

Division Name: Pulaski County Schools

School Name: Pulaski Elementary School

Date: 8/27/2019

Select One: **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive

needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Demographics:

Pulaski Elementary School (PES) is located in a small rural community in southwestern Virginia and is the largest elementary school in Pulaski County. The students of PES are residents of Pulaski County which has a population of about 34,000. The communities it serves border on the town of Dublin and Wythe County. These include the town and county of Pulaski. The racial composition of the school is predominantly Caucasian (82%), African-American (6%), Hispanic (4%), and a small percentage of other nationalities. This composition has shown very little change during the last several years.

The enrollment of PES is presently 542.

PES is a Community Eligibility Provision (CEP) school. The CEP is a non-pricing meal service option for school districts in low-income areas. CEP provides the opportunity for *qualifying schools* to provide breakfast and lunch to all students at no cost.

PES has 29 PK-5 classroom teachers. The pupil-teacher ratio is 19:1.

Comprehensive Needs Assessment

One component of the comprehensive needs assessment is parent, teacher, and student surveys.

Strengths:

Parents are made aware of SOLs taught on their student's grade level (70%).

Parents are frequently invited to participate in school events (87%).

The faculty believes student achievement is a high priority at the school (100%).

Weakness:

Parents feel that students are not being adequately prepared to deal with issues and problems they will face (54%).

A second component of the comprehensive needs assessment is a review of the schoolwide assessment data.

Data Source 1

Based on the VDOE Virginia Quality Profile SOL Report, the three year trend for all students in grades 3-5 on the Reading SOL for year 2016-2017: 79%, 2017-2018: 86%, and 2018-2019: 84%.

The three year trend of all students on the Math SOL grades 3-5 are for year 2016-2017: 74%, 2017-2018: 89%, and 2018-2019: 89%.

Performance of black subgroup:

The three year trend for Reading SOL for grades 3-5 are for year 2016-2017: 63%, 2017-2018: 87.5%, and 2018-2019: 63%.

The three year trend for Math SOL for grades 3-5 are for year 2016 -2017: 63%, 2017-2018: 95%, 2018-2019: 69%.

Performance of our students with disabilities subgroup:

The three year trend for Reading SOL for grades 3-5 are for year 2016-2017: 60%, 2017-2018: 57%, and 2018-2019 :70%.

The three year trend for Math SOL for grades 3-5 are for year 2016-2017 :62%, 2017-2018 :63%, and 2018-2019 :69%.

Data Source 2

Based on the PALS school history report from 2018-2019, an area of weakness at PES was the first grade spring PALS assessment results with 57% of students meeting the benchmark. The three year trend of pass rates in first grade are as follows: 2016-2017: 94%, 2017-2018: 59%, and 2018-2019: 57%.

Data Source 3

STAR

Reading three year trend: 2016-2017 :65%, 2017-2018: 61%, and 2018-2019: 63%

Math three year trend: 2016-2017 :74%, 2017-2018: 75%, and 2018-2019 76%

Contributing Factors:

- Reading - Lack of use of high yield instructional strategies
 - Language barriers
- Math - Lack of family and community engagement in learning process

-Issues related to poverty/socioeconomics

Budget Implications: At several family engagement activities, children's books are given to students.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): The assessment tools that were used to determine strengths and weaknesses at Pulaski Elementary School were the SOL tests, STAR, and the PALS assessment. The SOL tests are given one time a year- in the spring; the PALS and STAR assessments are given three times a year- fall, winter, and spring.

Title I teachers help organize 30 parent and family engagement activities per school year.

In order to build relationships between home and school, PES will increase parent and family involvement in these activities by 10% in 2019-2020 as compared to 2018-2019 as measured by sign-in sheets.

Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Scientifically-Based Research Strategies:

Reading:

Teachers will receive training on our newly adopted reading program, Houghton Mifflin Harcourt. This program provides engaging text sets, leveled readers, practice books, writer's notebook, read aloud books, big books, tabletop toolkit mini lessons, module posters, and several technology components that are to be used with general education and special education students.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers

- Monitor student progress

Special Education teachers will use the Specialized Program Individualizing Reading Excellence (SPIRE), a comprehensive multi-sensory reading intervention program, based on the Orton-Gillingham approach. This program integrates phonological awareness, phonics, fluency, vocabulary, spelling, comprehension and handwriting.

Math:

- Data collected from Virginia Kindergarten Readiness Project (VKRP)
- Hands on Manipulatives
- Classroom teachers will use enVisionmath2.0 series
- Title I teachers will utilize enVisionmath2.0 Math Diagnosis and Intervention System

Budget Implications:

Four full time and one part time Title I teachers are hired to serve Pulaski Elementary School in order to meet specific needs for the students most at risk of not meeting state academic standards. The five teachers provide additional instruction in small groups or individualized instruction to students in the subject areas of reading and math. Teachers are provided with funds to purchase specific materials to support students in reading, reading across the content areas, and math. The Part-time Title I Tutors will work with students that still have gaps in their learning in reading and math. These will be our On Watch students based on assessment data and classroom performance. Students will be referred by their teacher. Each student will be given a Curriculum Based Measurement Assessment by the tutors so that they can identify the specific skill gap for each subject. They will then work with students on that skill until mastery. They will work with students during our Remediation/Enrichment block which is 30 minutes. The tutors will work with students twice a week on the gap skill areas. The tutors will also provide Progress Reports to teachers and administration. A poster making machine is needed in order to print anchor charts that correlate with the new reading series. Materials are needed for professional development. Chromebooks are used to help build reading fluency with videos and games, use with IRead, as well as individual testing. Chromebooks are also used to aid with hands-on and visual instruction of math concepts through various education math apps.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

The Title I teachers work closely and communicate frequently with the classroom teachers, including participating in the school weekly Professional Learning Community (PLC) meetings, to determine specific skills that need to be retaught, which students need the reteaching, and then to provide small group or individual instruction to these students. Five teachers are needed to provide this instruction to the number of students needing additional instruction and in the two subject areas, reading and math. Ongoing professional development may be needed to support implementation of LLI.

1. By Spring of 2020, PALS scores will increase by 13% in the area of word recognition in isolation in grades K-2.
K-2 Words in Isolation Data (Average Scores)

	Fall PALS	Midyear PALS	Spring PALS
Kindergarten	No Data	38 Students met benchmark	
Grade 1	28 Students met benchmark	35 Students met benchmark	
Grade 2	27 Students met benchmark	38 Students met benchmark	

Benchmark data will be updated quarterly.

2. By Spring of 2020, SOL scores in grades 3-5 Reading will show a 10% decrease in the failure rate of the students with disabilities subgroup.

Reading SOL Scores of Students with Disabilities Subgroup

	2019 SOL Average	1 st 9 Weeks Benchmark	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
Grade 3	No Data	18% Pass Rate	40% pass rate	
Grade 4	44% Pass Rate	18% Pass Rate	47% pass rate	
Grade 5	47% Pass Rate	47% Pass Rate	29% pass rate	

Reading SOL Scores of African American/Black Students Subgroup

	2019 SOL Average	1 st 9 Weeks Benchmark	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
Grade 3	No Data	9% Pass Rate	0% pass rate	
Grade 4	57% Pass Rate	29% Pass Rate	57% pass rate	
Grade 5	62% Pass Rate	67% Pass Rate	50% pass rate	

3. By Spring of 2020, SOL scores in grades 3-5 Math will show a 10% decrease in the failure rate of black/African American subgroup.

Math SOL Scores of Students with Disabilities Subgroup

	2019 SOL Average	1 st 9 Weeks Benchmark	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
Grade 3	No Data	55% Pass Rate	56% Pass Rate	
Grade 4	57% Pass Rate	77% Pass Rate	79% Pass Rate	
Grade 5	57% Pass Rate	50% Pass Rate	39% Pass Rate	

Math SOL Scores of African American/Black Students Subgroup

	2019 SOL Average	1 st 9 Weeks Benchmark	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
Grade 3	No Data	42% Pass Rate	36% Pass Rate	
Grade 4	70% Pass Rate	86% Pass Rate	50% Pass Rate	

Grade 5	71% Pass Rate	50% Pass Rate	80% Pass Rate	
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Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Power Up Remediation/STEM Enrichment

All classroom teachers have a Power Up time built into their daily schedules for remediation and/or enrichment. Teachers work with individual students and small groups to target gaps in reading and remediate specific reading skills.

Selected students will also receive enrichment outside of the classroom during Power Up time. These students will participate in STEM related activities. Alternative mathematic solutions to multiplication and division facts will be covered, making students more confident and skilled at using their minds. Besides STEM enrichment, other "special topics" will be covered with the intent to introduce as many "new" concepts and subjects (including new words) as possible. Some of these include Sir Isaac Newton and the science associated with his

studies, STEM topics including the speed of light, Mars, volcanoes, race cars, cobras, computers and coding, animals, birds, Northern Star, Praying Mantis, Nudibranch and other sea snails, Bigfoot, bridge building, and Mathematics in Art. Discussions of any current scientific events or major geographic events as they happen will also take place during this time.

Restorative Justice

Restorative justice is an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of restorative justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishment. The discipline infractions that we are focused on are disrespect, defiance, and disruption.

4-H Clubs

Fourth and fifth graders participate in 4-H Club, which is sponsored by Cooperative Extension. The club leaders come into each classroom on a monthly basis and deliver hands-on lessons that are correlated with the grade's SOLs. Students are able to experience a variety of activities, including: building electrical circuits, incubating and hatching eggs, and simulating earthquakes. Students participate in 4-H projects, such as dramatic readings and how-to demonstrations.

Connections Mentoring Program

The Connections Mentoring Program uses community volunteers and Pulaski County High School Service Learning Students to provide one-to-one mentoring in a classroom setting during the school day. The program works to build assets by providing additional time for students and mentors to read, share, play games, and spend quality time together. A mentor works with an individual student on materials and activities prepared by the Connections instructor. These activities target specific reading skills identified through ongoing assessment and evaluation of each student.

Summer School

The summer school program served students in grades 3, 4 and 5. Breakfast, lunch, and transportation were provided free of charge. Both remediation and enrichment classes are offered to students during the summer school session. Reading remediation activities focused on word analysis strategies, inferences and drawing conclusions, comprehension of fiction and nonfiction texts, and prior knowledge and real life applications. Math remediation activities focused on geometric concepts, multiplication facts, multi-step problems, real life application, probability, and algebra. Enrichment activities included Reader's Theater, guest speakers, building tiny houses, and fraction golf.

Our Gifted and Talented Education

Our Gifted and Talented Education (GATE) program serves students in the primary and elementary grades. Gifted students will be served within their general classrooms through differentiated curriculum, instruction, and enrichment. Students are also served on a regular basis by a Gifted Resource Teacher.

Club Day

Pulaski Elementary School has a schoolwide club day each month for every student. The activities include history, science, music, math, and art.

Budget Implications: N/A

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- 1) Progress of students in remediation groups will be discussed weekly during PLC meetings as evidenced by the watch list and/or PLC minutes.
- 2) By the spring of 2020, 100% of students will show growth on the spring STAR reading assessment as compared to the 2019 fall STAR reading assessment

Reading SOL Scores of Students with Disabilities Subgroup (Using STAR data for 2-5, PALS for 1st)

	Number of students <u>ON</u> grade level	Number of students <u>BELOW</u> grade level
Grade 1	65%	35%
Grade 2	26%	74%
Grade 3	49%	51%
Grade 4	56%	44%
Grade 5	54%	46%

Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary

credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Counseling/Mental Health

New River Valley Community Services (NRVCS)

NRVCS school based clinicians provide mental health counseling, case management, and crisis intervention services to children in their own natural environments: at school, at home, and in the community. Clinicians who work with the NRVCS school-based program provide a blend of services to children, including clinical counseling, family therapy, small group work, skill building, parenting education, crisis intervention, collateral contacts with other providers, appropriate referrals, case management services, and more. Clinicians administer direct services at least twice per month, to several times per week, depending on the needs of the individual child. School-based clinicians address all areas of a child's functioning, not just those at school. Clinicians provide in-home services, family systems therapy, case management, and crisis intervention. An added benefit of this service is that school-based clinicians are able to access children immediately and provide early intervention and screening in an environment that is less threatening for the child and more convenient for the families. Clinicians work with their clients through the summer, often supplementing clinical services with day treatment (similar to therapeutic camps) or in-home visits, or community outings. Another important component of school-based clinical services is communication among all other service providers involved (the school system,

other counselors, the Department of Social Services, etc.).

Family Preservation Services (FPS)

FPS counselors are assigned to assist with problematic and at-risk students. Services include teacher training, individual counseling, logical consequence training, anger management training, gang awareness, and drug and alcohol abuse prevention.

Pulaski County has received a Project Advancing Wellness and Resilience in Education (AWARE) grant through NRVCS with a full time grant coordinator. Project AWARE plans to advance educational effectiveness through connecting Positive Behavior Interventions and Supports and School Mental Health and to better prepare school staff to be mental health first responders through Mental Health First Aid.

Guidance

The guidance counselor has classroom guidance lessons on social and emotional development, and career exploration. The counselor works with individuals and small groups of students on friendship skills. In addition, he/she counsels individual students as needed.

Postsecondary/Workforce

Major Clarity

Guidance has adopted the Major Clarity Program for career planning. Major Clarity allows students to quickly and easily investigate careers through activities and video content. It then allows students to easily customize academic plans of study based on their career interests.

K2C College Awareness Field Trip

Virginia Tech's School of Education and VT-STEM sponsor an annual Kindergarten to College field trip for fifth grade students. This college aspirations program helps these young students consider the possibilities and benefits of attending college. It also allows students to think of the many occupations and careers that are possible with a college degree. Students experience a day on a college campus and participate in hands-on STEM activities.

Middle School Tour

Fifth grade students are given the opportunity to tour the middle school they will attend during the fall. This allows students to become familiar with the building layout, meet potential teachers/administrators, and gain an insight on future course offerings.

Postsecondary Credits

Pulaski County Public Schools offer post-secondary credits through courses at our high school. We currently offer two AP course, twelve dual enrollment courses, and nine dual enrollment CTE courses through New River Community College. The Southwest Virginia Governor's School (SVGS) is located in Pulaski County. Up to twenty four students are accepted per year to participate in the SVGS. The academic focus of the SVGS is math and science. These courses are dual enrolled.

Schoolwide Tiered Model

The Virginia Tiered System of Supports (VTSS) systemic approach allows divisions, schools, and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social, and emotional needs. The practices are progress monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Core team meetings are held to explore options for students on watch lists who are not making adequate progress. These meetings include parents, administrators, classroom teachers, Title I teacher, and Special Education teacher.

Olweus Anti-Bullying Program

The *Olweus Bullying Prevention Program* is designed for students in elementary, middle, and junior high schools (students ages five to fifteen years old). Topics of discussion include building a positive classroom environment, communication, identifying feelings, peer relationships, and respecting

differences.

Professional Development:

Pulaski County Public Schools uses an instructional model based on John Hattie's research. Pulaski County Public Schools has a district-wide professional development plan where teachers are trained in specific instructional strategies and teachers work with their colleagues to support each other in their efforts to apply these strategies. Components of this model are described as the following:

Application: Application describes our utilization of pedagogical skills to put forth information, increase knowledge, and boost achievement.

Engagement: Student interaction with the curriculum in ways that utilize critical thinking skills to solve problems, collaborate, create products, and/or communicate results.

Feedback: The teacher directly provides an appraisal of student progress towards learning objectives or facilitating a means for students to critique their own progress.

Assessment: Work samples gathered by the teacher to determine student progress toward meeting learning objectives and plan for future instruction. A variety of assessment should be utilized, including observations, creating products, conversations, performances, rubrics, presentations, self-reflections, role playing, responses to prompts, summaries, peer questioning, and many other means that allow teachers to verify whether or not learning has occurred.

Accountability: In Pulaski County Schools, we are committed to making school a positive experience for every student. Our focus on relationships will elevate the abilities of our students to effectively connect with others and build mutually beneficial partnerships. Accountability is the framework that encompasses the entire learning process in the 21st century. The usage of these components and beliefs are measured through data sweeps, where several administrators from other schools in the county perform walk-throughs using a checklist. This data is then used to improve upon instruction.

Fountas and Pinnell Benchmark Assessment Training

Kindergarten through second grade classroom teachers, Title I, and Special Education Teachers attended

a training in August, 2018 on Fountas and Pinnell. Teachers learned how to administer the system assessment and use the data collected. These assessments are used by teachers to determine students learning levels and gathering information about the individuals' processing strategies, fluency, and comprehension.

Math Training

Classroom teachers in grades kindergarten through fifth grade attended an in-service on our newly adopted math series. They were trained on the different components of the series and how to effectively use the series in their classrooms.

Transitions

Transition and Coordination of Early Childhood Programs

VPI and SPED Preschool classes are located in the elementary schools which provide many opportunities for transitions to occur for these students.

To insure continuity and coordination with formal school instruction, the PreK PALS is given to enrolled preschool children in the fall and in the spring. The PALS instrument is then continued in grades K-3 in the elementary schools. The preschool children attend all school programs and functions with the kindergarten classes, and receive art, music, and PE classes. They also eat lunch with the other students in the cafeteria. In the spring, preschool children have the opportunity to visit the kindergarten classrooms and spend time with the class during group times and center times. The preschool children go to kindergarten registration in the spring, and have the opportunity to attend kindergarten orientation programs where their parents meet with the kindergarten teachers and learn about kindergarten.

Pulaski County Schools has a full-time Community Special Education Preschool teacher. Her job consists of implementing Special Education services for community-based preschoolers (children ages 2-5) within Pulaski County. She provides services to children in private preschools, daycares, Head Start or in the child's home. She accepts all preschool referrals for children suspected of having a developmental

delay(s)/disability and coordinates Preschool Core Team meetings and Eligibility meetings at the five elementary schools. She is also responsible for completing developmental evaluations on the preschoolers who are referred by Core Team for testing.

PES hosts an evening program for children who have registered for kindergarten to introduce families to our school community. We provide parents with opportunities to learn about school policies, academic standards, kindergarten schedules and additional programs offered at PES. This is a great opportunity for families to meet other families, and become familiar with the school community.

PES offers the Recovery Room for kindergarten parents on the first day of school. This allows parents to have any questions answered and concerns addressed and to meet members of our school's instructional team and support staff. The goal of this is to create a welcoming, caring environment that will foster future parental involvement.

Elementary to Middle

The middle schools assist in the transition from elementary to middle school by having all feeder schools select a date to come for a tour of the middle schools. Tours are given and an assembly is held for the upcoming 5th graders. Students and parents are invited to attend open house and a county pool party before school starts.

Middle to High

The middle schools assist with transition to high school by educating the students through classroom guidance, a tour of the high school, parent meetings, and class registration. During classroom guidance, students are able to map out their future plans for high school with their academic/career plan using Major Clarity. This plan has all of the high school courses available to our students. The students select what diploma type they are considering at the time, with the understanding that changes can be made. All of the 8th graders take a tour of the high school to explore the options of elective classes. The high school

counselors schedule a time to come and meet with all of the 8th graders to go over upcoming high school courses and to make a 9th grade schedule. Parent meetings are scheduled to also educate parents on what the high school curriculum entails and to offer an opportunity to ask questions. Students and parents are invited to attend open house and a county pool party before school starts.

Beyond High School

Guidance hosts an evening informational session for parents and students that provides information in preparing for the senior year and life after high school. High school guidance counselors sponsor visits from many state colleges and universities. In addition, juniors and seniors attend a College Fair which has about 40 college representatives. The career coach teams with high school counselors to meet with juniors and seniors to explore options and make necessary applications. There is specialized counseling for school- to-work activities and programs for special needs students. High school counselors meet with individual students to complete applications and certify courses. Seniors complete a survey to assess how to improve the transition activities. Major Clarity is utilized with seniors to create academic career plans.

Budget Implications: N/A

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

Using information from data sweeps from the fall 2019 to spring 2020, there will be an increase in the percentage of teachers using the direct instruction components.

Fall 2019

Application 33%, Engagement 44%, Assessment 12%, Feedback 5%, No Instruction 6%