



Comprehensive Needs Assessment 2022 - 2023 School Report



**Jasper County
Washington Park Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

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

Additional Leadership Team

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

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	President Student Governance Team Member (SGT)/Community Member	Jehan El-Jourbagy
Stakeholder # 2	Student Governance Team Member/Community Member	Leah Campbell
Stakeholder # 3	Student Governance Team Member/Parent	Michelle Coward
Stakeholder # 4	Student Governance Team Member/Community Member	Danny Hyatt
Stakeholder # 5	Student Governance Team Member/Parent	Sheila Jefferson Belcher
Stakeholder # 6	Student Governance Team Member/teacher selected by faculty	Jamie Whittaker
Stakeholder # 7	Student Governance Team Member/teacher selected by by principal	Kim Ragan
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?	Annually there will be a meeting to describe the SIP process to parents and/or guardians and make them aware of the current SIP. At that time, they will be asked to provide input into the needs assessment process and a survey will be provided to all parent/ guardians in order for them to provide meaningful feedback. Initially, the Better Seeking Team drafts the SIP. It is then presented to the SGT for feedback prior to finalization and submission.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

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). 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. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
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	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
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	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>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.</p>	✓
2. Operational	<p>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.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

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

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	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
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	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>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.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>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.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>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.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>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.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	<p>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.</p>	✓
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>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.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
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	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>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).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>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).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>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.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	✓
2. Operational	<p>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.</p>	
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
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	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>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.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

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).

<p>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]</p>	<p>The Cognia Community Engagement Survey was used for perception data.</p>
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<p>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?”)</p>	<p>The survey was conducted in the 2021-2022 school year and overall yielded a summary score of 3.31 of 4. One hundred sixty-one people responded. Half of those surveyed have been affiliated with the school system nine years or longer. Twenty-five percent of respondents have been affiliated with the system for 0-2 years.</p> <p>Perceived strengths were seen as the community sharing its resources with the school and the school making its information available to the community. Community members feel as if they are invited to be involved at the school and are notified when volunteers are needed. Likewise, the community members feel they are informed when the school makes decisions that impact the community. Perceived relative weaknesses (areas with lowest score, but still over 3) were in the area of the school providing volunteer training and working around community members' availability and interests when creating volunteer opportunities.</p> <p>Forty-four teachers responded to the climate and culture survey. Teachers report they feel supported, appreciated, and happy at work, yet they are tired. An astounding ninety-eight percent of teachers describe their colleagues as caring! They also state their interactions with other teachers are supportive, respectful, collaborative and helpful. When completing a task at work, the majority feel there is never enough time, but they also feel deliberate and patient. In regards to students, eighty-nine percent of teachers say their students work with others. They also believe the expectation for students is that students are learning, are able to explain, and understand.</p> <p>The staff climate and culture survey was completed by thirteen respondents. The staff indicates they feel happy, supported, tired, and encouraged at work. When completing responsibilities at work, staff feels patient, that they usually have enough time, calm, and relaxed. They feel interactions with other staff are supportive and respectful. They perceive their interactions with other staff to be supportive, respectful, helpful, and important and brief.</p>
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The teacher inventory revealed highest percentage of "almost always" & "often" answers in the following areas:

My classroom decisions are based on strategic direction of the school (98%)

My actions are aligned to strategic direction of school (100%)

Lessons have opportunities for students to be engaged in their learning (100%)

Areas which received the highest percentage of "sometimes" or "seldom" answers were:

- Learning goals are different for each student (28%)
- I am involved in decisions & actions that impact achievement & functioning of our school (26%)
- Lessons include opportunities for students to express individual creativity (21%)

Teachers indicate they frequently and regularly use formative assessments to monitor progress (93%) and they use a formal process to determine individual learning needs of their students (85%). Eighty-three percent of teachers regularly and frequently use a variety of local / nationally normed assessments to assess understanding of content. Eighty-nine percent of teachers state students in their class frequently and regularly have opportunities to develop positive relations with peers. The item ranked highest for "rarely" occurring was "I provide multiple opportunities for families to engage in support activities." The two other statements rated "rarely" more than 10% of the time were "I am involved in a formal process to verify success of programs implemented to meet student needs" and "I plan lessons that increase awareness & appreciation for other cultures."

Four hundred sixty-four students responded to the student inventory. Students indicate they know people at their school care about them, they help other students, and they stop what they are doing to help another student who needs help. Students understand that class rules help them to be a better student. Students say their teachers make them feel like they can grow up to be anything and that their teachers care about them. Students indicate they learn from their teacher telling them they made a mistake and they do what the teacher tells them to do. Most students say when their teacher talks to them about their work they listen like they are supposed to and try harder next time.

<p>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)</p>	<p>For process data we conducted a mid-year and an end-of-year Impact Check. Impact Checks are prepared by our BST, discussed with SGT, and presented to the Superintendent of Jasper County Charter System and the department heads of Central Services.</p> <p>Our school's teachers and administrators present on the progress of our SIP-School Improvement Plans. For each initiative within their SIP we address the following three questions at mid-year the impact check: 1) What data/artifacts support that initiatives/actions are being implemented with fidelity? 2) How have these initiatives/actions impacted student achievement? 3) What course corrections do we need to make as a result of this impact check? The same process is followed at the End-of-Year Impact Check meetings answering Questions: 1)What do EOY data/artifacts indicate about the implementation of Course Corrections? 2)What are the implications for the 2022-2023 Continuous Improvement Plan (CIP)? The process of analyzing and presenting the data from both of these meetings allows us the opportunity to track the progress/status of implementation of School Improvement Plan.</p>
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<p>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?”)</p>	<p>The process data indicates our teachers are vested in the process. As teachers conduct data digs, gather evidence, and make recommendations for course corrections where needed to ensure student success. The data</p>
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<p>What achievement data did you use?</p>	<p>Preliminary FY22 Georgia Milestones End of Grade data was the primary source of data used to determine overarching needs and set goals for FY23. Throughout the year, we also utilize i-Ready diagnostic data to track student progress. The superintendent has provided WPES with historical data for Georgia Milestones to enable us to analyze trend data. MAP was administered in the fall and winter. Those results were used to identify students in need of remediation and acceleration and measure growth. FY22 GMAP data is presented, but not used for SIP goal setting purposes.</p>
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<p>What does your achievement data tell you?</p>	<p>FY 22 Georgia Milestones EOG Assessment revealed the following data:</p>			
		Distinguished	Proficient or better	Developing or better
	Reading	7%	29%	66%
	Math	9%	36%	78%
	Science	9%	40%	76.5%
<p>2022 spring data on Georgia Milestones shows over half of our students in each grade level are reading on or above grade level. There are more level 4s in math than reading. The data shows that third and fourth grade students need remediation in the areas of Writing and Language. Third grade students also need remediation in Key Ideas and Details. Fifth grade students need remediation in the area of Language. In addition, more opportunities to respond to text through writing. Fourth and fifth graders are stronger in vocabulary than third graders.</p>				

	<p>More students in third grade need remediation in the area of measurement and data based on Milestones. In fourth and fifth grade, more students need remediation in fractions. Overall, at least half of all students in all grade levels need remediation in most areas. The exceptions are fourth grade Geometry and fifth grade Operations and Algebraic Thinking. Forty percent of third graders can be monitored or accelerated in the areas of Numbers and Operations and Geometry. Fifty percent of fourth and fifth graders can be monitored or accelerated in the areas of Algebraic Thinking and Geometry.</p> <p>Forty-one percent of fifth grade students scored proficient or distinguished learners in the area of science. Only 27% of our fifth grade students were beginning learners. Ours students out-performed state and RESA averages in the area of science.</p> <p>GMAP was administered in April 2022 and yielded the following results:</p> <p>Reading:</p> <p>3rd Grade: 53% Low/Low Avg; 47% Avg to High 4th Grade: 50% Low/Low Avg; 50% Avg to High 5th Grade: 49% Low/Low Avg; 51% Avg to High</p> <p>Math:</p> <p>3rd Grade: 42% Low/Low Avg; 58% Avg to High 4th Grade: 42% Low/Low Avg; 58% Avg to High 5Th Grade: 31% Low/Low Avg; 69% Avg to High</p> <p>This data is consistent with Milestones EOG data indicating our students are performing better in Math than in Reading in all grade levels.</p>
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What demographic data did you use?	Demographic data regarding gender, race, and program participation in Gifted, ESOL, and PEC programs.
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What does the demographic data tell you?	Of the 571 students at WPES in the 2021-2022 school year, 70% are white, 18% are black or African American, 8% are Hispanic / Latino and 1% are two or more races. There are slightly more females than males (289 v. 282). Seven percent participate in special education, and 3% are English Language Learners and 3% of students have a 504 plan.
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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

<p>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?</p>	<p>Our strengths are Curriculum Standard 1, Instruction Standards 1, 3 and 6, Assessment Standards 1, 3 and 4. We are systematically using a collaborative planning process to help teachers understand expectations of standards, curriculum, assessment, and instruction. A supportive and well-managed environment conducive to learning is provided, in addition to established, aligned, and clearly communicated Learning targets. Staff members and students continually use appropriate, current technology to enhance learning as an instructional practice. All assessments are aligned with the required curriculum standards, and Teachers consistently collaborate when creating them for diagnostic, summative, and formative purposes. Lastly, teachers extensively use a systematic, collaborative process to analyze the assessment results.</p> <p>Areas for improvement identified in our trend data are Curriculum Standard 2, Instruction Standards 2, 4, 5, 7, 8 and 9. To improve our ratings, teachers and support staff should revise curriculum documents and resources, continuously, to ensure an alignment with the intended, taught, and tested standards. Students should consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking. Remediation, enrichment, and acceleration must become pervasive practices, and increase the number of teachers that systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. Finally, it is our goal to develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection; in nearly all students.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Our leadership strengths are Leadership Standard 1-6, Leadership Standard 8, and Planning and Organization Standards 1-5. WPES has established a leadership team that has addressed student and staff learning by regularly monitoring and adjusting our School Improvement Plan. This plan is data-driven and used to evaluate the effectiveness of student performance with feedback from stakeholders. Teachers are provided professional development to strengthen any noted weaknesses and build upon existing strengths and new research. Schedules are also maximized to provide professional development opportunities as well as support from personnel and resources. The school has a common mission and vision statement that was collaboratively created and is recited daily by all staff members and students. Rules and policies are established and visited daily with all staff and students.</p> <p>Areas for improvement are Leadership Standard 7 and Planning and Organization Standard 6. We can improve Leadership Standard 7 by using various types of data and documentation to monitor teacher performance. We can improve Planning and Organization Standard 6 to ensure a safe school environment by implementing the use of the Centegix Monitoring Service and ensuring all staff are aware of how to utilize the service.</p>
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<p>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?</p>	<p>A strength is standard 3-defines expectations for implementing professional learning. Administrators and teacher leaders consistently define expectations for the implementation of professional learning including details regarding the stages of implementation and how monitoring will occur during implementation. We are operational in leadership standard 5 and professional learning standards 1, 2, and 4-6. Content areas collaborate regularly when creating assessments, and to discuss ways that integration can take place for collective performance.</p> <p>To support the needs of teachers, students, and leaders, administrators will consistently gather input from all stakeholders, and follow up to ensure that those identified needs are being met. In an effort to make sure growth is taking place across the building, professional learning opportunities will be offered to teachers based on a needs assessment, with extensive follow up, feedback, and coaching from building leaders.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>We are exemplary in standards 2, 4, and 6. The school has a well established learning environment that welcomes, encourages, and connects family and community members to the school through numerous opportunities to engage in school-related events. Structures are established that promote clear and open communication between the school and stakeholders and there are district and school processes in place to connect families with agencies and resources to meet the needs of the students. The school has improved in connecting families with agencies and resources in the community to meet the needs of students. Standard 3, the area of establishing relationships and decision-making processes that build capacity for family and community engagement in the success of students, is an area in which we need to improve. We have created a welcoming environment and currently host three family engagement nights during each school year, and we offer the opportunity for parents to be engaged in school-related improvement efforts through the Student Governance Committee. We have also re-established volunteerism within our school now that it is safe to do so again post-COVID. We currently provide monthly newsletters for parents which address the current standards being taught to students as well as consistent reporting of achievement and ongoing testing results throughout the year. These results are sent home with parent friendly letters attached explaining data results. During family engagement nights, parents are provided with activities that support learning at home. However, we should provide parents with teaching and learning opportunities to actively monitor student progress themselves through access to Infinite Campus Grade reports and Dojo, rather than solely through reports that are sent home to families.</p>
<p>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?</p>	<p>Identified strengths are Instruction Standard 1, School Culture Standards 1, 3 and 5, and Planning and Organization Standard 1. A supportive and well-managed environment conducive to learning are evident throughout the school as evidenced by students consistently staying on-task and taking responsibility for their actions. Rules practice and procedures are proactively developed, communicated, implemented, monitored and revised as needed. Extensive evidence shows that the school supports the preparation of students for college and career readiness; life beyond school. The administrators also acknowledge and celebrate the successes of both staff and students within the community. A common vision and mission that defines our school culture and guides a process to continually improve has been developed and communicated and is updated as needed. We are operational in the areas of creating an academically and challenging learning environment, establishing a learning environment that empowers students to actively monitor their own progress, establishing a culture of trust and respect that promotes positive interactions and a sense of community, and supporting the personal growth and development of students. To support the needs of teachers, students and leaders, administrators can model how to effectively create and implement tools to monitor effectiveness,</p>

Strengths and Challenges Based on Trends and Patterns

	and adjust instruction as needed. The instructional team will show teachers how to gather data, set goals, and conference with students after each assessment. This will ensure that all stakeholders (parents, teachers and students) are aware of the progress being made in an effort to meet, or exceed all academic goals.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The student population consists of 571 students. Seventy percent of the students identify as white, 18% identify as black, 8% are Hispanic/ Latino, and 1% are two or more races. Seven percent of the students have an Individualized Education Plan, 43% are in the program for English Language Learners and 3% of the students have a 504 plan. The district has a very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. There is high poverty within the district and community creates a high number of at-risk students needing specialized instruction and services.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Tier 1 instruction needs to be strengthened in both math and reading, specifically in the area of language arts. Our approach in strengthening specific domains needs to have a balanced approach in order for all areas to consistently improve.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	The parent survey data indicates that teachers and staff communicate with parents frequently and include them as "true" team members in special education IEP, Eligibility, etc. meetings. In addition, teachers ensure that parents understand Procedural Safeguards, and information in IEPs and eligibility reports are written and explained in a way that is easily understood by parents. Washington Park Elementary School has implemented a systematic and explicit phonics program in grades 3-5, which is used as Tier 1
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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.

	<p>instruction in third grade and an intervention with students with disabilities in grades 4-5 to increase literacy.) PEC Case managers monitor attendance of students, contact parents regarding absences and have good rapport with the families they serve. Mental health services are provided to at-risk students and families within the school setting. Professional Learning Communities are in place to analyze data and identify and address achievement gaps with various sub-groups. A flexible service model utilized to group student using MAP scores and provide targeted interventions.</p>
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<p>Challenges</p>	<p>General and special education teachers need additional professional learning and support in teaching collaboratively in the general education class while embedding specialized instruction into the instructional planning, implementation and evaluation. In addition, additional professional learning and support for special education teachers is needed in using data to drive specially designed instruction and supports. Compliant processes and procedures in implementing IDEA need to be evaluated and revised as needed. Monitoring and follow-up processes need to be developed and systemically followed. Attendance is a concern with at-risk students and families.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Based on Georgia Milestones EOG math assessment, all domain areas showed 40% or more of students needing remediation in math. This supports the need for continuing research-based Tier 1 instruction and a re-design of WIN time.
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	Ready Classroom and Dreambox will be implemented (second year of implementation). WIN will be implemented in all grades using unit assessment data to form flexible differentiated instructional groups.
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Overarching Need # 2

Overarching Need	Based on Georgia Milestones EOG ELA assessment, all domain areas showed more than 50% of students needing remediation. This supports the need for research based Tier 1 instruction.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Magnetic Reading and Ready Writing will be implemented (year one). Implementation of Reading Horizons and The Writing Revolution will continue. WIN will be implemented in all grades using unit assessment data to form flexible differentiated instructional groups.
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Overarching Need # 3

Overarching Need	Reduce the number of students with ten or more absences by 10%.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 4

Overarching Need	Increase the schoolwide integration of STEAM and innovative practices.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	In order to be aligned with our charter, STEAM and innovative practices need to be improved.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Based on Georgia Milestones EOG math assessment, all domain areas showed 40% or more of students needing remediation in math. This supports the need for continuing research-based Tier 1 instruction and a re-design of WIN time.

Root Cause # 1

Root Causes to be Addressed	Beginning implementation of Ready Classroom Lack of foundational / pre-requisite skills Concerns regarding time needed to teach all standards and implement Dreambox and Ready with fidelity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Based on Georgia Milestones EOG ELA assessment, all domain areas showed more than 50% of students needing remediation. This supports the need for research based Tier 1 instruction.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Students struggle to communicate written ideas clearly Teachers need to provide routine opportunities for writing across all curriculum areas Critical thinking, higher order thinking skills, lack of exposure to research-based Tier 1 instruction A balanced approach has no been taken with reading and writing
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Overarching Need - Reduce the number of students with ten or more absences by 10%.

Root Cause # 1

Root Causes to be Addressed	Virtual learning created a lack of urgency for the need of coming to school Some parents have a negative history with school and find it difficult to support their students in school Poverty creates barriers to educational access
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

Root Cause # 1

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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Overarching Need - Increase the schoolwide integration of STEAM and innovative practices.

Root Cause # 1

Root Causes to be Addressed	Lack of planning time, professional learning, and teacher buy-in have negatively affected full implementation of STEAM practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	Include STEAM PL and planning throughout the year Provide time and resources for STEAM team and/ or teachers to visit other STEAM schools
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School Improvement Plan 2022 - 2023



**Jasper County
Washington Park Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Washington Park Elementary School
Team Lead	Laura Thompson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Georgia Milestones EOG math assessment, all domain areas showed 40% or more of students needing remediation in math. This supports the need for continuing research-based Tier 1 instruction and a re-design of WIN time.
Root Cause # 1	Beginning implementation of Ready Classroom Lack of foundational / pre-requisite skills Concerns regarding time needed to teach all standards and implement Dreambox and Ready with fidelity
Goal	Third grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment will be 80%, levels 3 & 4 will be 40%, and level 4 will be 10% on the Spring 2023 Milestone EOG assessment window. *We will increase the number of fourth grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment from 80% to 81%, increase levels 3 & 4 from 33% to 38%, and level 4 from 4% to 7% by the Spring Milestone EOG assessment window. *The percentage of fifth grade students scoring levels 2, 3, or 4 on the Math Milestones EOG assessment will be equal to or better than 80%, the percentage of students scoring levels 3 & 4 will be equal to or better than 40%, and those scoring level 4 will be equal to or great than10% by the Spring Milestone EOG assessment window.

Action Step # 1

Action Step	Provide a math rich environment using research-based strategies and programs. The Instructional Coach will provide professional development to ensure these strategies and programs increase rigor and ensure equitable services for all students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Frequency data regarding observation of research-based strategies and programs (such as i-Ready, Hands on Standards, Dreambox, and others) being used will be collected during observations and the data will be presented to the Impact Team. Teachers will participate in Data Digs. Lesson plans will be reviewed weekly. Grade Level Collaboration/ Planning

Action Step # 1

Success Criteria for Implementation	will take place weekly. Effectiveness will be measured using reports from i-Ready and formative data.
Success Criteria for Impact on Student Achievement	Goal scores are obtained.
Position/Role Responsible	Instructional Coach, Principal, Assistant Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used
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Action Step # 2

Action Step	The Instructional Coach will provide teachers ongoing coaching in using i-Ready Classroom assessments, data analysis, and continued improvement of Tier 1 and differentiated instruction.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Review PL and PLC meeting notes and evidence in lesson plans. Increase of percentage of students meeting annual typical growth in the i-Ready Grade Level diagnostic.
Success Criteria for Impact on Student Achievement	Goal scores are obtained.
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used
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Action Step # 3

Action Step	Provide quarterly collaborative planning days led by the instructional coach in order to disaggregate data in order to form flexible groups for differentiated instruction and identify rigorous research based learning activities to support students' learning and revisit unit assessments.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Collaborative planning sheets, integration of research based activities in lesson plans, and common assessments are evidence of success.
Success Criteria for Impact on Student Achievement	Goal scores are obtained.
Position/Role Responsible	Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used
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Action Step # 4

Action Step	A cohort of teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) in order to improve academic achievement, develop academic language, and provide equitable access to grade level content.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Teachers will determine learning and instructional techniques, incorporate SIOP model into lesson planning, establish ways to increase student interaction and collaboration, and identify ways to assess student understanding.
Success Criteria for Impact on Student Achievement	Goal scores obtained.
Position/Role Responsible	Instructional Coach, Assistant Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used
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Action Step # 5

Action Step	In order to improve our English learners' performance across the language domains and familiarize them with WIDA's ACCESS exam, we will provide ESOL instruction using Finish Line for ELLs 2.0 published by Curriculum Press.
Funding Sources	Title III, Part A
Subgroups	English Learners

Action Step # 5

Systems	Coherent Instruction
Success Criteria for Implementation	Lesson plans reflecting usage of ELLEVATE and reports from the platform will indicate successful implementation.
Success Criteria for Impact on Student Achievement	Goal scores are met
Position/Role Responsible	ESOL teacher / Instructional Coach
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on Georgia Milestones EOG ELA assessment, all domain areas showed more than 50% of students needing remediation. This supports the need for research based Tier 1 instruction.
Root Cause # 1	Students struggle to communicate written ideas clearly Teachers need to provide routine opportunities for writing across all curriculum areas Critical thinking, higher order thinking skills, lack of exposure to research-based Tier 1 instruction A balanced approach has no been taken with reading and writing
Goal	The percentage of third grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment will be 80% or greater. The percentage of students scoring levels 3 & 4 will be 40% or better, and the percentage of level 4's will be 8.7% or better by the Spring Milestone EOG assessment window. We will increase the number of fourth grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment from 49% to 65%, increase levels 3 & 4 from 18% to 29%, and level 4 from 4% to 7% by the Spring Milestone EOG assessment window. The number of fifth grade students scoring 2, 3, or 4 on the Reading Milestones EOG assessment to will be equal to or better than 80%, increase levels 3 & 4 from 31% to 36%, and level 4 from 5% to 7.5% by the Spring Milestone EOG assessment window.

Action Step # 1

Action Step	Teachers will be trained by the Instructional Coach to utilize Magnetic Reading and Ready Writing to provide data driven Tier 1 instruction and targeted differentiated instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Classroom observations, disaggregation of data, and lesson plans.
Success Criteria for Impact on Student Achievement	Goal scores obtained.

Action Step # 1

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

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide quarterly collaborative planning days led by the instructional coach in order to disaggregate data in order to form flexible groups for differentiated instruction and identify rigorous research based learning activities to support students' learning and revisit unit assessments.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Collaborative planning sheets, integration of research based activities in lesson plans, and common assessments are evidence of success.
Success Criteria for Impact on Student Achievement	Obtain goal scores
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 2

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)?	
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Action Step # 3

Action Step	A cohort of teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) in order to improve academic achievement, develop academic language, and provide equitable access to grade level content.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Teachers will determine learning and instructional techniques, incorporate SIOP model into lesson planning, establish ways to increase student interaction and collaboration, and identify ways to assess student understanding.
Success Criteria for Impact on Student Achievement	Obtain goal scores
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CARES funds will also be used
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Action Step # 4

Action Step	In order to improve our English learners' performance across the language domains and familiarize them with WIDA's ACCESS exam, we will provide ESOL instruction using Finish Line for ELLs 2.0 published by Curriculum Press.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Success Criteria for Implementation	Lesson plans will provide evidence of implementation. Administrative reports from the platform will provide additional documentation.
Success Criteria for Impact on Student Achievement	Goal met
Position/Role Responsible	ESOL teacher / Instructional Coach
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce the number of students with ten or more absences by 10%.
Root Cause # 1	Virtual learning created a lack of urgency for the need of coming to school Some parents have a negative history with school and find it difficult to support their students in school Poverty creates barriers to educational access
Goal	Reduce the number of students with ten or more absences by 1%. In FY22, 105 students at Washington Park had ten or more absences. In FY23 our goal is to have 95 or fewer students with ten or more absences.

Action Step # 1

Action Step	Make students and parents aware of attendance goals and implement monthly attendance incentives and recognitions. PBIS celebrations and special events for students will be held monthly.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance reports form Infinite Campus
Success Criteria for Impact on Student Achievement	Improved attendance will correlate to improved academic performance.
Position/Role Responsible	Counselor, Attendance Clerk, District Social Worker
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)?	
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Action Step # 2

Action Step	Schedule high-interest events (STEAM Clubs, assemblies, AR parties, field trips) on Mondays and days when students are typically absent such as days before holiday, and the last week of school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Less than 7% rate of absenteeism on Mondays, days before holidays, and last week of school.
Success Criteria for Impact on Student Achievement	Improved attendance will correlate to improved academic performance.
Position/Role Responsible	Counslor, Attendance Clerk, district Social Worker
Timeline for Implementation	Yearly

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)?	
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Action Step # 3

Action Step	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) in order to help students feel safe, supported, and where they can show their learning in many different ways. SIOP model teachers embed SEL in their instruction.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teachers will incorporate the SIOP model into lesson planning, establishing ways to increase student interaction and collaboration.
Success Criteria for Impact on Student Achievement	Improved attendance will correlate to improved academic performance.
Position/Role Responsible	Counslor, Attendance Clerk, district Social Worker
Timeline for Implementation	Yearly

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the schoolwide integration of STEAM and innovative practices.
Root Cause # 1	Lack of planning time, professional learning, and teacher buy-in have negatively affected full implementation of STEAM practices
Goal	The STEAM lead teacher, STEAM committee members, and/or Instructional Coach will lead quarterly PL on the integration of STEAM education into the classrooms. Fifth grade students scoring 2, 3, or 4 will increase to 76.5% to 73%, students scoring 3 or 4 will increase remain at 41% or better, and students scoring 4 will increase from 8% to 9%.

Action Step # 1

Action Step	The grade level members of the STEAM committee will meet with their teams to gather information on upcoming units prior to the STEAM committee meeting. The committee will determine ways to incorporate STEAM into those units.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	STEAM Committee notes and artifacts, evidence of STEAM in lesson plans
Success Criteria for Impact on Student Achievement	Student surveys reflect increased engagement and school satisfaction
Position/Role Responsible	STEAM lead, STEAM Committee, teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	STEAM Committee members will be afforded opportunities for out-of-district PL. They will redeliver to the entire staff.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Documentation of PL
Success Criteria for Impact on Student Achievement	Student participation in STEAM activities and increased engagement
Position/Role Responsible	STEAM Lead and STEAM committee
Timeline for Implementation	Yearly

Action Step # 2

<p>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)?</p>	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>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).</p>	<p>Our Better Seeking Team (BST) provided advice in developing this plan. These members consist of administrators, leaders, teachers, specialized instructional support personnel, and parents.</p>
<p>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.</p>	<p>Classes are created with a balance so that there is not a disproportionate of low-income and minority children. Teachers are hired in field and teachers with endorsements are placed in those areas as priority.</p>
<p>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).</p>	<p>Tier 1 instructional programs at WPES consist of Ready Classroom Mathematics, Magnetic Reading, and Ready Writing. DreamBox is implemented in math classrooms to support students receiving Tier 2 and Tier 3 interventions. Reading Horizons is a core phonics program used to strengthen decoding skills in third grade and as an intervention in grades 4 and 5. 95% Group and Florida Center for Reading Research, and MAP Fluency are used to support students in need of additional fluency and comprehension instruction. The Writing Revolution is used to strengthen writing. The adaptive classroom implements Unique Learning.</p>
<p>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.</p>	<p>A criteria has been developed for the entrance and exit criteria to determine interventions needed for students. The criteria consists of using i-Ready for identification of students needing intervention (below 25%) or for referral for testing for the Gifted program. Georgia Milestones scores (Score of 1), i-Ready assessment, and entrance and exit rubrics provided by the Georgia Department of Education are utilized. Interventions will be provided via pull-outs, push-in, and classroom models. Students who meet at least two of the criteria noted above will be considered for intervention placements. Student folders are kept to store documentation of entrance and exit criteria, as well as progress monitoring. In addition, MTSS meetings are held quarterly to discuss progress and to determine the effectiveness of the interventions. Referrals and gifted testing take place three times per year.</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>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.</p>	<p>WPES provides transition programs for students moving up from Grade 2 at Jasper County Primary School to Washington Park Elementary School in Grade 3 and students in Grade 5 who are transitioning to Grade 6 at the Middle School. Our school counselor, 504 coordinator and MTSS coordinator all meet with the counselor from JCPS and JCMS to learn which students may need various services or additional support.</p>
<p>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.</p>	<p>Not applicable</p>
<p>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.</p>	<p>Grade level incentives, activities, and awards promote positive behaviors through a school-wide Positive Behavior Incentives (PBIS) system. In addition, incentives are implemented to increase student attendance. A systematic process is in place for referring students to the office and determining classroom referrals versus office referrals. Tribes lessons have been implemented to to promote positive classroom climate. Class Dojo and phone calls are utilized to increase parent communication for both positive and negative actions. Emotional and Social learning will be taught through lessons in Dojo and Quaver. Guidance lessons based on school, grade level, and class needs. Tier 2 and Tier 3 behavior interventions and progress monitoring are tracked through MTSS. Professional learning on classroom management for new and struggling teachers is provided by Mentor Teachers, the Instructional Coach, and building level administrators. Increasing student engagement will be continue to be a priority in all classrooms.</p>

ADDITIONAL RESPONSES

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