# Comprehensive Needs Assessment
# 2022 - 2023 School Report



# Dalton Public Schools
# Westwood 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 | Scott Ehlers |
| Team Member # 2 | Assistant Principal | Marla Pridgen |
| Team Member # 3 | Instructional Coach | Jill Parker |
| Team Member # 4 | Instructional Coach | Bekah Cook |
| Team Member # 5 | K Teacher | Gabe Vasalinda |
| Team Member # 6 | 4th Grade Teacher | Stacey Gante |
| Team Member # 7 | Challenge Teacher | Ansley Harrison |

**Additional Leadership Team**

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | ESS Teacher | Amanda Swinney |
| Team Member # 2 |  |  |
| Team Member # 3 |  |  |
| Team Member # 4 |  |  |
| 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 | Parent/School Council | Elisabeth Boggs |
| Stakeholder # 2 | Parent/School Council | Ashley Hernandez |
| Stakeholder # 3 | Parent/School Council | Angelica Hurtado |
| Stakeholder # 4 | Business Rep/School Council | Clint Richards |
| Stakeholder # 5 | Teacher Rep/School Council | Stacey Gante |
| Stakeholder # 6 | Teacher Rep/School Council | Bekah Cook |
| Stakeholder # 7 | Teacher Rep/School Council | Lori Minish |
| Stakeholder # 8 |  |  |

| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | Westwood School partners with students, parents, and our community members on a regular basis.  During August and September the School Design Team and Curriculum Team work on and give input on the plan.  Professional Learning Communities and Professional Growth Teams (all staff members) give input on the plan during August and September.  The Westwood School Council reviews and gives input on the plan in August. |
|---|---|

## 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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. | |

Coherent Instruction Data

| 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).<br><br>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. | |

| 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.<br><br>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.<br><br>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Interventions are designed to meet the needs of each student.<br>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.<br><br>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.<br>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.<br>Instruction is routinely adjusted based on the analysis of assessment results. | ✓ |
| 3. Emerging | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results. | |
| 4. Not Evident | A collaborative process to analyze assessment results does not exist.<br>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.<br><br>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.<br><br>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.<br><br>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. | |

**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.<br><br>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.<br><br>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.<br><br>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.<br><br>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.<br><br>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.<br><br>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>The school and campus are clean, well-maintained, inviting, and safe. | |
| 3. Emerging | Protocols are sometimes used to maintain the school campus and equipment.<br><br>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.<br><br>The school and campus are not clean, maintained, or inviting, and safety issues exist. | |

## 2. DATA COLLECTION ANALYSIS

## 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.<br><br>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).<br><br>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).<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.<br><br>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.<br><br>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, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | Staff surveys, student surveys, parent surveys, Professional Growth Team feedback, Grade Level Meeting notes, Gallop Poll data. |

| | |
|---|---|
| **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?") | Teachers feel Westwood promotes academic success for all.  Teacher feel that students of all races, ethnicities and cultures are treated fairly.  Teachers feel safe at school and are not concerned for their physical safety while at school.  Teachers feel parents frequently volunteer to help on special projects.  Students like school and feel safe at school.  Students feel the school wants them to do well.  Students feel the school has clear rules for behavior.  Students feel teachers treat them with respect.  Students feel there is an adult at there school who will help them if needed.  Parents feel their student feels safe at school and going to and from school.  Parents feel welcome at Westwood.  Parents feel Westwood is well maintained.  Parents attend parent/teacher conferences.  Parents feel Westwood sets clear rules for 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) | Canvas Courses in ELA, Math, Science and Social Studies, Administration Walkthroughs, TKES, Grade-level meeting minutes, Coaching Notes, Progress Monitoring, MTSS, Professional Learning, |

| | |
|---|---|
| **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 data tells that us Canvas is providing research-based and rigorous instruction and resources for teacher implementation.  Teachers are sharing learning intentions with students.  Walkthroughs and Coaching sessions are ensuring highly effective research-based instruction is occurring daily.  We are continuing to improve and expand our intervention resources.  We will use our district school data analysis specialist team to deepen our understanding of how to use data to improve instruction. |

| What achievement data did you use? | GA Milestones, MAP, GKIDS, Grade-level Common Assessments, District Common Assessments, Formative Assessments, Literacy Collaborative Benchmark Assessments, Math Benchmark Assessments, ACCESS, CCRPI |
|---|---|

| What does your achievement data tell you? | Several content areas on Georgia Milestones showed improvement. Third grade ELA and Math and fourth grade ELA Milestone scores were above the district, RESA, and State averages. Fifth grade ELA scores were above the system average and tied with the RESA average. There were no CCRPI Score this year. MAP Data showed Westwood exceed projected RIT goals in several areas this year. |
|---|---|

| What demographic data did you use? | Student Demographics/Subgroups, Mobility Rate, Program Enrollment, Free/Reduced Lunch, Discipline, Attendance |
|---|---|

| What does the demographic data tell you? | The number of English Language learners has increased over the past several years. The number of homeless students increased from last year. |
|---|---|

### Westwood Student Profiles

| | 2020-21 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Demographics** | 570 | 575 | 564 | 599 | 579 | 605 | 612 | 581 | 573 | 566 | 575 |
| Hispanic | 256 | 245 | 240 | 227 | 225 | 229 | 231 | 208 | 216 | 220 | 215 |
| American Indian | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 3 |
| Asian | 19 | 21 | 27 | 31 | 17 | 17 | 15 | 10 | 12 | 13 | 14 |
| Black | 58 | 58 | 48 | 45 | 32 | 33 | 35 | 31 | 28 | 29 | 29 |
| Pacific Islander | - | - | - | - | - | - | - | - | - | - | - |
| White | 214 | 230 | 226 | 276 | 276 | 293 | 293 | 298 | 288 | 275 | 290 |
| Two or More | 21 | 19 | 21 | 19 | 27 | 32 | 36 | 32 | 28 | 26 | 23 |
| **Free & Reduced Lunch** | 24.2% | 47.1% | 49.5% | 53.0% | 52.7% | 47.6% | 49.9% | 52.5% | 55.7% | 54.8% | 52.3% |
| **English Learners (Yes)** | 120 | 123 | 123 | 129 | 113 | 93 | 90 | 65 | 66 | 58 | 60 |
| **Migrant Students** | 1 | 1 | 1 | 2 | - | - | - | - | 2 | 3 | - |
| **Homeless Students** | 51 | 33 | 34 | 43 | 42 | 37 | 32 | 33 | 40 | 23 | 29 |
| **Special Ed Students** | 74 | 84 | 91 | 84 | 75 | 82 | 79 | 71 | 65 | 54 | 51 |
| **Gifted Students Served** | 66 | 68 | 66 | 58 | 54 | 56 | 59 | 74 | 81 | 80 | 72 |
| **Immigrant** | 12 | 14 | 20 | 25 | 16 | 11 | 9 | - | - | - | - |
| **Drop-Out Students** | 2 | - | - | - | - | n/a | n/a | n/a | n/a | n/a | n/a |
| **Attendance Rate** | 95.1% | 96.8% | 97.3% | 96.5% | 96.5% | 96.2% | 96.1% | 96.3% | 96.6% | 96.5% | 97.0% |
| **EIP Students** | 192 | 250 | 226 | 204 | 196 | 180 | 79 | 84 | 97 | 72 | 39 |
| **Retained Students** | 13 | 8 | 6 | 3 | 5 | 3 | 9 | 2 | 2 | 1 | 3 |

Source: SR, FTE 1

# 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? | While there are many structures in place and available to support the school's and district's instructional program and to identify needs, some processes are more refined than others. The maturity of the student engagement framework, the use of school and district teams, the district's literacy framework, and the availability of instructional coaches were cited by stakeholders as strengths. Raising student academic achievement using benchmark and interim assessments, continued work in refining progress monitoring and the MTSS process, continued creation of pacing guides/content standards work, and the fine tuning of school-based PLC's are areas of important work for the school and district. |
| **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? | Westwood staff members are engaged in multiple opportunities designed to strengthen their skills in order to be more effective instructional leaders. These opportunities are offered inside the school through the Design Team, Curriculum Teams, School Council, and collaborative teams. Opportunities outside the school include District Dual Language Team, Emerging Leaders, district curriculum teams, RESA classes, and the Northwest GA RESA Principals' Center. Teachers also collaborate to work on curriculum and instruction using state standards and district curriculum guides. All these processes support the identification of needs. |
| **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? | Westwood's faculty would benefit from more professional learning designed to interpret and utilize with data. We believe that analyzing data is critical for the enhancement of student learning. Learning Forward's Standard for Professional Learning include seven areas: Learning Communities, Resources, Learning Designs, Outcomes, Leadership, Data, and Implementation. Dalton Public Schools offers professional learning that supports the building of capacity in each of these areas. Through coaching, teachers learn to reflect on the effectiveness of their teaching. Research reveals that ongoing teacher training is the critical factor in making a difference in student learning. |

Strengths and Challenges Based on Trends and Patterns

| **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? | Westwood has a 50% minority population. Over half of our students live in poverty. It is often difficult for parents/families to be engaged in school activities. Due to these factors as well as others, Westwood has employed multiple strategies to increase family and community engagement and will continue to adjust as the need arises. The continued use of dedicated family support personnel such as our counselor and social worker, the importance placed on community partnerships, and the use of specifically designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs. |
|---|---|
| **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? | Westwood uses its school-wide behavior expectations-The Wildcat Ways. The staff has completed a book study using The Growth Mindset Coach to establish procedures and expectations. The staff has worked on teacher expectations, student achievement, and formative assessments in a brain compatible classroom with Marcia Tate using video recordings. Overwhelmingly, teachers, parents, and students all indicated they feel our schools are safe. The school has numerous frameworks in place to support students and their varying needs. While there are many structures in place and available to support the school's instructional program and identify needs, some processes are more refined than others. |
| **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? | Trends and patterns observed by the team are: education funding that has not been restored for public schools in GA, a return to pre-recession levels in staffing and class size, continued or possible slowing of growth, high number of EL and poverty students, and a wide variance in the academic needs of students. CARES and funding increases have helped this years budget. The board has made very effort to decrease student teacher ratios. |
| **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? | Student achievement scores have increased the last few years on the Georgia Milestone EOG assessment. Third grade ELA and Math and fourth grade ELA Milestone scores were above the district, RESA, and State averages. Fifth grade ELA scores were above the system average and tied with the RESA average. Recent MAP data showed a rise in student achievement in both math and reading in grades K-5. ACCESS scores have also increased as well as the number of students exiting ELL services. |

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 | Each segment is taught by an in-field certified special education teacher and support services are provided by paraprofessional staff.  Other strengths include the number of teachers serving students, resources available to teachers serving students, and professional learning opportunities for teachers serving students. |
|---|---|

| Challenges | Challenges include limited space to serve intensive needs students, the increasing number of students in these areas, and the number of students new to the country. |
|---|---|

# 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 | Increase student achievement in core content areas. |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| Additional Considerations | Increase higher level depth of knowledge. Students need to become fluent in academic language and learn to monitor their own progress. Continue to use MAP Assessments. Continue to train teachers to understand and increase rigor in all content areas. |
|---|---|

**Overarching Need # 2**

| Overarching Need | Teachers need professional learning around data analysis to guide instruction. |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| Additional Considerations | Continue to use MAP Assessments. Increase consistent use of grade level common assessments. Continue weekly data meetings to analyze, reflect, and design quality work. Continue to increase data collection. |
|---|---|

# 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 - Increase student achievement in core content areas.**

**Root Cause # 1**

| Root Causes to be Addressed | Interim and formative assessment items are not representative of higher levels of depth of knowledge. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| Additional Responses | |
|---|---|

**Root Cause # 2**

| Root Causes to be Addressed | Students are not fluent in academic language and struggle to monitor thir own learning progress. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| Additional Responses | |
|---|---|

**Root Cause # 3**

| Root Causes to be Addressed | Teachers need more support in unpacking, deconstructing, and understanding the full rigor of standards in the four content areas. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| Additional Responses | |
|---|---|

**Overarching Need - Teachers need professional learning around data analysis to guide instruction.**

**Root Cause # 1**

| Root Causes to be Addressed | Lack of intentional time to analyze, reflect, and design. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| Additional Responses | |
|---|---|

**Root Cause # 2**

| Root Causes to be Addressed | More collaboratively involve support staff in data analysis to drive instruction. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| Additional Responses | |
|---|---|

# School Improvement Plan
# 2022 - 2023



# Dalton Public Schools
# Westwood Elementary School

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| District | Dalton Public Schools |
|---|---|
| School Name | Westwood Elementary School |
| Team Lead | Scott Ehlers |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (all Federal funds budgeted separately) |

| 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 | Increase student achievement in core content areas. |
|---|---|
| Root Cause # 1 | Interim and formative assessment items are not representative of higher levels of depth of knowledge. |
| Root Cause # 2 | Students are not fluent in academic language and struggle to monitor thir own learning progress. |
| Root Cause # 3 | Teachers need more support in unpacking, deconstructing, and understanding the full rigor of standards in the four content areas. |
| Goal | By the end of the 2022-23 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase. |

**Action Step # 1**

| Action Step | Administer MAP Assessments in ELA, Math, and Science (4-5) and use data to increase student achievement. |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | The MAP assessment will be given in August, November, and March. Administrators, Instructional Coaches, School Improvement from Central Office, and District Coaches will pull data to use when meeting with grade levels to discuss the data and next steps. |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | District/School Teams, Admin., Coaches |
| Timeline for Implementation | Weekly |

**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)? | Westwood partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions.  Westwood has student teachers from Dalton State College.  Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |
|---|---|

**Action Step # 2**

| Action Step | Provide ongoing embedded coaching and professional learning support for teachers in ELA, Math, Science, and Social Studies to strengthen Tier 1 instruction. |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | Coaching Notebooks, Agendas, Minutes, Sign-in Sheets, Benchmarks, Formativa and Summative assessments |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | Teachers/Admin/Coaches |
| 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)? | Westwood has a partnership with First Baptist Church which provides tutors/buddies for our students (many are retired educators).  Westwood also partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions.  Westwood has student teachers from Dalton State College.  Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |
|---|---|

**Action Step # 3**

| | |
|---|---|
| Action Step | Identify and provide instructional resources or professional learning needed to support core content instruction. |
| Funding Sources | Title I, Part A<br>N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | PO's, Requests, Budgets |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | Grade Level Rep/Admin/Coaches |
| Timeline for Implementation | Monthly |

| | |
|---|---|
| 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)? | Westwood has a partnership with First Baptist Church which provides tutors/buddies for our students (many are retired educators). Westwood also partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions. Westwood has student teachers from Dalton State College. Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |

# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Teachers need professional learning around data analysis to guide instruction. |
|---|---|
| Root Cause # 1 | Lack of intentional time to analyze, reflect, and design. |
| Root Cause # 2 | More collaboratively involve support staff in data analysis to drive instruction. |
| Goal | During the 2022-23 school year, Westwood will meet weekly to analyze data, reflect on lessons, design work, and learn professionally. |

**Action Step # 1**

| Action Step | Administer MAP Assessments in ELA, Math, and Science |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | Finished assessments and results |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | District/School Teams/Admin./Coaches |
| Timeline for Implementation | Others : August/November/February |

**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)? | Westwood has a partnership with First Baptist Church which provides tutors/buddies for our students (many are retired educators). Westwood also partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions. Westwood has student teachers from Dalton State College. Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |
|---|---|

**Action Step # 2**

| Action Step | Use assessment results for progress monitoring of student mastery of standards. |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | Assessment Results, Progress Monitoring Records |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | Teachers/Admin/Coaches |
| Timeline for Implementation | Monthly |

| 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)? | Westwood has a partnership with First Baptist Church which provides tutors/buddies for our students (many are retired educators). Westwood also partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions. Westwood has student teachers from Dalton State College. Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |
|---|---|

**Action Step # 3**

| | |
|---|---|
| Action Step | Provide ongoing embedded instructional coaching and professional learning support for staff members to strengthen Tier 1 instruction. |
| Funding Sources | Title I, Part A<br>N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Success Criteria for Implementation | Coaching Notebooks, Coaching Schedule, Agendas, Meeting notes |
| Success Criteria for Impact on Student Achievement | MAP Data |
| Position/Role Responsible | Admin/Coaches |
| 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)? | Westwood has a partnership with First Baptist Church which provides tutors/buddies for our students (many are retired educators). Westwood also partners with Dalton Innovation Accelerator, Bright Spark/Bridge Innovate of Chattanooga, and Carlson and Carlson, Architects to help build the design thinking process in our students as they complete projects and participate in design thinking competitions. Westwood has student teachers from Dalton State College. Teachers participate in classes such as Rigor Redefined at the Northwest Georgia RESA. |

# 3. REQUIRED QUESTIONS

## 3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).** | This plan was developed using the curriculum team and the school council which includes teachers, paraprofessionals, support personnel, parents and community partners. The plan will be shared with Professional Growth Teams at Westwood where teachers and paraprofessionals can give feedback that is incorporated in revisions of the plan. The plan will also be posted on the school website for parents, staff, community members, and other stakeholders to review and submit feedback. The staff will receive an email with a link to the plan and feedback form. Before the final submission, all feedback will be incorporated into the revision of the plan. |

| | |
|---|---|
| **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.** | Currently, all of the teaching staff are considered highly qualified. There is traditionally little turnover in staff from year to year. The induction and mentoring of new staff members is a priority which provides new staff members a strong support system that helps them through the first year and beyond. New teachers meet several times throughout the year, both at the school and district level for New Teacher Induction. Westwood has a strong culture and climate which helps new hires acclimate quickly and gives them the support they need to be successful. |

| | |
|---|---|
| **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).** | Westwood School serves a diverse student body with varying student needs. The Westwood staff works together to design quality experiences and learning opportunities for students in grades Pre-K-5. Westwood uses the Georgia Standards of Excellence as a basis for instruction. The programs that are in place within the school show evidence of Westwood's focus on addressing differentiated instruction for different learning needs. These programs include Early Intervention Program (EIP) instruction, gifted (Challenge) instruction, English Language Learners (ELL) instruction, special education instruction (ESS), Open Courts Phonics for grades K-3, and migrant education. Westwood has a primary and intermediate Instructional Coach. Ongoing professional learning and data analysis is provided in weekly data meetings. Two district math/science coaches and two district literacy/social studies coaches support the schools.<br>Westwood uses Design Thinking instructional activities to boost core content instruction during Lab Cat's. Art, Music, Physical Education, and Guidance using Character Education are also offered to all students. The programs listed are integrated into the regular curricular offerings. All student progress in reviewed throughout the year through progress monitoring. Students who are most academically at-risk receive interventions through the MTSS process. |

| | |
|---|---|
| **4. If applicable, provide a description of how teachers, in consultation 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 multiple (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.** | Not applicable. |

# 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.** | Westwood's Pre-K visits the kindergarten wing and classrooms in the spring. Pre-K classes are housed in the school building and are familiar with school routines. Westwood also has other Pre-K classes that tour the kindergarten and the building to prepare students who are going to be coming to Westwood in the fall. The tour is given when requested by other sites. Annually, Westwood has the Kid's Peek and Pre-K Peek. The Kid's Peek is for rising Pre-K and Kindergarten students to come and visit for an hour after school, go to all of the important areas in the school, eat a snack in the cafeteria, and meet the kindergarten teachers. This provides much needed comfort and knowledge to both children and parents as they prepare for their first year of school. |

| | |
|---|---|
| **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; andIncreased 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.** | Westwood uses school-wide behavior expectations-The Wildcat Ways. The staff have completed book studies using The First Days of School, Essential 55, Teach Like Your Hair is On Fire, and Growth Mindset to establish procedures and expectations. Teachers take time to establish these procedures and routines especially at the beginning of the year. Overwhelmingly, teachers, parents, and students all indicated they feel our schools are safe and supportive. When discipline issues arise parent conferences are held and plans are made to best support student needs. The school has numerous frameworks in place to support students and their varying needs. The counselor and social worker have numerous small groups that meet regularly to address some of these needs. Some behavior issues are addressed using interventions through MTSS. Tutors and buddies from First Baptist and Shaw also work with students who are struggling academically and socially. |

**ADDITIONAL RESPONSES**

| | |
|---|---|
| **8. Use the space below to provide additional narrative regarding the school's improvement plan.** | |