GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2021 - 2022 School Report

Jasper County
Washington Park Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Laura Thompson
Team Member # 2	Assistant Principal	Jenny Lowe
Team Member # 3	Instructional Coach	Kimberly Ragan
Team Member # 4	STEAM Lead	Chassidy Hoffman
Team Member # 5	EIP Lead	Jemica Brown
Team Member # 6	Counselor	Christina Kuckuck
Team Member # 7	PEC Lead	Christi Matthews

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Third Grade Lead Teacher	Shawna Clemons
Team Member # 2	Fourth Grade Lead Teacher	Jamie Whittaker
Team Member # 3	Fifth Grade Lead Teacher	Armanda Sands
Team Member # 4	Specialists Lead Teacher	Amy Wade
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	President Student Governance Team Member (SGT)/Parent	Jehan El-Jourbagy
Stakeholder # 2	Student Governance Team Member/Parent	Stephanie Babb
Stakeholder # 3	Student Governance Team Member/Parent	Student Governance Team Member/Parent
Stakeholder # 4	Student Governance Team Member/Parent	Leah Campbell
Stakeholder # 5	Student Governance Team Member/Parent	Erica Sands
Stakeholder # 6	Student Governance Team Member/Community member	Michelle Coward
Stakeholder # 7	Student Governance Team Member/teacher	Armanda Sands
Stakeholder # 8	Student Governance Team Member / Teacher	Kim Ragan

How will the team ensure that stakeholders, and in particar parents and/or guardians, were able to provide meaningf input into the needs assessment process?	Annually there will be a meeting to describe the SIP process to parents and/or guardians and make them aware of the current SIP. At that time, they will be asked to provide input into the needs assessment process and a survey will be provided to all parent/ guardians in order for them to provide meaningful feedback.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	✓
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

2.2 Effective Leadership

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	✓
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

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2. DATA COLLECTION ANALYSIS

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2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	✓
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 - Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	We utilized the results of the 2019-2020 Georgia Student Health Survey. The survey asks questions related to school connectedness and peer victimization. The survey was completed by 528 students. 2020-2021 attendance data provided by the district was used. 2020-2021 Behavior reports were used.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Overall, 67% of our students like school often or always. Seventy-seven percent of students feel like they do well in school often or always. We are pleased that 97% of students report their school wants them to do well always or often. Overwhelmingly, students say their teachers treat them with respect with 93% responding "always or often". 93% of students also feel there is an adult at school who will help them often or always if needed. Seventy-nine percent of students feel good behavior is noticed, but only 51% reported students in their class "often or always" behave so teachers can teach. In third grade, 24 students were absent 10+ times, in fourth grade 42 students were absent 10+ times, and in 5th grade 39 students were absent 10+ times. In summary, 19% of our students were absent 10 or more days during the 2020-2021 school year. Behavior referral data states 78 total events were reported during the 2020-2021 school year. Thirty-seven of those events were Non-State Reportable Offenses (typically the third minor offense addressed by the classroom teacher) and 30% of those events were for inappropriate contact / fighting / physical violence. Fourteen percent of the events were in the areas of disorderly conduct, disruptive behavior, or rude/ disrespectful behavior.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Student health survey, student discipline data, and attendance data were reviewed and analyzed.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The student health survey indicates that students feel connected to the adults in the school and trust the adults to help them. The same survey reveals students believe other students interfere with their teachers' ability to teach, which is consistent with the discipline data.

What achievement data did you use?	Georgia Milestones End of Grade Assessments and Measures of Academic Progress (MAP) was used as achievement data.

What does your achievement data tell you?	2021 spring data on Georgia Milestones shows over half of our students in each grade level are reading on or above grade level. There are more level 4s in reading than math. The data shows that students need remediation in the areas of Key Ideas and Details in both literary and informational texts. In addition, more opportunities to respond to text through writing is needed as well as a focus on grammar. Fourth and fifth graders are stronger in vocabulary than third graders. More students in third and fourth grade need remediation in the area of measurement and data based on Milestones. In fifth grade, more students need remediation in Numbers and Operations Base 10. Overall, at least half of all students in all grade levels need remediation in all areas. 50% of third and fourth graders can be monitored or accelerated in the area of Geometry and 44% of third graders in Numbers and Operations. More students need monitoring and acceleration in Measurement and Data in fifth grade. Fifth graders also need more remediation in Physical Science. The data shows Life Science is a strength.

What demographic data did you use?	Demographic data regarding gender, race, and program participation in Gifted, ESOL, and PEC programs.

What does the demographic data tell you?	Of the 546 students at WPES in the 2020-2021 school year, 69% are white, 19% are black or African American, 8% are Hispanic / Latino and 4% are two or more races. There are slightly more males than females (269 v. 277). Eleven percent of students participate in the program for gifted students, 10% participate in special education, and 4% are English Language Learners.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our strengths are Curriculum Standard 1, Instruction Standard 3, Assessment Standard 1, and Instruction Standard 6. We are systematically using a collaborative planning process to help teachers understand expectations of standards, curriculum, assessment, and instruction as well as aligning assessments with the required curriculum standards. Learning targets are established, aligned, and clearly communicated. Current technology enhances learning. Challenges in our trend data are Instruction Standard 7, Instruction Standard 8, and Assessment Standard 5. Students need to be provided specific feedback using the language of the standards and need tools to actively monitor their own progress including grades being aligned to student progress on the required standards. We need to increase support for specific staff to provide differentiated instruction, classroom management, rigor, academically challenging environments, and research-based practices. All staff need to provide performance feedback to students based on learning targets as well as helping students use rubrics, checklists, and exemplars to actively monitor their own progress. Interventions need to start immediately using previous years data as current data is collected. While data is collected from assessments and used to inform instruction successfully, our next step will be to analyze specific item analysis to improve teacher practice.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our leadership strengths are Leadership Standard 6, Leadership Standard 8, and Planning and Organization Standards 1-5. WPES has established a leadership team that has addressed student and staff learning by regularly monitoring and adjusting our School Improvement Plan. This plan is data-driven and used to evaluate the effectiveness of student performance with feedback from stakeholders. Teachers are provided professional development to strengthen any noted weaknesses and build upon existing strengths and new research. Schedules are also maximized to provide professional development opportunities as well as support from personnel and resources. The school has a common mission and vision statement that was collaboratively created and is recited daily by all staff members and students. Rules and policies are established and visited daily with all staff and students. Leaders need to create a sense of urgency while effectively communicating a common vision. Improvements can be made with systems by leadership to ensure effective implementation of curriculum, assessment, instruction, and

Strengths and Challenges Based on Trends and Patterns

	professional development. Root cause analysis can be implemented to improve student achievement using multiple sources of data. Leaders need to collaborate with staff members to gather input and share decision making and problem solving as well as communicating ideas effectively and timely. Leaders can be identified through more detailed documentation resulting in highly accurate performance evaluations.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A strength is standard 3-defines expectations for implementing professional learning. Administrators and teacher leaders consistently define expectations for the implementation of professional learning including details regarding the stages of implementation and how monitoring will occur during implementation. We are operational in leadership standard 5 and professional learning standards 1, 2, and 4-6. Content areas collaborate regularly when creating assessments, and to discuss ways that integration can take place for collective performance. To support the needs of teachers, students and leaders, administrators can consistently gather input from all stakeholders, and follow up to ensure that those identified needs are being met. In an effort to make sure growth is taking place across the building, professional learning opportunities will be offered to teachers based on a needs assessment, and extensive follow up, with feedback and coaching from building leaders.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We are exemplary in standards 2 and 6. Structures are established that promote clear and open communication between the school and stakeholders and there are district and school processes in place to connect families with agencies and resources to meet the needs of the students. Standard 3, the area of establishing relationships and decision-making processes that build capacity for family and community engagement in the success of students, is an area in which we need to improve. While we have created a welcoming environment and currently host three family engagement nights during each school year, we do not offer the opportunity for parents to be engaged in school-related improvement efforts. We currently provide monthly newsletters for parents which address the current standards being taught to students. During family engagement nights, parents are provided with activities that support learning at home. However, we should provide parents with more information related to the grade-level expectations and current achievement levels of students throughout the year in parent-friendly language. The area of community engagement is a particular area of weakness. With the

Strengths and Challenges Based on Trends and Patterns

	exception of our School Governance Team, we do not currently have any community relationships in which community members are invited to participate in decision-making and promoting student success.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A strength is school culture standards 1, 3 and 5. Rules practice and procedures are proactively developed, communicated, implemented, monitored and revised as needed. Extensive evidence shows that the school supports the preparation of students for college and career readiness; life beyond school. The administrators also acknowledge and celebrate the successes of both staff and students within the community. We are operational in the areas of providing a supportive and well managed environment conducive to learning, creating an academically and challenging learning environment, establishing a culture of trust and respect that promotes positive interactions, and a sense of community, supporting the personal growth and development of students. A weakness has been identified as establishing a learning environment that empowers students to actively monitor their own progress in the learning process. To support the needs of teachers, students and leaders, administrators can model how to effectively create and implement tools to monitor effectiveness, and adjust instruction as needed. The instructional team will show teachers how to gather data, set goals, and conference with students after each assessment. This will ensure that all stakeholders (parents, teachers and students) are aware of the progress being made in an effort to meet, or exceed all academic goals.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The student population consists of 546 students. Sixty-nine percent of the students identify as white, 19% identify as black, 8% are Hispanic/ Latino, and 4% are two or more races. Eleven percent of the students are in the gifted program, 10 have an Individualized Education Plan and 4% are in the program for English Language Learners. The district very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. There is high poverty within the district and community creates a high number of at-risk students needing specialized instruction and services.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Tier 1 instruction needs to be strengthen in both math and reading, specifically in the area of language arts. Our approach in strengthening specific domains needs to have a balanced approach in order for all areas to consistently improve.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	The parent survey data indicates that teachers and staff communicate with parents frequently and include them as "true" team members in special education IEP, Eligibility, etc. meetings. In addition, teachers ensure that parents understand Procedural Safeguards, and information in IEPs and eligibility reports are written and explained in a way that is easily understood by parents. Washington Park Elementary School has implemented a systematic and explicit phonics program in grades 3-5, which is used as Tier 1 instruction in third grade and an intervention with students with disabilities in grades 4-5 to increase literacy.) PEC Case managers monitor attendance of students, contact parents regarding absences and have good rapport with the families they serve. Mental health services are provided to at-risk students and families within the school setting. Professional Learning Communities are in place to analyze data and identify and address achievement gaps with various sub-groups. A flexible service model utilized to group student using MAP scores and provide targeted interventions.

Challenges	General and special education teachers need additional professional learning and support in teaching collaboratively in the general education class while embedding specialized instruction into the instructional planning, implementation and evaluation. In addition, additional professional learning and support for special education teachers is needed in using data to drive specially designed instruction and supports. Compliant processes and procedures in implementing IDEA need to be evaluated and revised as needed. Monitoring and follow-up processes need to be developed and systemically followed. Attendance is a concern with at-risk students and families.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Based on Georgia Milestones EOG math assessment, all domain areas showed more than half of students needing remediation in math with the exception of third grade and fourth grade in the area of geometry. This supports the need for improving research-based Tier 1 instruction.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Ready Classroom will be implemented in all grade levels during 2021-2022 school year.

Overarching Need # 2

Overarching Need	Based on Georgia Milestones EOG ELA assessment, all language domains were areas of need. This supports the need for consistent writing instruction which does imbed language instruction through writing.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The Writing Revolution will be implemented during the 2021-2022 school year.

Overarching Need # 3

Overarching Need	Teachers need to provide specific, timely, descriptive feedback using the language of the standards or learning targets to support students in actively monitoring their academic progress.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Feedback can be provided through goal setting, rubrics, checklists, exemplars, and grading.

Overarching Need # 4

Overarching Need	Parents need opportunities to collaborate with faculty and be provided with opportunities to share in the decision making process.
How severe is the need?	Unknown
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	A parent organization should be developed.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> **Overarching Need - Based on Georgia Milestones EOG math assessment, all domain areas showed more than half of students needing remediation in math with the exception of third grade and fourth grade in the area of geometry. This supports the need for improving research-based Tier 1 instruction.**

Root Cause # 1

Root Causes to be Addressed	Lack of curriculum resources Teacher turnover Lack of consistent implementation of Tier 1 instruction Lack of foundational skills
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

> **Overarching Need - Based on Georgia Milestones EOG ELA assessment, all language domains were areas of need. This supports the need for consistent writing instruction which does imbed language instruction through writing.**

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Students struggle to communicate written ideas clearly Teachers need to provide routine opportunities for writing across all curriculum areas Imbed grammar skills during reading and writing
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Overarching Need - Teachers need to provide specific, timely, descriptive feedback using the language of the standards or learning targets to support students in actively monitoring their academic progress.

Root Cause # 1

Root Causes to be Addressed	A need to implement teacher-student conferencing and goal setting opportunities Need for increase in use of rubrics, checklists, exemplars, and student work posted Students actively tracking their own data
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Root Cause # 1

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment
	Others :

Additional Responses	

Overarching Need - Parents need opportunities to collaborate with faculty and be provided with opportunities to share in the decision making process.

Root Cause # 1

Root Causes to be Addressed	Parent organization is needed
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment
	Others :

Additional Responses	

School Improvement Plan
2021 - 2022

Jasper County
Washington Park Elementary School

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Washington Park Elementary School
Team Lead	Laura Thompson

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Georgia Milestones EOG math assessment, all domain areas showed more than half of students needing remediation in math with the exception of third grade and fourth grade in the area of geometry. This supports the need for improving research-based Tier 1 instruction.
Root Cause # 1	Lack of curriculum resources Teacher turnover Lack of consistent implementation of Tier 1 instruction Lack of foundational skills
Goal	*We will increase the number of third grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment from 77% to 80%, increase levels 3 & 4 from 28% to 40%, and level 4 from 9% to 10% by the Spring Milestone EOG assessment window. *We will increase the number of fourth grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment from 76% to 80%, increase levels 3 & 4 from 31% to 40%, and level 4 from 8% to 10% by the Spring Milestone EOG assessment window. *We will increase the number of fifth grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment from 58% to 80%, increase levels 3 & 4 from 21% to 40%, and level 4 from 4% to10% by the Spring Milestone EOG assessment window.

Action Step # 1

Action Step	Provide a math rich environment using research-based strategies and programs. The Instructional Coach will provide professional development to ensure these strategies and programs increase rigor and ensure equitable services for all students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Frequency data regarding observation of research-based strategies and programs (such as i-Ready, Hands on Standards, Dreambox, and others) being used will be collected during observations and the data will be presented to the Impact Team. Teachers will participate in Data Digs. Lesson plans will be reviewed weekly. Grade Level Collaboration/ Planning will take place weekly. Effectiveness will be measured using resports from i-Ready and formative data.
Position/Role Responsible	Instructional Coach, Principal, Assistant Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used

Action Step # 2

Action Step	Teachers will be trained by the Instructional Coach to utilize MAP data, MAP learning continuum, and i-Ready Classroom assessments to provide data driven instruction at Tier 1 level to provide targeted, differentiated instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review PL and PLC meeting notes and evidence in lesson plans. Increase of Grade Level Mean RIT score to NWEA National Student Achievement Norms. Evidence of effectiveness will be determined by an increase in percentage of students scoring average or above in MAP assessments and an increase in the MAP scores of our
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used

Action Step # 3

Action Step	Provide collaborative team planning time for teachers to familiarize themselves with the i-Ready Math Curriculum; also the Instructional Coach will establish a folder in Google drive for teachers to share math activities and resources to support math initiatives.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitor lesson plans, weekly collaborative planning, and Google Drive with shared activities.
Position/Role Responsible	Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used

Action Step # 4

Action Step	Teachers will be trained to supplement instruction to close instructional gaps through math journals, chunking of directions and/or tasks, multiple modalities of learning, manipulatives, utilizing class learning plans for instructional accommodations of SWD, and the use of pictorial representations. An after-school program will be established to help target at risk students. Diagnostic data will be used to develop and implement remediation and acceleration/extension opportunities to ensure equitable services for all students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom math observations collecting data on math journals, chunking of directions and/or tasks, multiple modalities of learning, manipulatives, utilizing class learning plans for instructional accommodations of SWD, and the use of pictorial representations and observation of collaborative planning sessions, will serve as monitoring of implementation. Effectiveness will be measured by i-Ready progress reports, classroom assessment data, MAP and Milestones EOG data.
Position/Role Responsible	Instructional Coach, Assistant Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Georgia Milestones EOG ELA assessment, all language domains were areas of need. This supports the need for consistent writing instruction which does imbed language instruction through writing.
Root Cause # 1	Students struggle to communicate written ideas clearly Teachers need to provide routine opportunities for writing across all curriculum areas Imbed grammar skills during reading and writing
Goal	We will increase the number of third grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment from 50% to 80, increase levels 3 & 4 from 25% to 40%, and level 4 from 8% to10% by the Spring Milestone EOG assessment window. We will increase the number of fourth grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment from 68% to 80, increase levels 3 & 4 from 31% to 40%, and level 4 from 8% to10% by the Spring Milestone EOG assessment window. We will increase the number of fifth grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment from 64% to 80, increase levels 3 & 4 from 27% to 40%, and level 4 from 6% to 10% by the Spring Milestone EOG assessment window.

Action Step # 1

Action Step	Provide a reading and writing rich environment using research-based strategies and programs and establish a folder in Google drive for teachers to share Literacy activities and resources to support literacy initiatives. The instructional coach will oversee the collection of resources to ensure rigor and equitable resources for all students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Classroom observations and walkthroughs, Google Drive observation, and will be used to monitor implementation. Unit reading assessments and third grade Reading Horizon progress monitoring will be used for monitoring effectiveness.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	IAL Grant funding will be utilized

Action Step # 2

Action Step	Engage in monthly professional development led by the instructional coach to ensure quality usage of The Writing Revolution and Reading Horizons.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Implementation will be monitored by the Professional Learning Calendar, observation, and sign-in sheets. Effectiveness will be monitored by observation of an increase of Grade Level Mean RIT

Action Step # 2

Method for Monitoring Implementation and Effectiveness	score to NWEA National Student Achievement Norms and an increase in percentage of students scoring average or above in MAP assessments.
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The IAL grant funds will also be utilized to fund this action step.

Action Step # 3

Action Step	Teachers will be trained by the Instructional Coach to utilize MAP data, MAP Learning Continuum, and the technology component of i-Ready Reading to provide data driven instruction at Tier 1 level to provide targeted, differentiated instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Implementation will be monitored by the Professional Learning Calendar, observation, and sign-in sheets. Effectiveness will be monitored by observation of an increase of Grade Level Mean RIT

Action Step # 3

Method for Monitoring Implementation and Effectiveness	score to NWEA National Student Achievement Norms and an increase in percentage of students scoring average or above in MAP assessments.
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used

Action Step # 4

Action Step	Quality implementation of The Writing Revolution (with oversight by the Instructional Coach) and administering the Write Score post test to assess and reflect on student performance with State provided rubrics and exemplars.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Writing and Reading strategies from Writing Revolution and Reading Horizons will be posted on anchor charts in classrooms. Write Score assessment will be administered 3 times per year and data will be analyzed .
Position/Role Responsible	Instructional Coach, Assistant Principal, Principal

Action Step # 4

Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	IAL Grant and CARES funds will also be used

Action Step # 5

Action Step	Under the guidance of the Instructional Coach, teachers will use interactive, step by step writing, to scaffold students through the writing process, provide follow-up instruction to check mastery of targeted language usage, writing skills, knowledge, and strategies. Diagnostic data will be used to develop and implement remediation and acceleration/extension opportunities. The instructional coach will lead all necessary professional development.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walk throughs and observations and review of student work in PLC's will be used to monitor implementation. Data from Write Score Assessments, writing samples, student data folders with conference notes, MAP data, and Milestones EOG data will be used to monitor effectiveness.

Action Step # 5

Position/Role Responsible	Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	IAL Grant and CARES funds will also be used

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers need to provide specific, timely, descriptive feedback using the language of the standards or learning targets to support students in actively monitoring their academic progress.
Root Cause # 1	A need to implement teacher-student conferencing and goal setting opportunities Need for increase in use of rubrics, checklists, exemplars, and student work posted Students actively tracking their own data
Goal	Teachers will provide students with opportunities to give and receive feedback through conferencing.

Action Step # 1

Action Step	Teachers will make and provide rubrics through Google Classroom. Each student will have a student data folder which will be maintained with conference notes. Teachers will maintain conference logs. The data will be shared with parents during conferences.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	The IC and administrators will check data folders and conference logs to monitor implementation. Student achievement data in ELA and Math (as evidenced through MAP reading and math, i-Ready math progress reports) and Milestones EOG data will be used to monitor effectiveness.

Action Step # 1

Position/Role Responsible	Instructional Coach, Assistant Principal, Principal
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parents need opportunities to collaborate with faculty and be provided with opportunities to share in the decision making process.
Root Cause # 1	Parent organization is needed
Goal	The School Governance Team will explore the opportunities to create a Parent Teacher organization.

Action Step # 1

Action Step	Engage families and students through welcome postcards, positive teacher contacts, hosting Title 1 parent engagement nights with STEAM activities, and exploring and planning a PTO organization to boost family participation and student attendance.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Monitor contacts in Infinite Campus, monitor usage of postcards, plan and implement parent nights, work with SGT to develop a plan for a parent organization. Effectiveness will be monitored by tracking the percentage of parents participating in school events throughout the year.
Position/Role Responsible	Principal SGT BST
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	IAL Grant funding will be utilized. We will collaborate with the Jasper County Mentor Program to help determine needs and seek volunteers and resources.

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	Our Better Seeking Team (BST) provided advice in developing this plan. These members consist of administrators, leaders, teachers, specialized instructional support personnel, and parents.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Classes are created with a balance so that there is not a disproportionate of low-income and monitory children. Teachers are hired in field.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Tier 1 instructional programs at WPES consist of Ready Classroom Mathematics and i-Ready reading. DreamBox and Georgia Numeracy will be implemented in math classrooms to support students in Tier 2 and Tier 3 students. Reading Horizons is a core phonics program used to strengthen decoding skills in third grade and as an intervention in grades 4 and 5. 95% Group and Florida Center for Reading Research is used to support Tier 2 and Tier 3 students needing support with fluency and comprehension. Write Score and The Writing Revolution will be used to strengthen writing and language skills. Wordly Wise will be implemented in grades 4 and 5 to build vocabulary. The adaptive classroom implements Unique Learning.

4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	A criteria has been developed for the entrance and exit criteria to determine interventions needed for students. The criteria consists of using MAP (below 25th percentile), Georgia Milestones scores (Score of 1), when applicable, iReady assessments, GLOSS, MAP Fluency, and entrance and exit rubrics provided by the Georgia Department of Education. Interventions will be provided via pull-outs, push-in, and classroom models. Students who meet at least two of the criteria noted above will be considered for intervention placements. Student folders are kept to store documentation of entrance and exit criteria, as well as progress monitoring. In addition, MTSS meetings are held quarterly to discuss progress and to determine the effectiveness of the interventions.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	WPES provides transition programs for students moving up from Grade 2 at the Primary School to the Elementary School in Grade 3 and students in Grade 5 who are transitioning to Grade 6 at the Middle School. Our school counselor meets with the counselor from JCPS and JCMS to learn which students may need various services or additional support. We provide opportunities for communication with the FERST foundation as well as the Get Ahead House.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not applicable

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Grade level incentives, activities, and awards promote positive behaviors through a school-wide Positive Behavior Incentives (PBIS) system. In addition, incentives are implemented to increase student attendance. A systematic process is in place for referring students to the office and determining classroom referrals versus office referrals. Tribes lessons have been implemented to to promote positive classroom climate. Class Dojo and phone calls are utilized to increase parent communication for both positive and negative actions. Emotional and Social learning will be taught through lessons in Dojo and Quaver. Guidance lessons based on school, grade level, and class needs. Tier 2 and Tier 3 behavior interventions and progress monitoring are tracked through MTSS. A district-level behavior specialist has been hired for the 21-22 school year. Professional learning on classroom management for new and struggling teachers Increasing engaging and hands on classroom activities will be continued and enhanced in classrooms where this is a need.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	