



# **Accreditation Report**

**Pine Street Elementary School**

**Rockdale County Schools**

Mrs. Kim Vier, Principal  
960 Pine Street  
Conyers, GA 30012

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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. <br><br> 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?**

Opening in 1957 and nestled in the historic Conyers area, Pine Street Elementary School has been a place of learning for many children and adults in our community. PSE serves approximately 600 students in Pre-K through 5th grades. Of these students, 54% are Black or African American, 26% are Hispanic, and 16% are White. Over the past three years, PSE, a school-wide Title I school, has seen steady growth in student enrollment and in the number of students qualifying for free and reduced meals. At the end of the 2012-2013 school year, our free and reduced rate was 90% compared to 83% in May 2011.

In addition to the diversity in student backgrounds, there is variance in student academic service needs. Eight percent of our student population is served in a special education program. On one hand, we have two self-contained special education classrooms serving Moderately-Intellectually Disabled students. Additionally, we serve students in the special education resource classroom or offer support through the co-teaching, collaborative or supportive instruction models. Sixteen percent of our students are served in the ESOL program either following the push-in, pull-out or immersion model. There are also 3.7% of students who are identified as gifted. Third through fifth grade students are served at the off-site gifted center one day a week, but all first through fifth grade students are served additionally in collaborative or cluster models within their classrooms.

Unique features of our school are the rich history and connection to the community and the welcoming and friendly culture. Another unique aspect of our school is that six of our staff members are former Pine Street students. Most of our campus is unseen by the road, but it is comprised of one main building with a separate hallway of classrooms, two modular classroom units, a detached gymnasium, an outdoor classroom, a media center, one technology lab, and an elementary science lab. All of our classrooms are equipped with Twenty-First Century technology.

Our staff is dedicated to the education of our students. Within our staff, 67% are White, 29% are Black or African American, 3% are Hispanic, and 1% is Asian. Pine Street staff members are 94% female with four male staff members in teacher or paraprofessional roles. Fifty-three percent of our certified staff has more than ten years of educational experience.

Pine Street is located in the city of Conyers where there are historical homes in the Olde Town area as well as many rental townhomes and apartment complexes. In addition, there are starter homes as well as newly established neighborhoods. According to the 2010 United States Census Bureau, the median household income for the city of Conyers families was \$37,805. Around 78 percent of individuals living in the Conyers area had an educational attainment of high school graduate or higher. The individual poverty rate for this area is 20.3%. The presence of rental property has created a transient rate for our student population. However, in 2012, there was a decrease in this rate. In 2011, Pine Street's transient rate was 49% with 2012 being 29%.

Our school's challenges are attaining our goals for high student academic achievement, equipping our staff and school for the diverse academic, social, and developmental needs of our students, and maximizing an aging facility.

## **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.**

At Pine Street Elementary, we are committed to positively impacting the future of our students. We seek to build a strong, supportive academic foundation and to cultivate successful, capable, life-long learners that aspire to their highest potentials. The students are provided quality instruction aligned to the state curriculum and individualized interventions and enrichment opportunities to enhance a student's individual learning success. Instructional goals are data-driven and utilized for individual students, classes and grade levels. As goals are achieved, we want to acknowledge those successes because we believe that it inspires personal motivation and growth. We also seek to provide a caring and safe environment which open-mindedly envisions our students' possibilities. Our overall goals are for all of our students to identify and achieve their personal learning goals, to master grade level standards, to meet or exceed required local, state, and national assessments, to take ownership of their choices, and to ensure a safe and productive learning environment.

Our beliefs are as follows:

- A safe, caring environment is essential to effective teaching, learning an achievement.
- The support of family, educators and community fosters success.
- Diversity strengthens our learning environment.
- High expectations for all enhance success.
- Every person has the opportunity to learn and the potential to succeed.
- Students come first in educational decisions.
- Every person deserves a voice and is worthy of respect

Our objectives are as follows:

- All students will identify and achieve personal learning goals.
- 100% of students will master grade level standards.
- All students will meet and exceed required local state and national assessments.
- 100% of students will take ownership of their choices ensuring a safe and productive learning environment

Within our strategic plan, our first strategy is to ensure proper placement and quick acclimation into the school environment in order for new students to feel comfortable, safe, welcome, and successful. Our second strategy is to develop strategies that will ensure effective communication encompassing all staff, parents, and community. Thirdly, we will continuously foster a culture in which individuals are respectful and take responsibility for their own actions to ensure a safe and productive learning environment. Currently, our last strategy is to provide effective bilingual communication between home and school to ensure understanding and success for EL students and their families.

## 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.**

We were honored to be designated a 2011 Georgia School of Excellence in the Greatest Gains category. Earlier in the 2012-2013 school year, Pine Street was also named a Georgia Reward School, honoring Title I schools for high progress. Previously, our school was designated as a Title I Distinguished School, making Adequate Yearly Progress from 2004 to 2011. With the changes from AYP to CCRPI, Pine Street scored an 88.1 in 2012.

Reviewing summative CRCT data from the last four years, achievement and growth are noted in several areas as well as areas for growth.

### Reading

2013 - 91% Meeting and Exceeding  
2012 - 90% Meeting and Exceeding  
2011 - 94% Meeting and Exceeding  
2010 - 92% Meeting and Exceeding

### English Language Arts

2013 - 88% Meeting and Exceeding  
2012 - 93% Meeting and Exceeding  
2011 - 94% Meeting and Exceeding  
2010 - 90% Meeting and Exceeding

### Math

2013 - 87% Meeting and Exceeding  
2012 - 86% Meeting and Exceeding  
2011 - 88% Meeting and Exceeding  
2010 - 84% Meeting and Exceeding

Areas of focus for improvement over the last three years have centered on academic achievement in literacy, math, and science. Moving forward, one of our goals will be to increase student achievement in core academics, specifically in light of the Common Core Curriculum. We will also continue to cultivate young writers through the enhancement of our writing instructional program starting at kindergarten through the lower grades and culminating in outstanding achievements on the fifth grade writing assessment.

## **Additional Information**

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

Pine Street faculty and school council are actively researching possible future directions for our school by investigating a variety of specialty school directions. One area of specialty that is gaining traction at our school is the concept of an Elementary College and Career Academy. The concept behind this popular high school model is to provide our elementary students with exposure to a variety of careers in the sixteen career clusters and highlight colleges within Georgia. Other specialty school options that we have investigated are Fine Arts, Green School concept, Multiple Intelligences, and STEAM. We are continuing our research and discussion with our stakeholders as we refine our vision and move forward with our planning.

Within our instructional day, we adhere closely to the Rockdale County Public Schools Cycle of Results. Our focus is on student learning and mastering key curriculum standards, and not on teachers teaching them. This belief is seen in our intervention and enrichment process that we put into practice daily and is seen most clearly in our Intervention and Enrichment Block. Within this instructional segment, students receive targeted interventions based on their need and current mastery of grade level standards. We are also growing in our planning for students who are currently mastering content and need enrichment and extension.

# **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: 2.0

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 2

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

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

Our school's process for review, revision, and communication of the purpose statement is documented through the Strategic Planning Team. This team reevaluated the current data of our school and revised the purpose statement, beliefs, and strategic plan for our school's challenges and vision for the future. The planning team consisted of parents and staff members. The purpose statement is posted around our school and on our school's portal. One area of growth for this process is to seek more consistency and timeliness in the implementation of the strategic plan and to have more parental representation on the Strategic Planning Team.

A commitment to shared values and beliefs is evident in our documentation and decision making. This commitment is communicated with and among all leaders and staff members through faculty meetings, professional learning sessions, leadership team meetings, and collaborative planning. As school leadership and staff, we share high expectations for professional practice. We seek to provide the best instructional program for our students, knowing that it makes a significant impact on their educational success. As evidence, we have cross grade-level PLC committees where participants can share best instructional practices. We strive to provide challenging educational programs and equitable learning experiences for all of our students, but we know that this is an area of growth for us. Our school has purchased additional Common Core Curriculum resources which we hope will aid in this area of growth, including but not limited to writing and math curriculum. Another area of growth for our school is an increased commitment of all our staff members to instructional practices that focus on depth of understanding and the application of knowledge and skills. The shift to the Common Core Curriculum for our school leads to the realization that we need to shift our instructional practices to more application and depth with our standards. County coordinators will continue to provide support to our staff, such as instructional practices and collaborative planning opportunities.

School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning which can be seen by our lesson plan expectations, weekly intervention and enrichment logs, and quarterly data analysis. School personnel maintain a profile with current and comprehensive data on student and school performance that includes district benchmarks and common assessments, SRI/Star EL diagnostic data, STAR Math and Reading assessment data, and standards of mastery and non-mastery. This data profile is utilized to develop goals for improvement as seen in our school improvement plan as well as individual goals for weekly student intervention and enrichment. Goals have measurable performance targets, strategies, resources, and timelines for achieving improvement. The intervention and enrichment logs are tools used to show measurable growth for each student. Areas of growth are the consistent implementation of the interventions and strategies and increased documentation of the connection between instruction and student achievement.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Governing code of ethics</li> </ul>	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> </ul>	Level 2

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li></ul>	Level 4

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

Within indicator 2.1 centered on governance and leadership, Pine Street Elementary School creates practices that support our school's purpose and direction and the effective operation of the school and that align to the policies of the Rockdale County Public School System. The practices implemented promote effective instruction and assessment that produce equitable and challenging learning experiences as well as provide direction for professional growth of staff and requirements for fiscal management. Differentiation is evidenced within teachers' lesson plans and is supported by benchmark assessments, data analysis, and intervention and enrichment blocks within the instructional schedule.

Indicator 2.2 is achieved by the governing body complying with all policies, procedures, laws and regulations and ensuring that its decisions and actions are ethical and in accordance with defined roles and responsibilities as supported by the staff handbook and Cycle of Results. Members participate in systematic and formal professional development regarding the roles and responsibilities of the governing body and its

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members. Faculty and staff participate in professional learning days, weekly grade level PLC meetings, monthly cross-grade level school meetings, and county subject-specific collaborative meetings. One area of concern is that all schools are not implementing programs and procedures the same way. Items that are in need of a more unified implementation within Rockdale County public schools include Honor Roll requirements, promotion criteria, grading policies throughout grade levels, report card criteria and distribution, and various computer programs that lack the regulation and maintenance to be implemented successfully. In order to improve this area of need, we will have representation from all schools in choosing, implementing, and regulating the consistency of programs and procedures within Rockdale County public schools. We will increase communication across schools so that successful ideas and procedures can be shared in order to increase the cohesiveness of our county-wide implementation and regulation of programs and procedures.

The Rockdale County Public School System accomplishes indicator 2.3 by generally protecting, supporting, and respecting the autonomy of the school leadership to accomplish goals for improvement in student learning and instruction, and to manage day-to-day operations of the school. It maintains a clear distinction between its roles and responsibilities and those of school leadership. This is evidenced in our school's individual school improvement plan, school instructional schedule, intervention and safety net, grade level and curriculum-based PLC meetings, and school leadership agendas and minutes of meetings.

Indicator 2.4 is attained through our leadership and staff fostering a culture consistent with the school's mission and direction supported by our school's Strategic Planning Team. Decisions and actions are aligned toward continuous improvement through the use of parent and faculty surveys and our school improvement plan. Leaders and staff expect all students to be held to high standards in all courses of study, and all staff members are collectively accountable for student learning through the use of RCPS Cycle of Results, instructor and administrator TKES annual goals, and data analysis meetings. School leaders support innovation, collaboration, shared leadership, and professional growth. The climate is characterized by collaboration and a sense of community through the use of weekly and monthly PLC meetings, county collaborative meetings, and school leadership meetings.

Indicator 2.5 is fulfilled through our leaders communicating effectively with appropriate and varied representatives from stakeholder groups. Leaders also provide opportunities for stakeholders to shape decisions, provide feedback, work collaboratively on school improvement efforts, and support meaningful leadership roles. School leaders' efforts result in measurable, active stakeholder participation, engagement in school, a sense of community, and ownership attributed by our school's parent liaison, the Parent Academy, the School Leadership Team, PTO, School Council, and parent surveys.

Staff supervision and evaluation are strengths within our school, therefore enabling indicator 2.6 to be successfully accomplished. The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are regularly implemented by TSS mentors and administrators. The results of these processes are analyzed carefully and used to monitor and effectively adjust professional practice in order to ensure student learning. TKES procedures and professional development are based on the results of administrative supervision and evaluation.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. 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"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Grade Level Report Card pacing; Intervention and Enrichment Logs; Performance Tasks</li> </ul>	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"> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Grade Level PLC Logs; Intervention and Enrichment Logs; Curriculum Map</li> </ul>	Level 3

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"> <li>•Teacher evaluation criteria</li> <li>•Evidence of Student-Led Conferences with Self-Reflection; Collaborative Planning Log; List of Instructional Resources</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Curriculum Alignment Documents</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.	<ul style="list-style-type: none"> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Pre and Post Assessments; Differentiated Teaching; Teacher/Student Conferences</li> </ul>	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some 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 school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•TKES Quick Guide for New Teachers</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Quarterly Awards Proposals and Invitations; Parent Conferences and Student-Led Conferences</li> </ul>	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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Book Buddy Assignments; Intervention Tutors</li> </ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	<ul style="list-style-type: none"><li>•Agenda/Minutes for Professional Learning Opportunities; Professional Learning Plan; SAI Results</li></ul>	Level 1

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

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

At Pine Street Elementary, curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. These learning experiences include individual/group projects with rubrics for assessment, district performance tasks aligned to common core standards, and various technology programs that engage learners and support mastery of the standards. Some evidence indicates that curriculum and learning experiences prepare students for success for the next level. Each class has equivalent learning expectations, and some learning activities are individualized for each student in a way that supports achievement of expectations. This individualized instruction can be seen in the Intervention/Enrichment Log that accompanies each week's lesson plans.

Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. Data is collected from grade level mid-quarter checkpoints, district quarterly

benchmarks, StarEL and SRI reading diagnostics, and classroom assessments. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. This process is seen in the weekly PLC sessions within the grade level where members follow a CIA protocol and document their discussion of these elements. This level is also seen in the quarter benchmark analysis where data is the driving force behind the analysis of the alignment of the curriculum, instruction, and assessment. At this point in our implementation of the Common Core Georgia Performance Standards, there is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and the alignment with the school's purpose in curriculum, instruction, and assessment. This alignment is a goal and is worked toward with professional learning and planning on the grade level and at the district level. Our school has also engaged in vertical teaming centered on curriculum areas to increase the vertical dialogue about curriculum, instruction, and assessment. Vertical teams meet monthly to delve into specific curricular areas such as math and literacy.

Pine Street teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Our teachers personalize their instructional strategies and interventions to address individual learning needs of each student. This personalization can be seen in the designated Intervention and Enrichment Blocks that are in the master schedule. Using assessment data, teachers plan interventions and enrichment opportunities to meet the needs of the individual needs of the students, and they document these on the Intervention and Enrichment Logs, posted weekly. They also 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. Examples of technologies utilized within our classrooms are iPad applications and software, Study Island, Accelerated Reader and Math, and researched internet sites. A highlight of our students' engagement is the implementation of student-led conferences, which provide students the opportunity to self-assess, set goals, and share their progress with their parents and teachers.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures. This is done to ensure that they are aligned with the school's values and beliefs about teaching and learning. Teachers are teaching the approved curriculum and are directly engaged with all students in the oversight of their learning and use content-specific standards of professional practice. Our administrative team attends grade level planning and PLCs to serve as a curricular and strategy resource for teachers. They also check lesson plans and IE logs and provide feedback to staff members regarding growth in these areas. With the adoption of the Teacher Keys Effectiveness System, they have also frequented the classrooms to monitor instruction and met regularly with staff members on the creation and monitoring of their professional growth plans.

All members of the school staff participate in the collaborative learning communities that meet both informally and formally on a regular schedule. 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 as seen in the weekly PLC format where curriculum, instruction, and assessment are the focus. We continue to seek opportunities for growth in this area, especially strategies to maximize our time and focus on student data. Learning from and utilizing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching, occasionally occur among school personnel so more frequent implementation would be a growth area for our school. School personnel indicate that collaboration causes improvement results in instructional practice and student performance as is seen in the Intervention/Enrichment Logs, quarterly benchmark results, and CRCT performance.

Pine Street teachers implement the school's instructional process in support of student learning, but with the newly implemented CCGPS, sometimes we have felt that the goals created more questions than answers. Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars were used often previous to this curricular shift, but during the recent school year, they were rarely provided to guide and inform student, mostly due to limited resources and immature understanding. The instructional process includes a growing number of measures, including formative assessments, to inform the ongoing modification of instruction, and it provides students with feedback about their learning. We are always looking for additional assessments aligned to the Common Core standards and provide the depth and application that we want our students to master.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Some school personnel are engaged in these programs, and the programs set expectations for personnel and include measures of performance. We support new teachers to the profession for three years with the assignment of a trained and certified mentor as well as monthly professional learning sessions. The lead Teacher Support Specialist also engages in additional observations and feedback opportunities for teachers in the program. Additionally, our district provides professional learning support for our novice teachers at New Teacher Orientation and sessions throughout the school year.

Pine Street engages families in meaningful ways in their children's education and keeps them informed regularly of their children's learning progress. The parent workshops, regular communication with parents, parent teacher conferences with translators, and awards assemblies are designed and implemented and reevaluated each year. Through Title I funding, we provide at least five parent workshops throughout the school year focused on curricular areas, grading practices, discipline, and other topics that parents request. A growth area for our school is to increase communication overall to our parents through regular phone and email messages and additional opportunities to view student portfolios. We also are always trying to increase our translation of documents and communications to Spanish so we can consistently engage all our parents.

Our school personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure, and it allows the school employee to gain insight in the student's needs regarding learning skills, thinking skills, and life skills. This is seen most predominantly in small group instruction and intervention and enrichment groups. Providing more individual interaction with our students is an ideal that we always strive for, instructionally and emotionally.

Outlined in our district's policies and procedures, our grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. All stakeholders are aware of the policies, processes, and procedures through Curriculum Night, parent conferences, standards based report card pamphlet, Parent Reporting Guides, and parent workshops targeting promotion and grade level expectations. These policies and procedures are regularly evaluated on the district level with school input.

Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. These professional learning opportunities are based on the needs of the school, and they build capacity among staff members who participate. However, the program is rarely and/or randomly evaluated. Through our professional learning plan, we continue to seek opportunities to differentiation of our offerings and increase our evaluation and feedback of programs. One area of success has been the implementation of individualized growth plans where teachers and administrators collaborate on goals and opportunities for goal attainment.

At PSE, school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs. School personnel are familiar with research related to unique characteristics of learning such as learning styles, multiple intelligences, and personality type indicators and provide or coordinate related learning support services to students within these special populations. One area of growth for our school is the continued focus and research on how to meet the needs of our achieving and advanced students. We are pleased with our success in providing an instructional program that helps more students to meet and exceed on state assessments. Even our special education students, English-Language Learners, and at-risk students have shown increased success on state assessments.

## Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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 necessary to support the school 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"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Teacher allotments</li> </ul>	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Custodial Report Card (feedback mechanism)</li> </ul>	Level 2

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 most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 2

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 2

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

At Pine Street, qualified professional and support staff are not sufficient in number to fill their roles and responsibilities necessary to support the school's purpose, direction and the educational program, specifically due to the recent budget shortfall. We have clearly defined policies, processes and procedures that ensure that school leaders have access to hire, place, and retain qualified professional and support staff. The district provides a points plan budget as well as a Title I budget to plan for the staffing needs of our school. Our hiring procedures are collaborative and comprehensive, utilizing a team to interview with an interview protocol and rubric and complete reference checks. We also have a Teacher Support program that provides support for new professionals in the first three years of their teaching career. For all teachers, we employ individualized growth plans. Due to recent budget restrictions, we are experiencing fiscal resources that fund most positions critical to achieve the purpose and direction of the school.

Instructional time is protected in policy and practice by planning for the instructional day and minimizing interruptions to the day. Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. School leaders work to secure material and fiscal resources to meet the needs of all students through budget planning with district personnel and grant opportunities and community relationships. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instructional and operations concentrate on achieving the school's purpose and direction.

School leaders have expectations for maintaining a clean and healthy environment. With our recent shift to outsourcing our custodial services, our transition has been challenging in communication and connecting our expectations. Selected school personnel are accountable for maintaining these expectations which is mostly administration and the custodial staff. Measures are in place that allow for continuous tracking of these conditions. This tracking is in the form of a report card for monthly feedback to the custodial company. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are monitored, and improvements have been seen in certain areas. In the area of safety, our school has adopted a clear protocol and has communicated this protocol with all staff and students. All school personnel and students are accountable for maintaining these expectations, and monitoring of these procedures and reflection on them allow for continuous tracking and improvement when needed. With safety and cleanliness, one area of growth for our school is to be mindful of our aging facility and the need to upgrade areas of our building that would facilitate a safe, secure, and clean environment.

Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. Moving into this school year, our current budget cuts are limiting personnel in these areas. Additionally, we are in need of more materials to support the newly adopted common core curriculum. Another limit in this area has been fewer professional learning days due to furloughs and calendar reduction days. These are times when staff can learn about available resources and how to implement them effectively.

The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure, which is updated annually. Areas of growth for our technology infrastructure are the need for more updated computers or tablets and improved bandwidth to operate our current and future technology resources effectively.

School personnel endeavor to determine the physical, social and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible, while evaluating all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. Some areas of success for us are our relationship with school-based mental health agencies and community resources, support of a Prevention/Intervention Specialist, and weekly guidance lessons and support for all classes through the specials schedule. Our guidance department conducts a needs assessment for staff, students, and parents to gather information regarding needs and to use for planning. With our growing emotional and social needs of our students, more strategic supports will be needed to meet these needs. We also identified the need for more clubs and after school enrichment opportunities to support our students in additional social growth beyond the school day.

Our school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. This standard is seen most significantly in our Response to Intervention process at our school. Data is collected and analyzed to identify specific needs of students. Intervention plans are created, and implementation is monitored. Through this process, the teacher, administration, school counselor, school psychologist, and special education staff work collaboratively to determine next steps for individual students and how best to support their needs. Those next steps may include an EIP, after school tutorial, referral for further testing, individualized behavior plan, Prevention/Intervention Services, individual or group counseling, community-based mental health services, or a special education referral. We are fortunate to have the support of several mentors and volunteers who support assigned students with frequency and consistency. However, the need for more support by and presence of more mentors exists.

## 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	Level 2

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

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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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Evidence of student growth</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li></ul>	Level 2

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

Our school's success in student achievement is attributed primarily to our process of using results for continuous improvement. Our district employs the RCPS Cycle of Results, which our school implements with fidelity. We analyze student data, plan for interventions and enrichment, and assess student progress. This process continues throughout the year with the entire grade level expectations. We believe that mastery is a process that must be continually implemented. When mastery has been achieved, then the process of enrichment and acceleration begins. Every day of the instructional school year is devoted to this process.

School personnel maintain and use an assessment system that produces data from multiple assessment measurements, including locally developed and standardized assessments about student learning and school performance such as CRCT, ITBS, COGAT, district benchmarks, school-developed checkpoints, STAR EL and SRI, Accelerated Math, Reading fluency assessments, Integrated Tasks, Performance Tasks aligned to CCGPS. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Systematic processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. We engage in district benchmark assessments quarterly as well as mid-quarter checkpoints. Data is analyzed from these assessments in addition to classroom tests and performance tasks, and

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interventions are planned for students who have mastery gaps aligned to standards. This planning can be seen in the Intervention and Enrichment Logs that are created and implemented weekly. Continued and increased training of our staff in evaluation, interpretation, and use of data is a continued area of growth for our school.

Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning. Evidence of this improvement is contained in the Intervention/Enrichment Block documentation and the analysis of district benchmarks, Literacy and Math screenings, and standards mastery as seen through the quarterly report card.

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups. Communication occurs through the Annual Title I Parent Meeting, Curriculum Night, School Council meetings, newsletters, Faculty Meetings, and Leadership Team Meetings.

## 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: 3.23

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"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Professional and support staff/child ratios</li> <li>•Grant Agreement</li> </ul>	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"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> </ul>	Level 4

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"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 4

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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 2 years 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"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> </ul>	Level 4

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 6 and a maximum teacher to student ratio of 1:3.</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 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</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 24 and a maximum teacher to student ratio of 1:12.</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"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Roster Submission</li> </ul>	Level 4

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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"> <li>•Resource materials for training</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Budget for authorized expenses and activities</li> <li>•Itemed/audited budget</li> </ul>	Level 3

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 created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Documentation of compliance with local and state inspections requirements</li> </ul>	Level 3

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 exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> </ul>	Level 4

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"> <li>•Pictures/Room Arrangement of the classroom</li> </ul>	Level 3

**Accreditation Report**

Pine Street Elementary School

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 meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources 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 most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	•IQ Guides; Pictures of the Pre-K Classroom	Level 3

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 partially meets the expectation with some variations.	•Pictures of Playground and Classroom	Level 2

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.	•Teacher Lesson Plans; Changes to Environment, IQ Guides; GELDS	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.	•Classroom Photos; Nap Mat Photos; Photos of Cozy Reading Areas	Level 3

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.	•Specials Schedule; Technology Resources; Personnel to Support these Resources	Level 3

**Accreditation Report**

Pine Street Elementary School

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"> <li>•Family engagement networking plan</li> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> </ul>	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"> <li>•Curriculum standards, guides, expectations</li> <li>•Displays pictures/photos</li> </ul>	Level 3

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"> <li>•Examples of child assessments</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•CLASS Observation; IQ Guides</li> </ul>	Level 3

# Accreditation Report

Pine Street Elementary School

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 meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has 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"> <li>•Handbooks, procedures</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Facility/classroom design for storage space of personal items</li> </ul>	Level 3

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"> <li>•Handbooks, procedures</li> <li>•Parent/Staff communications procedures and expectations</li> </ul>	Level 3

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 process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. 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 most young children.	<ul style="list-style-type: none"> <li>•Assessment plan</li> <li>•Parent opportunity information sheets</li> <li>•Description of referral process</li> </ul>	Level 3

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"> <li>•Written policies on positive guidance strategies</li> <li>•Stakeholder feedback results</li> </ul>	Level 3

# Accreditation Report

Pine Street Elementary School

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"><li>•Accident records and reports</li><li>•Safety handbooks, guidelines, procedures, expectations</li><li>•Bright From the Start Feedback</li></ul>	Level 3

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

At Pine Street Elementary, clearly defined policies, processes, and procedures ensure that school leaders have access to hire, place, and retain qualified professional and support staff. Currently our early learning staff consists of one certified and experienced Pre-K teacher and an experienced paraprofessional. Our school has one Pre-K class of 22 students. Procedures of the Bright from the Start program ensure a formal process of determining the number of personnel necessary to fill all roles and responsibilities. Sustained fiscal resources are available from the state and the district to fund all positions necessary to achieve the purpose and direction of our school.

Our school's site director and lead teacher have obtained an advanced degree and are qualified to support the school's educational program. The school also employs an assistant teacher with a higher level of education than a High School Diploma. The class size of our Pre-K class is 22 with two adults which is under the maximum group size.

Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. The instructional time is protected in policy and practice. This is evident through the daily schedule, IQs (Instructional Quality guides), lesson plans, and the Bright from the Start Operating Guidelines. School leaders secure materials and fiscal resources to meet the needs of all young students. Pre-K has a fund of one thousand dollars to shop for needed supplies. These are approved and purchased using the purchase orders through the county's Early Learning Department. 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. Pre-K students are involved in all activities that are offered to the other students in the school including: specials, additional technology, field day, PTO performances, and assemblies. Efforts toward continuous improvement of instruction and operations include achieving the school's purpose and direction. Pre-K teachers experience a CLASS observation with feedback as well as a TKES observation regimen. Teachers are included in trainings at the state, county, and local school level.

School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personal as necessary to improve these conditions. Results of these improvements are evaluated. Cleanliness is an area of continued growth for our school due to the recent transition to outsourced custodial services. The expectation for safety is an area of success for our school in implementation, communication, monitoring, and improvement.

The Pre-K classroom has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth and development of young children. There are areas for multiple small group and individual learning activities to occur without interruption. Arrangements are in place to ensure the safety and security of our children. Our classroom space has its own bathroom/washing facilities,

sinks, and access to drinking water. Also the school is temperature controlled.

Each classroom and learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. Bright from the Start requirements are provided on the Basic Equipment, Materials, and Supplies Inventory List. 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. All furniture, equipment, and resources are in good repair. Supply money is provided for orders each year, and a "refurbishment" fund is available to each pre-k classroom every ten years.

Regarding safe and developmentally appropriate indoor and outdoor equipment, the school partially meets the expectation with some variations. Some of the equipment is specifically designed to support key aspects of children development. We do have a primary climber that is age appropriate to Pre-K and has impact material under it. Different age-groups of children share some of the outdoor equipment. Areas of concern regarding the outdoor equipment are the safe maintenance of the sandbox and outdoor water table, the height of the swings, and the depth of the impact material. There is also some uncertainty regarding the maintenance schedule and improvement protocol for this equipment.

Our Pre-K class has multiple learning/interest centers accessible and organized for independent use by all children and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning. Each center is well equipped for its purpose and enhanced with a variety of innovative materials. Bright from the Start Operating Guidelines set high expectations and requirements. Photos, purchase orders, lesson plans, changes to learning environment, as well as the Instructional Quality guides for the environment, provide evidence of exceeding the expectation.

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. There is an hour designated as rest time in our daily schedules. Mats are provided for the children and are being replaced as needed. The students are asked to provide their own blankets. A cozy seating area is available in the reading area, a place for everyone is provided on the rug, and there are more than enough chairs for every child in the class to help provide comfort.

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. Our classroom is fortunate enough to have two iPads, an ActivBoard, a laptop, and a desktop computer. We are also able to take the students to computer lab once a week. All of Pre-K's portfolios are kept electronically through Work Sampling Online.

The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel have a technology plan to improve technology services and infrastructure. This is evident through Rockdale County having 21st century classrooms. This includes classroom ACTIVBoards, computer labs for student use, iPads, and email groups, Remind 101, and Infinite Campus for parent communication. Policy is maintained that students and parents sign Acceptable Use Agreement forms. Hardware and software inventory is kept locally and turned into the county.

All displays within our learning space are appropriate in content for age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their work displayed within their learning environment and staff changes the material for each theme or unit. These requirements are stated in the Bright from the Start Operating Guidelines. There is a "Changes to Learning Environment" form filled out for each theme. The Instructional Quality Guide for the learning environment governs these expectations as well.

School personnel implement a process to determine the physical, social, and emotional needs of each child within the school. School personnel provide or create programs to meet the needs of children as necessary. 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. Social classes and services are provided during a counseling lab each week. The assessment system for identifying students' needs in the academic or cognitive area is the Bracken. There are additional assessments that determine social/behavior needs that can be screened through the Parents as Teachers Program. If additional services are needed, referrals may be made through the READY Program.

Within Pine Street Elementary Pre-K, each child receives personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety. Regarding sanitary conditions for toileting, our school partially meets this expectation, mostly due to our transition to outsourced custodial services. Resources are available for sanitizing all spaces 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 for all children. Children have access to 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. Parents must complete and return a Request to Administer Medicine form and Clinic Card. The classroom is designed with individual "cubby" space for the students. Records are kept regarding individual students with nutritional or medical needs like allergies and asthma.

The school meets the expectations of having arrival and dismissal routines that focus on the care and well-being of each child and encourage a daily exchange of family and school communications. 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/pick up their children that may be different than the child's classroom. Parents and staff communicate daily regarding the education, care, and well-being of their child. Teachers send home a Daily Roadrunner Review in the Parent Communicator Folder. Specific procedures are communicated to parents concerning arrival and dismissal routines. A monthly newsletter, Remind 101 daily texts and email groups also are used to communicate the needs and expectations of the students.

School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. 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 implemented when needed to more effectively meet the needs of most young children. The school counselor, Parents as Teachers Program, and READY Program are all available services for Pre-K. Students that have behavioral or academics needs beyond the classroom are screened based on teacher or parent referrals. Parent University classes are held quarterly to give parents an opportunity to learn about academic issues related to their children.

Our school meets the expectation of having all children, parents, and staff experiencing an environment of reciprocal respect, trust, and open communication in a fair and just way. For example, most staff members create a climate of acceptance and respect of other staff and young children. All staff members are attentive and responsible to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child. One of the components of the CLASS observation is climate listed in the Dimensions Guide. TKES observations by administration also serve as documentation for these standards. Class profile reports from the WSO aid the teacher in differentiating for the students' needs. Teachers are expected to use Conscious Discipline as a guide for interacting with students positively.

## Accreditation Report

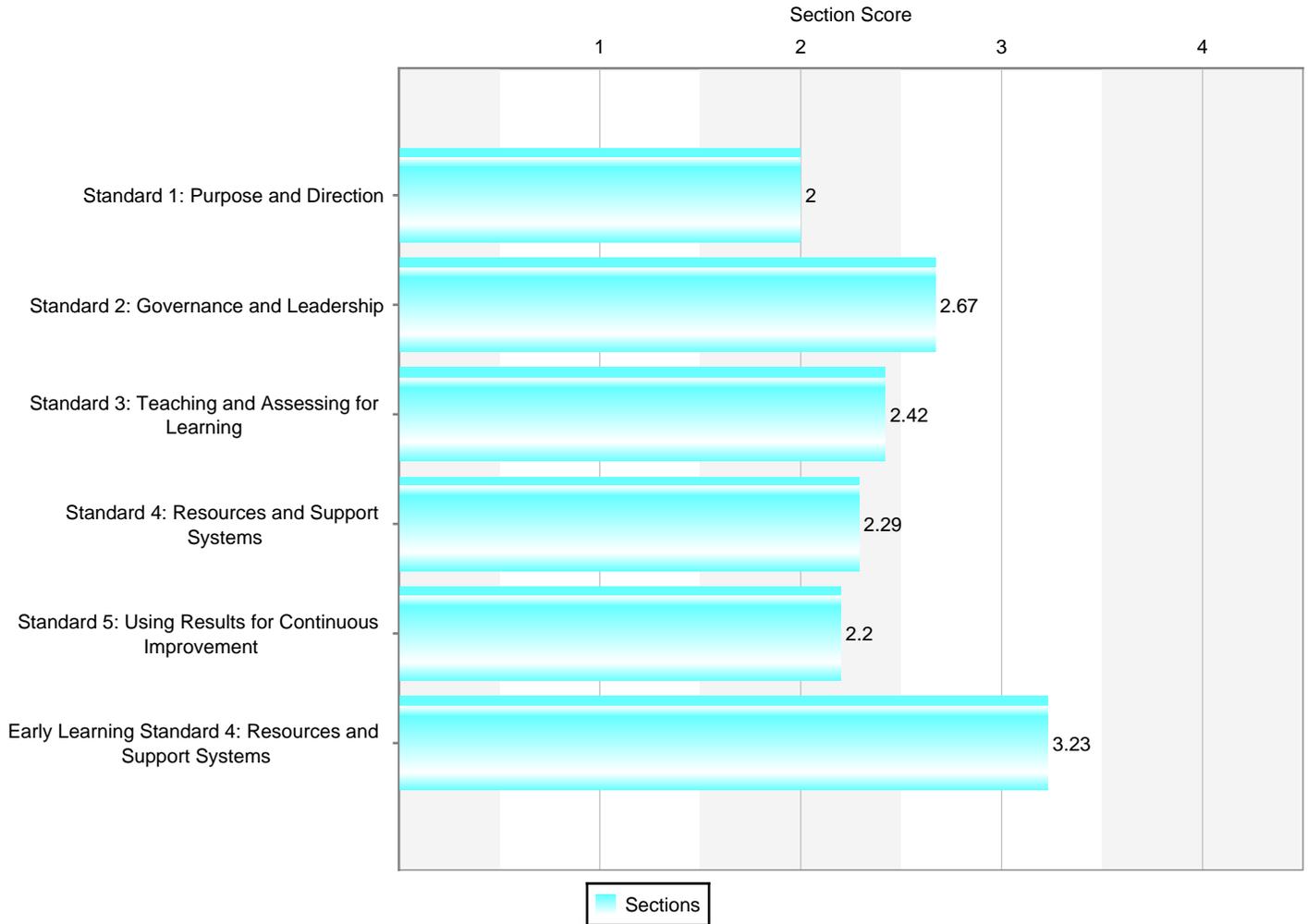
Pine Street Elementary School

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Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards that may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional. We are provided a safety backpack with an Emergency Preparedness Plan. Students practice for fire and tornado drills as well as lockdown procedures. All playground equipment does not meet the safety needs of Pre-K students, specifically swings are too high, mulch is too sparse, and sandbox is not filled with fresh sand. Teachers are required to complete and file accident reports per procedural guidelines. There is much room for improvement within these areas.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Report

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

Through our survey results, an overall highest level of satisfaction on the parent and staff survey was that our school's purpose is clearly focused on student achievement. Staff members also noted that school leaders regularly evaluate staff members on criteria designed to improve student learning. Parents also noted that staff members hold high expectations for students and provide an equitable curriculum that meets student's learning needs. A safe learning environment was also a noted strength on the parent survey.

Students noted strengths as well through their feedback. They believe that Pine Street teachers want them to do their best work and that their school tells their family how they are doing in school. On an interesting note, they also shared that our school has computers that help them to learn, but as noted in other assessment opportunities, we know that this is an area of growth for our school.

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

Since this survey administration provides us with baseline data, trends toward increasing stakeholder satisfaction or approval is challenging to assess.

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

Having a clear purpose focused on student achievement is a finding consistent with other feedback sources. Other consistencies would be the provision of qualified staff members to support student learning and school leaders monitoring data related to student achievement. Students expressing that teachers want them to do their best work is consistent with previous health and safety surveys.

## Areas in Need of Improvement

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

As we reflect on areas that indicate the overall lowest level of satisfaction, staff members noted that we need to work on providing opportunities for students to participate in activities that interest them. We could also provide more opportunities for staff members to provide peer coaching to teachers. Parents also noted that it would be beneficial for students to see the relationship to what is being taught to their everyday life.

Students shared feedback that there may be concerns about the respect shown by children to the adults in our school. They also shared that there are not a sufficient number of times where the school invites their family to come to school activities or when the principal and teachers ask them what they think about their school.

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

Since this survey administration provides us with baseline data, trends toward decreasing stakeholder satisfaction or approval is challenging to assess.

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

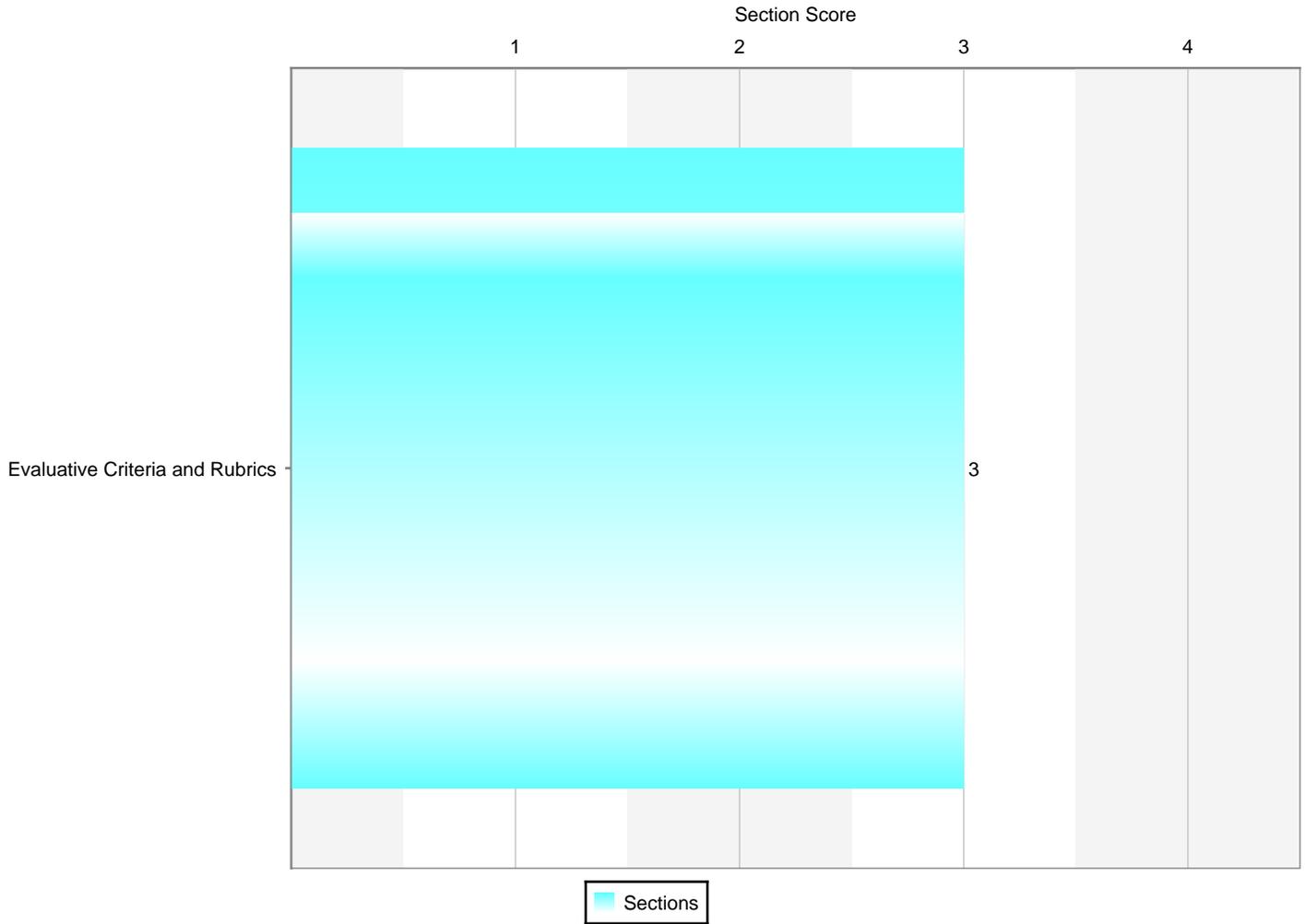
One implication for these stakeholder perceptions is to improve intentional communication with our parents and students about our mission, our instructional program, and student opportunities. It also speaks of the need to plan for improved positive behavior supports and enrichment opportunities for our students.

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

Respect for the adults in our school has been a noted area of concern on previous health and safety surveys conducted in the past two years. Opportunities for students to have opportunities to participate in activities that interest them has been a topic of conversation through our intervention/enrichment block planning as well as our after school activities.

## 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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		RCPS Elementary Student Performance Diagnostic

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?**

The areas of CRCT Reading, ELA, and Math demonstrate achievement that is above the expected level of performance. This expectation was due mostly to the transition to new curriculum in these areas. The research and planning for instruction and assessment left us with less certainty than in years past.

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

Using other methods of data analysis, our school continues to see a positive trend in our Reading and Math performance. Reading achievement for 3rd-5th grade students is above 90% meeting or exceeding over the past few years. In the area of math, we have seen a steady increase in the number of students who exceed on the CRCT, especially in 3rd and 5th grade.

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

Reading and ELA performance continues to be our highest performance areas despite our shift to Common Core Curriculum. Using other methods of data analysis with our 3rd through 5th achievement, our highest performance would be seen in the areas of 5th grade CRCT ELA with 95% of students meeting and exceeding and 4th and 5th grade CRCT Reading with 96% and 94% meeting of student meeting and exceeding.

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

Our English Learners have continued to show increased performance especially in Reading and ELA. Our Special Education students have also shown improvement in the area of Reading and ELA. We have seen success with our special education students who have taken the CRCT-modified. More students participated in this alternative form of the CRCT than had the previous year.

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

Our subgroup that demonstrates a closing achievement gap would be our Economically Disadvantaged subgroup. This subgroup represents a large percentage of our all students category, but we continue to witness success with these students by focusing on interventions throughout the school year.

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

As mentioned in earlier questions, the findings on the Student Performance Worksheet were consistent with other data sources in the areas of Reading and ELA achievement.



## Areas in Need of Improvement

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

Regarding our achievement in the area of Science in 3rd-5th, it is our analysis that this achievement is below what we expected on this assessment. We have had a positive trend in our Science achievement, but this data does not reflect that trend.

In Grade 5 Writing, our number of students meeting or exceeding on this assessment was lower than expected. We continued to see an upward trend in performance of our 5th graders on formative assessments throughout the year. Our data did indicate that students were struggling in the area of Writing, but we did not anticipate 66% meeting or exceeding on the end of the year assessment.

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

Writing does show a negative trend in performance over the past three years. Three years ago, 84% of our students met or exceeded on the Grade 5 Writing Assessment. We also see a decline in our Science performance across 3rd through 5th grades. Social Studies demonstrated a negative trend in performance for our 5th grade students from the previous year to last year.

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

Using other data analysis methods, our Grade 5 Writing achievement indicates the lowest performance with 66% of our students meeting and exceeding on this past year's assessment.

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

The special education subgroup is showing a trend toward decreasing performance in the area of Science and Social Studies. There is not a modified test version of these two content areas, and students are struggling to demonstrate grade level performance in these areas. We have also seen a decrease in math achievement with our English Learners over the past three years, which has raised concern since their Reading and ELA performance continues to improve.

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

The achievement gap is becoming greater with our White and Multi-Racial subgroups in the area of Social Studies achievement with our 4th and 5th graders.

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

## Accreditation Report

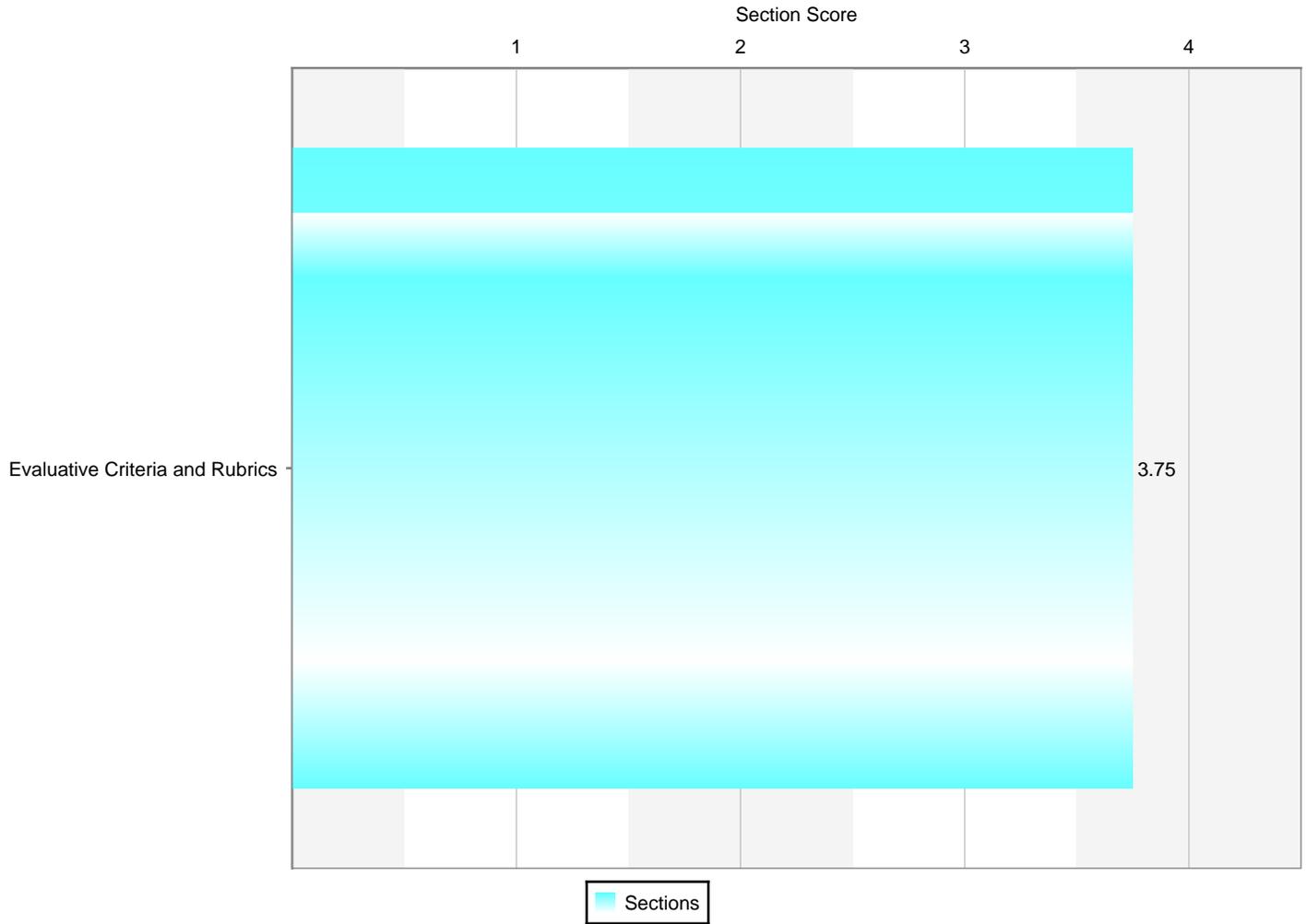
Pine Street Elementary School

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Other data sources were utilized in analyzing the data depicted on the Student Performance Worksheet. Achievement in the area of Science is consistent with the findings of other data sources. Writing data is also consistent when viewing the Weighted Mean, but not in the Improvement Score. The achievement in writing is our lowest area, but our analysis does not indicate growth in this area.

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

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

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

**AdvancED Assurances**

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

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

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

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

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