning and behavioral problems and improve instructional quality. The following initiatives have been implemented to improve in this area effective August 2013: Interest and learning style inventories were administered, disaggregated, and are used to help teachers motivate students and differentiate instruction. Gifted and high-achieving students are served fulltime in grades 2-5. ROAR Time is structured to meet all learning style preferences (visual, auditory, kinesthetic, tactile). Through on-going professional learning, school personnel will become more skilled in meeting the needs of a diverse population.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of IEP process•Description of referral process	Level 3

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

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. Hiring practices for the school are dictated by the Houston County Board of Education, and those practices are followed by the administrative staff whenever there is a vacancy. All of the certified staff of Pearl Stephens Elementary School are highly qualified in the elementary educational field. The school's staff has decreased in number over the last few years due to the high mobility rate of our students. For example, both fourth and fifth grades have been reduced in the last few years from having three teachers to now two teachers. Fourth and fifth grades are both critical transitional grades. The reductions in staff often occur within the first month of school and is due to a class size waiver and system compatibility. Our school has also experienced an increase in staff illnesses over the past two years. As a result, different certified long-term substitutes have been placed to fill vacancies, and this created a lack of stability in some classrooms. Our administrative staff has been successful in securing teachers at these grade levels which should provide more stability in teacher effectiveness for our students.

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. Instructional time is prioritized which is evident through the daily schedules of each classroom. The administration limits the number of classroom interruptions such as school wide assemblies, announcements, and other non-educational celebrations. All school wide assemblies must have an educational basis. In addition to emphasizing the importance of instructional time, the administration also makes efforts to provide needed material and fiscal resources. All audits of PSES financial records are exceptional. However, budgetary limitations and the intense needs of the stakeholders make it impossible to truly meet all of the needs of the staff, students, and parents of Pearl Stephens Elementary School. The school personnel make great efforts to not only spend money efficiently, but also to raise additional funds to help meet the needs of the many at-risk students at Pearl Stephens Elementary. For example, the school can always count on Union Grove Baptist Church, Noon Optimist Club, Omega Psi Phi Fraternity, Wal-Mart, Kroger, Robins Air Force Base, the Zeta Phi Beta Sorority, etc. to assist with monetary donations, school supplies, Christmas gifts, clothing, books, and physical support. Students also participate in fundraisers each school year. All of the money that is raised through those fundraisers is spent directly on the needs of the students. Finally, the media specialist has two book fairs each year. All monies raised through the book fairs are used to purchase additional library or classroom materials. School personnel are constantly seeking additional monetary support for the school, but the needs of our students seem to exceed the funds.

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. Our school's facilities are well maintained, with visible improvements in the hallways and lunchroom. The maintenance team and their response to repair needs are awesome! Additionally, recent improvements including the installation of new AC systems and the removal of trees within the closest proximity to the building have certainly improved air quality, pest control problems, and the visibility of students. However, some equipment is still outdated, but efforts are being made through the county's SPLOST funding to address some of these needs. The safety of

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all students is made a priority in the school. All school personnel participate in monthly fire drills, yearly tornado drills, and frequent reviews of the safety policies and procedures. The school's safety committee has also made efforts to post clear expectations of behaviors in areas inside and outside of the classroom. Those expectations encourage all students to be safe, respectful, and responsible. Teachers are reminded to enforce and explain these expectations consistently. To help enforce our behavioral expectations, students who follow school rules are rewarded with PAWS celebrations every 9 weeks or mini PAWS on a monthly basis. Such celebrations may include: popcorn and a movie, an ice cream party, candy party, etc. A school wide positive behavioral management system was started, but greater follow through from all the faculty and staff is needed to improve this area.

Students and school personnel use a range of media and information resources to support the school's educational programs. The media specialist works to meet the informational needs of both the students and staff at PSES. However, vital staff was lost when the media clerk positions were cut from the county at the elementary and middle school level. The media specialist teaches students to be as independent as possible when searching for books. Second through fifth grade students have begun to use a self-check-out system that was provided by the county. The media specialist also recruits community and high school student volunteers to help both staff and students when possible. The addition of an e-Book library has helped to bring more technology into all of the classrooms. Even though great improvements have been made, the collection is still in need of many items in specific areas. Work on any library collection should always be ongoing--since the needs of the population that it serves is ever changing. Recently the media specialist has focused on acquiring instructional items to support the new CCGPS standards for both the school and classroom libraries.

The technology infrastructure supports the school's teaching, learning and operational needs. The system technology infrastructure is determined by the Houston County Board of Education. HCBOE determines the technology needs and technology budget each school year at the system level. Some technological improvements that have been made recently include: an upgraded wireless network, Smart boards and projectors in several classrooms, new teacher workstations for most staff, and iPods in one classroom. Pearl Stephens is still in need of many technological improvements. Those improvements will be made through the county's SPLOST budget. Some of the items that are in dire need of replacement are the student computers in classrooms and continued replacement of the old projectors and promethean boards. There is one computer technician that serves Pearl Stephens on Fridays, and he works diligently to meet the needs of the school. Our school could greatly benefit from ongoing professional learning with technology. This could possibly be addressed through technology workshops after school, or as part of other professional learning activities.

The school provides support services to meet the physical, social, and emotional needs of the student population being served. Enrichment activities for all students are offered in Art, Music, and Physical Education. Students have rotating schedules for these activities for 45 minutes each school day. Our music teacher also offers extracurricular activities of violin lessons, drum lessons, and chorus. The physical education teacher incorporates the Jump Rope for Heart program and the Presidential Fitness Test. Due to the number of students at PSES, the art teacher is available for art classes only every other 9 weeks. Other activities available to PSES students include: Girl Scouts, Dancing Pearls, Prowling Panthers, Math Huddles, Science Club, and Student Council. Many PSES students and teachers are involved in the Big Brother, Big Sister program in which at-risk students are paired with a caring adult. The counselor works with the Big Brother, Big Sister coordinator to set up those matches. The parent involvement coordinator sets up various events including family services, parenting classes, educational workshops, and social opportunities for the parents and students. For example, a dental hygiene presentation and checkup was provided for the lower grades. The PIC set up a discipline workshop for parents and a Grandparents' Day Celebration for students and their grandparents. Additionally, a Math Common Core Standards Night was made available to parents to learn about the new math standards. Other demands limit the amount of time that the PIC can spend working with parents, setting up events, contacting parents, etc. Also, our parental involvement is limited due to parents' work schedules, working multiple jobs, apathy, and lack of education. However, based on some of our identified needs, our PIC was moved from a half time to a full time position. Better communication may help between the school personnel and the agencies that provide support.

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The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. The counselor provides services to students, parents, and staff based on various needs assessment. Some of those services include classroom guidance, small group counseling, parent and teacher conferences, teacher support, parental support, individual counseling, and the teaching of state mandated guidance lessons. Additionally, the counselor is often responsible for ensuring that the physical needs of students (eg., providing shoes, clothing, and hygiene products to students) are met when parental involvement is lacking. The counselor works with the school's med tech, social worker, school psychologist, and administrative staff when home visits are required and communication is difficult with parents. Career information is provided to students through the counselor and often outside professionals come in to educate students about their jobs. The counselor and school psychologist provided continual support to teachers in identifying and referring students who may have excessive academic challenges and emotional struggles. The referral process is monitored through the TieNET management system. Teachers input information about students, and the data is analyzed through the program. The counselor continues to work with individual teachers to ensure that they input the required data into TieNET to ensure that the needs of students are met. The administrative team will be checking plans more closely to ensure fidelity of interventions to promote student growth.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

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

Pearl Stephens Elementary establishes and maintains a clearly defined and comprehensive student assessment system. School personnel use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The comprehensive assessment system at Pearl Stephens Elementary generates a range of data about student learning and school effectiveness. This system consists of school, county, and state developed assessments that are proven reliable and bias free. Local assessments include Houston County Literacy Inventory (HCLI), county benchmarks (math, reading, and science), Classworks, Instructional Focus, and mock writing tests. State assessments include CRCT, CRCT-M, Georgia Alternative Assessments (GAA's), GKIDS, and the 5th grade writing test.

PSES faculty use systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources, and these processes are consistently used by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel uses data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions. We work as a collaborative team to meet the needs of all students by conducting grade level meetings on Tuesdays and Thursdays of each week. In those meetings we discuss student learning needs, examine student work, share lessons and ideas, look for trends in data, and group students for Instructional Focus. Also we meet once a month to discuss and develop intervention strategies for students using Response To Intervention (RTI). Evidence of the RTI process can be found on TieNet.

All of PSES professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. Professional development is based on school needs. Each grade level has a math and ELA

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teacher leader cadre. These teachers meet periodically in professional development training in a specific content area. They are responsible for training and redelivery to staff members. Additionally, PSES teachers participate in the county wide grade level collaborations for each ELA and math unit where the teachers preview the upcoming units. The professional training specific to the use of data at PSES include TieNet, Classworks, HCLI and data notebooks. Student data is used to develop interventions for struggling students. This intervention data is tracked through TieNET. We implemented the use of data notebooks as a way to document student strengths and weaknesses, and utilize pre-and post-test data in reading and math. HCLI (reading) training is used to help teachers evaluate student academic performance. The data is interpreted to identify students' strengths, weaknesses and readiness for the next level. Teachers use this data to design lessons and pull small groups. Teachers are also trained in the use of Classworks. This data assesses student growth in reading and math.

At PSES, a process exists for analyzing data that determines improvement in student learning, including readiness for and success at the next level. However, results indicate mixed levels of improvement. School personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. Student CRCT scores are used to identify students as EIP reading and math (score below 800). EIP and homeroom teachers work together to monitor student progress to enhance student growth. In 5th grade we use the data from Write Score to determine student strengths and weaknesses and develop lessons for Writer's Workshop and After School Tutoring. The Response to Intervention (RTI) process is used to close the students' learning gaps in all academic areas and/or to determine if additional support is needed (e.g., speech, special education referral). The HCLI data is used by K-5th grade teachers to create guided reading and strategy groups to enhance student performance in reading. PSES uses GKIDS to assess student performance in kindergarten to identify readiness and success at the next level. Due to the proficiency levels of our students, data talks will be held more frequently in order to ensure that data is driving our instructional practices.

Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. Leaders monitor comprehensive information about student learning by performing learning walks and completing teacher evaluations through the use of GTOIs and TKES. Teacher consistency is also measured by checking TieNET, data notebooks, and monitoring the records of progress and report cards. Leaders monitor conditions that support student learning by observing classroom environments and ensuring all teachers have adequate materials for optimal learning. Leaders along with the Better Seeking Team review and edit the School Improvement Plan based on school wide data analysis.

We currently have a process in for analyzing data that determines improvement in student learning, including readiness for and success at the next level. However, student growth is inconsistent across grade levels. We have concluded that a vertical planning system should be implemented between grade levels in order for teachers to become knowledgeable of what each learner is expected to know and do. Teachers should communicate student weaknesses and the current intervention plans that are in place to eliminate any gaps. Teachers will also work more effectively to ensure that students demonstrate positive growth in their learning. This will help to ensure that students are successful at the next level.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.32

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •School budgets for the last three years •Staff License/certification/qualifications •Assessments of staff needs •Staff compensations/benefits •Personnel evaluation forms •Professional and support staff/child ratios 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 1 year verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 8 and a maximum teacher to student ratio of 1:4.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and a maximum teacher to student ratio of 1:8.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and a maximum teacher to student ratio of 1:15.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff compensations/benefits •Personnel evaluation forms •Staff to student ratio records 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Equipment purchasing and maintenance •Resource materials for training •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Funding overview-public and private funders •Itemed/audited budget 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building inspections record •CPR/1st Aid Certification/health safety trainings •Updated health records •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	<ul style="list-style-type: none"> •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •System for maintenance requests 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"> •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Survey results •Technology and interactive media inventory •Data on media and information resources available to staff and children •Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Family engagement networking plan •Evidence of central depository and data back-up mechanism •Cyber-safety plan; policies and procedures •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Hardware and software inventory •Policies relative to technology use •Security of information policies 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Displays pictures/photos 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> •Example of home and community interventions •Assessment system for identifying children's needs •Educational advocacy plan for families 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items •Stakeholder communication forms •Health inspection records 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a clearly defined and systematic process to determine the counseling, assessment, and educational referral needs of all children and their families as appropriate to the child's age and developmental level. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all young children.	<ul style="list-style-type: none"> •Program evaluations •Lists of services available related to counseling, assessment, referral, educational, and career planning •Professional development calendar •Assessment plan •Parent professional development referral •Demographics •Parent opportunity information sheets •Budget for counseling, assessment, referral, educational, and career planning •Description of referral process 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> •Handbooks, procedures •Complaints policies and procedures •Statement of principles •Parent/Staff communications procedures and expectations •Code of conduct •Written policies on positive guidance strategies •Stakeholder feedback results •Stakeholder communications forms 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none">•Facility and equipment specifications•Documentation of compliance with local and state inspections requirements•Accident records and reports•Safety handbooks, guidelines, procedures, expectations•Observations of student and adult behaviors concerning safety practices•Health inspection records	Level 3

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

Houston County Board of Education works collaboratively with the Principal at Pearl Stephens Elementary to ensure that policies and procedures are followed when hiring highly qualified teachers, directors and teacher assistances in the Pre-K program. All teachers, administrators and assistants hold a Georgia certification for their position. At Pearl Stephens Elementary, there are two state funded Pre-K classrooms that are staffed with two lead teachers and two assistant teachers. Additionally, all administrators have advanced level degrees and are knowledgeable of child development. Pearl Stephens adheres to Bright From the Start operating guidelines when hiring the number of teachers and support staff needed to fulfill the responsibilities of the Pre-K program. We do not have a Pre-K Coordinator as the funding for this position was eliminated. The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children. Our school follows the state mandate for class-size ratios to ensure compliance with Bright From The Start. Currently, we have two Pre-K classes with 22 students enrolled in each classroom.

Our teachers are required to attend Pre-K professional learning, which is documented through sign in sheets. Teachers are evaluated throughout the year through formal and informal learning walks and observations to assess environment and instructional practices.

At Pearl Stephens Elementary, instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school. Guidelines regarding daily schedules are provided by Bright From The Start and are monitored closely by the Site Director. Our Pre-K program provides a minimum of 180 full days with 6.5 hours allotted to providing social development opportunities that meet the needs of individual learners. In order to ensure that classrooms are stocked with adequate materials and resources, each Pre-K teacher is provided state funded dollars that are uploaded on a Purchasing Card (P-card). Each teacher uses the Basic Equipment, Materials, and Supply list provided by BFTS as suggested items to purchase which are deemed developmentally appropriate for Pre-K students. These funds are issued at the beginning of each year to purchase classroom materials so that all students have an opportunity to master learning expectations.

There are clearly defined expectations for maintaining a safe, clean and healthy environment for all young students and staff. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment. Bathrooms are in close proximity to the Pre-K classrooms. They are located down the hallway from both Pre-K classrooms where students have sinks that are accessible. Outside the

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restroom, a water fountain is accessible for students.

Each classroom/learning space has sufficient usable floor space and size to support the creativity of our young children that is highly functional for the program delivery. The classroom also encourages positive staff-to-child relationships. In Pre-K, we have a set of requirements set forth by the state called Instructional Quality Guides for the Learning Environment. The guides dictate what instructional materials and props must be in each classroom at all times. Each classroom has multiple centers that are organized for independent use by young children, which supports their learning activities and creativity. Centers are well equipped with materials that support the purpose of each learning/interest center. Pre-K teachers also keep records of the changes in the classroom including instructional material changes made throughout the year. The learning environment is monitored frequently by the Site Director.

Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children being served. Within the classrooms, the teachers have all materials needed in order to teach the instructional concepts outlined in Pre-K Content Learning Standards. Our classrooms are furnished with substantial furniture, equipment, and resources to meet each student's need as evidenced in classroom photos. If the classroom is lacking in any type of material, teachers make purchases from approved vendors or from the district's warehouse.

The Pre-K program uses Instructional Quality Guides that serve as a list of instructional materials that must be present in the classroom. Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that is continuously supervised by adults at all times. Pre-K teachers use the Instructional Quality Guide for the Learning Environment to set up the classroom. This guide states that it is mandatory for each classroom to be safe from any hazards (ex. outlets covered). It also states that the classrooms must have soft seating (ex. couches, pillows, etc.). Each student must have his or her own nap mat and personal blankets. All of these items are easily identified in each Pre-K classroom.

Indoor and outdoor equipment are safe, available to all young children, and are developmentally appropriate for the age-group. The equipment has appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings. As evidenced in the Instructional Quality Guides for the Learning Environment, we are required to ensure that our classrooms and playground are safe and hazard free. If there are issues that require maintenance, teachers are able to place a work order by using the icon placed on the desktop. This site is managed by the Board of Education maintenance department. Maintenance workers respond in a timely manner to address any issues. As evidenced in photos of the playground, we have small, loose gravel on the playground under all of the equipment as impact material. The playground equipment is age appropriate for four and five year olds.

Children and school personnel use a range of interactive media and information resources that support the educational programs. We also have E-books, SMART boards, radio/CD players, and cameras for students to interact with during different instructional times. The technology infrastructure supports the school's teaching, learning, and operational needs.

We have the student handbook and the parent portal on the Pearl Stephens website for parents and family members. There are also security precautions and pop-up blockers in place so students and faculty cannot gain access to certain websites. The technology infrastructure is currently being upgraded to meet the needs/standards of our school district.

Each classroom/learning space has displays that are organized, attractive and developmentally appropriate to portray students' creativity and current learning activities. Our Pre-K teachers use chart stories that students and teachers create together. There are student drawings/pictures/work located throughout the rooms. Teachers use the warehouse supply list to order fresh supplies for each classroom. Bright From the Start requires teachers to have guidelines, IQ guides, and standards in the classroom. We also have the stakeholder results available. Our teachers continue to infuse the classrooms with more displays that are substantially child-created and not teacher-created.

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The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program. There is a list of support services available to parents online, as well as special classes for students with disabilities. The counselor has a referral process that can be used to help students. The counselor also has "The Clothing Closet" that can be utilized by students if they have accidents or if their clothing are the wrong sizes.

Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety. We have the stakeholder results from surveys, and stakeholder communication forms. Our student handbook outlines the procedures for how to handle various incidents. The nurse has students' records indicating personal needs. Each year, there is a Pre-K immunization audit conducted by the health department to ensure that we are in compliance with immunization records. Our school maintains health records for each student in the school. Our school nurse ensures that our students are up to date on all immunizations and vaccines. Many of our teachers have been CPR certified and have completed the AD certification. In each classroom, teachers have the fire evacuation plan posted so that it is readily available to anyone in the classroom.

Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child. Our school has defined arrival and dismissal times. Our teachers send home daily folders to encourage open communication between the school and our families. Twice a year, Pre-K teachers schedule parent conferences to discuss the academic progress of their students. This information is recorded on the Bright From The Start Narrative Summary Form.

The school provides services that support the counseling, assessment, and educational referral needs of all students. Our Pre-K teachers utilize student demographics for the classrooms. There are parent opportunity information sheets and parent volunteer forms that are provided to parents. The school counselor has referral forms that are used to help identify students that may be in need of social/emotional assistance. Our students follow the system's referral process to determine the counseling, assessment, and educational needs of our students.

All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride. Pearl Stephens has a full time parent involvement coordinator on site that helps us maintain parent communications.

PACT time is offered once a month, allowing parents the opportunity to observe and communicate with their child. A monthly newsletter is generated which provides information to parents concerning upcoming school events.

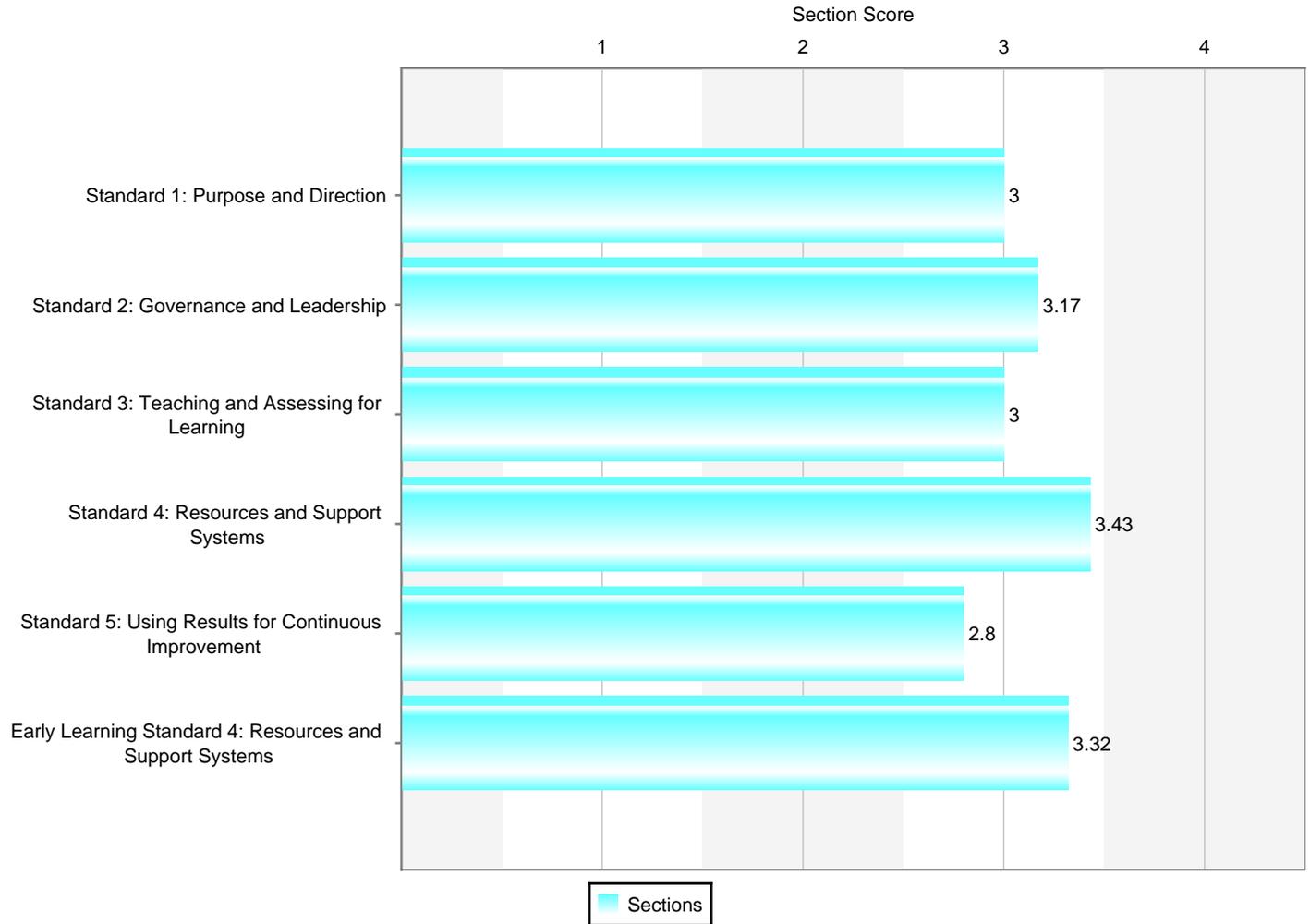
At the beginning of school, parents are given a Bright from the Start Handbook that provides procedures of the Pre-K program. Pre-K has a parent survey that is sent home for feedback. Students' records are placed in the front office for review. There is a portfolio placed in one of the Pre-K classrooms that hold student work samples. However, another classroom utilizes the Work-sampling Online system.

There is a full time med tech on staff. Teachers report any medical issues regarding the student to the med tech in a timely manner. Documentation is kept on file. Parents are also notified in a timely manner regarding incidents. All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults.

The facility and equipment specifications are monitored and followed. Teachers observe students during play time to ensure proper use the equipment. Teachers also inspect learning environments, both inside and outside, to ensure all spaces are free from hazards and dangerous circumstances. Our maintenance workers are proactive as they coming to the school weekly to inspect facilities.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The review of all stakeholder surveys indicated that there are many high levels of satisfaction with Pearl Stephens Elementary. Analysis of the staff, parent and student surveys revealed the highest level of satisfaction in Purpose and Direction and Resources/Support Categories. Under the Purpose and Direction category, the staff reported that our school's purpose statement is clearly focused on student success and is based on shared beliefs that guide decision making. Our purpose is supported by the policies of the school system, and we have a continuous improvement process based on data, goals, actions and measures for growth. Our parents noted that our school provides a safe learning environment and our overall efforts are clearly focused on student success.

Under Governance and Leadership, our stakeholders were satisfied that our school complies with policies, procedures and laws established by the local board of education. Our school leaders support an innovative and collaborative culture, expect staff members to hold all students to high academic standards, and the leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

In the area of Teaching and Learning, the staff reported satisfaction with our professional learning program based on identified needs of the school. The staff's highest level of satisfaction was noted in the areas of protecting instructional time, providing qualified staff members to support student learning, providing resources to support our school's goals and priorities, and maintaining the facilities that support student learning.

In the area of Using Results for Continuous Improvement, the staff reported the highest level of satisfaction in monitoring data for student achievement and to support our school improvement goals. Structures are in place to support collaborative planning to improve instructional practices. The school staff also celebrates student achievements and accomplishments on a regular basis.

Our overall parent survey results were very favorable in all five of the core content areas. Additionally, our student surveys were highly consistent with our parent data. Students reported that the staff wants every student to learn, to do their best work, and they generally feel that the teachers care about them.

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

Trend data indicate that increasing parental involvement and ensuring that all teachers in our school personalize instructional strategies and interventions are the best ways to increase stakeholder satisfaction. Our staff believes that involving parents more in the educational process will increase student achievement and accountability; however, students view fairness, respect and connecting with their families as ways to improve overall satisfaction. Additionally from our student perspectives, 75 percent of the students reported that they are treated fairly, but 57 percent feel that students treat adults with respect. Other findings indicated that students would like for their teachers to be more connected to their families.

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

Information obtained from the January 2013 GAPSS Analysis revealed commendations in areas supporting collaborative planning, having essential questions posted in the majority of classrooms, and staff using data to drive instruction. It was also noted that teachers are attending trainings to enhance knowledge of math and ELA instruction, and the leadership team is visible throughout the building and at school events. Noteworthy commendations were also reflected in the school's community partnerships that provide valuable support to enhance our school based programs.

Overall parent satisfaction data is highly consistent with our 2012 Title I Parent Satisfaction Survey Results. Our parents believe that they have opportunities to provide input in the decision making process, they report feeling comfortable talking with administrators, and feel welcome in our school.

Areas in Need of Improvement

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

The lowest level of approval from our staff was in the category of Teaching and Assessing for Learning. Most of the staff does not believe that all teachers adjust instruction, personalize instructional strategies, and/or develop interventions to meet all student needs. Staff members do not believe that all teachers regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Additionally staff surveys revealed that all teachers do not regularly use a variety of technologies as instructional tools, or provide students with timely and specific feedback about their performance. Although teachers frequently participate in professional learning, the staff reported that many do not utilize the knowledge in the classrooms. These outcomes from the staff surveys are consistent with the 2013 GAPSS Analysis. Based on the overall responses, our administrative staff and the Better Seeking Team will work collaboratively to address the noted areas of concern through providing resources, consensus building and skill development.

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

The only trend data that has been collected over the past few years is our Title I Parent Involvement Satisfaction Surveys. Based on parent responses over a three year period, the only area that indicated a lower approval rating was parents being aware of the "Be There" parental involvement campaign, with a 63 percent satisfaction rating during 2010-2011 school year. It should be noted that our school has already made significant efforts to increase parental involvement by providing more school based opportunities for parents to attend, offering flexible schedules, soliciting feedback on various topics of interest, and providing resources that are available in our parent involvement center.

What are the implications for these stakeholder perceptions?

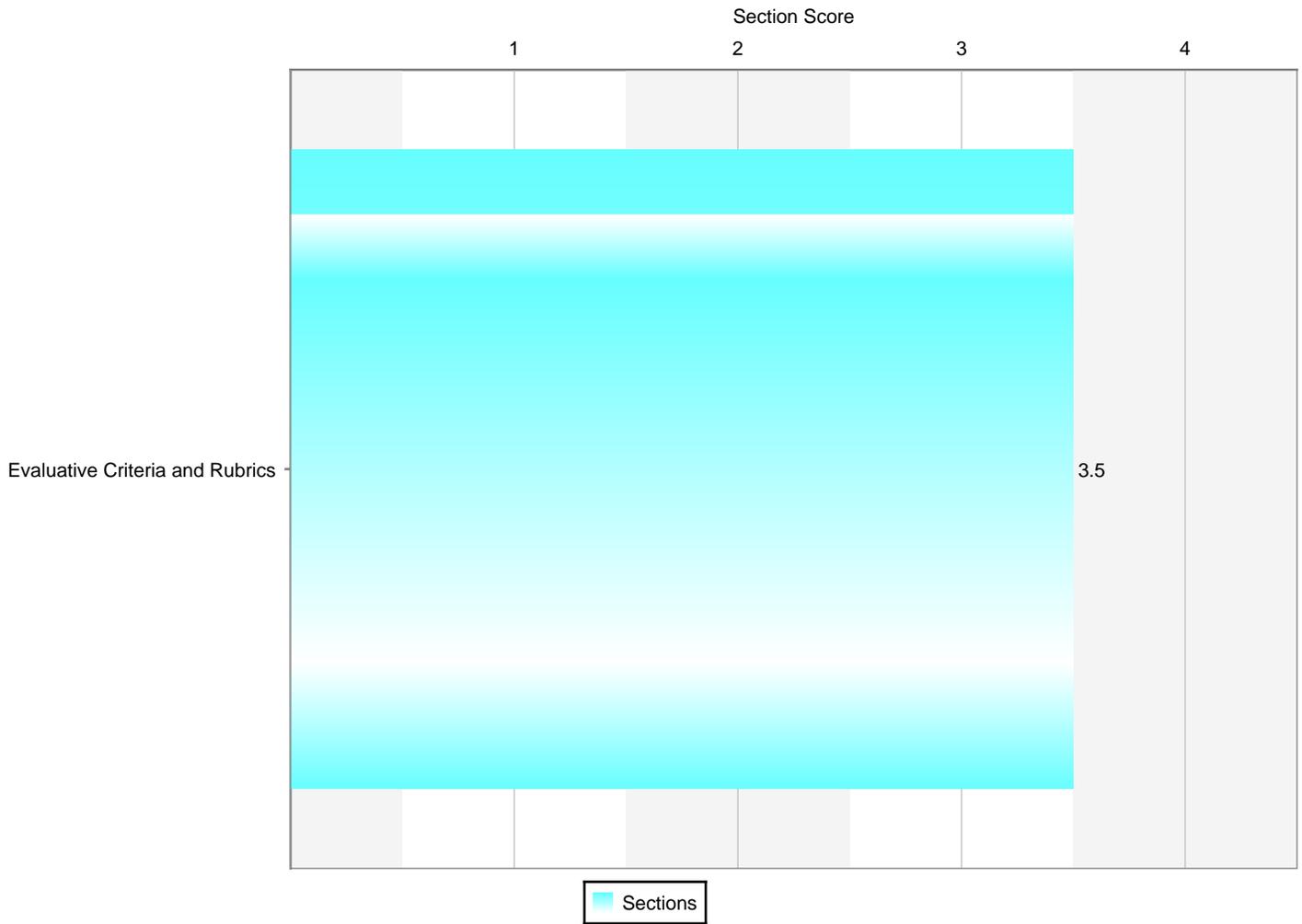
The implications from our stakeholders' perceptions, especially staff, are an increase in student achievement, student motivation to learn, and student growth. Efforts are currently being made to ensure that teachers have a consensus of agreement on what grade level work should look like and how to set up effective interventions through the Response to Intervention process. The Better Seeking Team is currently working to ensure that there are "non-negotiable" practices in place that will increase student achievement. Efforts are being made to increase professional learning in the areas of identifying effective interventions, consensus/team building across grade levels, differentiated instruction, and progressing monitoring of student performance.

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

Information obtained from our January 2013 GAPSS Analysis indicated that improving instructional practices are critical to improving student achievement. Most instructional recommendations focused on increasing student engagement through the consistent use of the instructional framework, increasing student and teacher use of technology, promoting higher order thinking skills, differentiating instruction on a consistent basis, utilizing data-driven interventions, and making sure that all teachers have high and clear expectations for all students. This data is consistent with staff survey data indicating that improving instructional practices and the delivery of instruction will increase student achievement.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	See Attachment.	STUDENT DATA.PSES

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

Pearl Stephens Elementary school's highest level of performance was on the 5th grade Writing Test. Based on the Meets and Exceeds Category our school scored 91.30 percent, meeting and exceeding, as compared to the system average of 90.61 percent meeting and exceeding, RESA's 78th percent average, and the State average of 79 percent. Our school utilized a Response to Intervention process to increase students' performance in writing, including the utilization of Write Score assessment data for progress monitoring, and adjustment of instruction.

Our performance targets for African American students in 5th grade exceeded the state targets in Reading with 91.4 percent meeting and exceeding, and in English Language Arts with 91.7 percent meeting and exceeding. Gains were also demonstrated by our 4th grade African Americans students in Math with 83.3 percent meeting and exceeding standards.

Our students with disabilities exceeded the state performance targets in 3rd grade in Reading and Social Studies with 80 percent meeting and exceeding respectively. We are very proud of our fifth grade students with disabilities who scored 100 percent in Reading and 100 percent in English Language Arts.

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

An analysis of student data indicates that our students tend to perform better in Reading and English Language Arts (ELA) across all grade levels. Pearl Stephens has demonstrated a positive trend from 80 percent to 90 percent in Reading for 5th graders, and 90 to 91 percent in ELA. Notable gains were also demonstrated on the Writing Assessment with 83.02 percent of students meeting and exceeding standards in 2012, and 91.30 percent in 2013. In fourth grade, substantial gains were made in math with 67 percent meeting and exceeding in 2012, to 80 percent meeting and exceeding in 2013.

Which area(s) indicate the overall highest performance?

Our 5th grade students demonstrated the most significant gains in Reading and ELA with a steady progression in performance over the last three years. Improvements were noted in the areas of vocabulary and grammar usage. Our improvements in writing were the results of teachers utilizing a consistent framework focusing on quality of ideas, organization, conventions and writing style. Teachers used explicit demonstration, shared writing, independent practice, and conferred with students providing them with immediate and specific feedback. Exemplary writing samples and genre specific writing continua were utilized to motivate and empower students as these support documents demonstrated characteristics of quality writing. Students were also encouraged to reflect and compare their samples to the exemplars and the desired level on the writing continuum. As a result, they strived to produce exemplary writing. Teachers also challenged students to self check their work as well as utilize peer to peer assessments to improve student performance.

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

Based on 3rd through 5th grade CRCT Scores, and CCRPI Performance Flags, African American students show a trend of increasing performance in Reading, and Economically Disadvantaged students in Reading and English Language Arts.. Our students with disabilities (SWD) have also shown gains, especially students in the mild, moderate and severe categories.

Between which subgroups is the achievement gap closing?

Our African American students, and Economically Disadvantaged students demonstrated variable performance across grade levels, but are progressing towards proficiency in Reading and English Language Arts. For example, in 5th grade in 2012, 74.4 percent of our students were proficient in Reading; however, in 2013, the proficiency level was 91.4 percent. There was also a 20 point increase for our SWD students in ELA. Additionally, there was a 21 point increase on the CRCT in Math among African American students in 4th grade from 2012 to 2013.

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

Overall, student performance is consistent with other data sources such as the Houston County Literacy Inventory HCLI, GRASP 2012 screening data, Classworks Fall screening data, Report Cards and student data notebooks. Students in need of additional interventions are monitored at Tier 2 and Tier 3 through TieNET.

Areas in Need of Improvement

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

An analysis of our school-wide data reveals weaknesses in kindergarten as evident on the Georgia -Kindergarten Inventory of Developing Skills, and in 3-5th grades in the areas of Math, Science and Social Studies based on the CRCT. Although our students' performance was 91 percent for Reading and English Language Arts in 5th grade, it was below the state performance target of 92.8 percent. In 5th grade, 67 percent of students scored in the meeting and exceeding category, 57 percent in Science and 38 percent in Social Studies. In 4th grade, students scored 80 percent in Reading, English Language Arts and Math; 58 percent in Science, and 56 percent in Social Studies. Another grade level which depicts our students performing below the state proficiency rate is in 3rd grade. In Reading, 83 percent scored at meeting and exceeding, 70 percent in English Language Arts, 67 percent in Math, and 65 percent in Science and Social Studies respectively.

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

In analyzing our data, we identified deficiencies in performance which represent a negative trend over the past three years on the GKIDS assessment, and on the CRCT in Math, Science, and Social Studies for 3rd-5th grade students. On the GKIDS assessment, students demonstrated below average performance on all content strands including English Language Arts, Math, Approaches to Learning, and in Personal and Social Development. It should be noted that this data also includes the performance of students identified with Significant Developmental Delays which adversely impacts the overall score on this assessment.

In the areas of Math, 3rd grade students displayed weaknesses in the domain areas of measurement, 4th graders in geometry, and 5th graders in measurement and data analysis. In the area of Science, 3rd and 5th grade students were below expectancy levels in earth science, and 4th graders in earth and physical science. In Social Studies, government and civics were below expectancy for 3rd grade students, economics for our 4th grade students, and government/civics for our 5th grade students.

Which area(s) indicate the overall lowest performance?

Social Studies has consistently been low for our students over a period of years primarily due to students' difficulties with reading comprehension and recalling facts. One of our 5th grade classes demonstrated extremely poor performance on the CRCT in 2012, and it was evident that the content had not been taught appropriately to the students. Measures have been put in place to ensure that the content is taught across the curriculum. Students are also being exposed to more performance based tasks, and teachers are utilizing county resources such as pacing guides, benchmarks, and instructional tools.

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

Based on our subgroup data, students that show a trend towards decreasing performance include 4th grade SWD in Social Studies with only

16.7 percent showing proficiency in 2013, in contrast to 50 percent in 2012. In 3rd grade, SWD students showed a decline in ELA with a 40 percent proficiency rate in 2013 as compared to 100 percent in 2012. Our 5th grade Economically Disadvantaged students also showed a decline in Math with 88.4 percent meeting and exceeding in 2011 to 52.4 percent in 2012.

Between which subgroups is the achievement gap becoming greater?

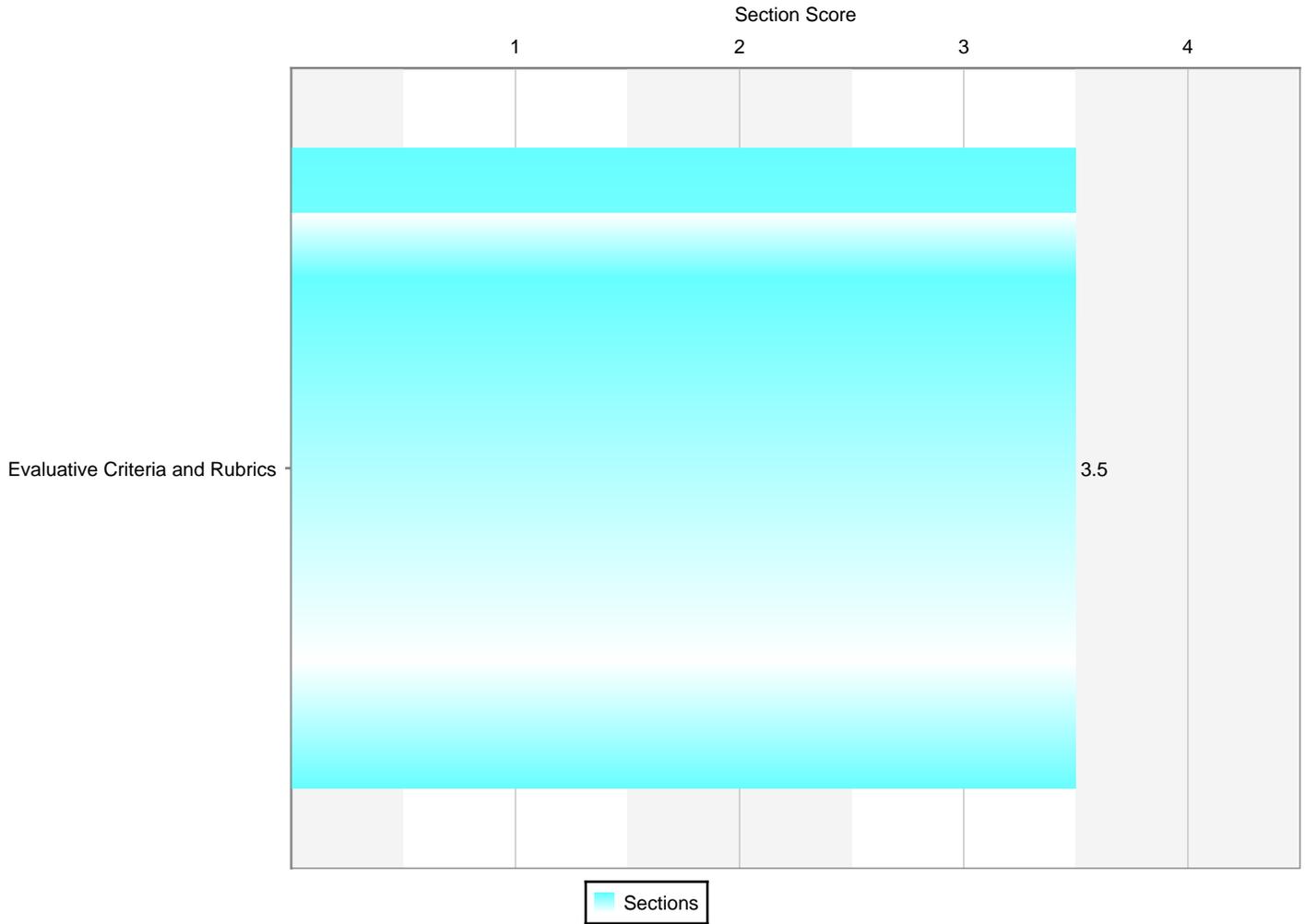
Based on our 2012 College and Career Readiness Performance Index CCRPI Performance Flags, Pearl Stephens did not have a sub-group of students designated as English Language Learners, White, Multi-racial or Asian. Our 5th grade SWD that received services through the augmented model demonstrated gaps in their writing performance. African American students and Economically Disadvantaged students demonstrated achievement gaps primarily in Math and Science, with male students consistently performing below the state level of proficiency on the CRCT.

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

Our overall student performance is consistent with the CCRPI overall indicator scores, performance on the county's benchmark assessments, end of unit tests, and our fall universal screening Classworks data. Our students tend to demonstrate high achievement in some areas, but are not making gains in their growth percentiles based on data from the State Longitudinal Data System. Root cause analyses reveal that many of our students lose ground each year, and teachers have to ensure that previous skills are mastered in order to build on new learning.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

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

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

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes, we certify the above assurance.	See Attachment	School Improvement Plan - PSES