



Comprehensive Needs Assessment 2023 - 2024 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	ESOL Teacher	Chassidy Hoffman
Team Member # 5	Gifted Teacher	Armanda Sands
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	EIP Teacher	Jamie Whittaker
Team Member # 3	Fifth Grade Lead Teacher	Ashley Copelan
Team Member # 4	Fourth Grade Lead Teacher	Amanda Norris
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	School Governance Team Member/Parent	Sheila Jefferson Belcher
Stakeholder # 2	School Governance Team Member/Community Member	Leah Campbell
Stakeholder # 3	School Governance Team Member/Parent	Amy Stelzer
Stakeholder # 4	School Governance Team Member/Community Member	Matt Kelly
Stakeholder # 5	School Governance Team Member/Community Member	Sharon Campbell
Stakeholder # 6	School Governance Team Member/teacher selected by faculty	Beth Dignan
Stakeholder # 7	School Governance Team Member/teacher selected by by principal	Kim Ragan
Stakeholder # 8	School Governance Team Member/Parent	Melissa Houston

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<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	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

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

Supportive Learning Environment Data

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

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<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>We analyzed the results of the FY23 Georgia Student Health Surveys. Discipline and attendance data from the FY23 Student Record Data Report were analyzed.</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 Georgia Student Health Survey was administered in the Spring of 2023. Five hundred forty seven students completed the survey. Fifty-one percent of the students surveyed were girls and 46 percent were boys. Three percent chose not to answer the gender question. Ethnicity percentages of the students were 14% Black or African American, 6% Hispanic or Latino, 58% White or Caucasian, 9% mixed race, and 2% Asian or Pacific Islander and Native American. Eleven percent of respondents chose not to reveal their ethnicity.</p> <p>Students were asked to consider eleven statements in the area of school connectedness and respond with always, often, sometimes or never. In the area of Peer Victimization, students were presented with four statements and asked to respond with never, once or twice, a few times, many times, or every day.</p> <p>Areas of greatest strength fell in the category of school connectedness. For data analysis, we have combined the answers "always and often" for the following percentages. Ninety-five percent of the students said "My school wants me to do well". Ninety-one percent of students agreed with "My school has clear rules for behavior". Likewise, 91% of students believe "There is an adult at my school who will help me if I need it." Eighty-nine percent of students believe their teachers like them. Seventy-two percent of students feel safe at school. Sixty-nine percent of students feel like they do well in school, but only 46% report liking school, which is an area of concern. While students feel good behavior is noticed at school (72%), only 32% agree that students in their class behave so teachers can teach.</p> <p>In the area of peer victimization, 82% of students report they have never or once or twice been hit or kicked by older, bigger, more popular or more powerful kids and 83% say they have never or once or twice been threatened by older, bigger, more popular or more powerful kids. When posed the question of how often in the past couple of months have older, bigger more popular, or more powerful kids spread rumors about you, only 63% answered</p>
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	<p>never or once or twice.</p> <p>Decreasing student absences is a priority for our district, as well as, our school. At Washington Park 243 students were absent 10 or more days in FY23. It is critical that we identify students with attendance issues at an early age, implement interventions, set goals and monitor progress. Including all absences allows us to focus on the overall academic impact of missed days instead of taking a punitive approach for only unexcused absences.</p> <p>Behavior data shows 31 students were involved in a total of 44 events resulting in office referrals during the 2022-2023 school year. Boys were the offender in 24 of the events and girls were the offender in 20 of the events.</p>
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<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 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 the mid-year impact check:</p> <p>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 meetings answering Questions: 1)What do EOY data/artifacts indicate about the implementation of Course Corrections? 2)What are the implications for the 2023-2024 School Improvement Plan ? 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>At all schools their implementation is working very well. As our data is improving in some areas, there are other areas of growth. The teachers and administrators are co-leading the meetings and the conversation focused on making course corrections aimed at ensuring students are mastering standards through re-teaching and re-assessment. Course corrections to the SIP were recommended by teachers and they seem to believe in these changes and how they will improve student achievement.</p> <p>Impact Check is linked here.</p>
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<p>What achievement data did you use?</p>	<p>We used 2023 preliminary Milestones data and iReady data to plan improvement and monitor implementation. However, iReady achievement and growth scores are used as the primary tool to plan and drive instruction. Milestones data help identify areas and/or grade levels that are not improving and may need further professional learning or assistance. Utilizing Milestones data, we identified writing as a primary area of need. This is a need across the district and the district will adopt a new writing program to increase student writing achievement.</p>
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<p>What does your achievement data tell you?</p>	<p>We administered iReady three times in the 2022-2023 school year. Below is breakdown of results:</p> <p>Reading</p> <p>3rd: 70% of our students scored on or above range at EOY compared to 35% at BOY. 14% of our students scored one grade level below at EOY from 26% at BOY. 16% of our students scored in the two or more grade levels below at EOY from 38% at BOY.</p> <p>4th: 49% of our students scored on or above range at EOY compared to 21% at BOY. 39% of our students scored one grade level below at EOY from 47% at BOY. 12% of our students scored in the two or more grade levels below at EOY from 32% at BOY.</p> <p>5th: 46% of our students scored on or above range at EOY compared to 16% at BOY. 30% of our students scored one grade level below at EOY from 31% at BOY. 24% of our students scored in the two or more grade levels below at EOY from 42% at BOY.</p> <p>Math</p> <p>3rd: 48% of our students scored on or above range at EOY compared to 9% at BOY. 45% of our students scored one grade level below at EOY from 65% at BOY. 6% of our students scored in the two or more grade levels below at EOY from 27% at BOY.</p> <p>4th: 60% of our students scored on or above range at EOY compared to 14% at BOY. 32% of our students scored one grade level below at EOY from 50% at BOY. 8% of our students scored in the two or more grade levels below at EOY from 36% at BOY.</p> <p>5th: 48% of our students scored on or above range at EOY compared to 18% at BOY. 38% of our students scored one grade level below at EOY from 47% at BOY. 13% of our</p>
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students scored in the two or more grade levels below at EOY from 35% at BOY.

Milestones EOG Data:

ELA:

3rd -

FY23 54% were levels 2, 3, 4; 25% were levels 3, 4; and 3% were level 3.

FY22 49% were levels 2,3,4; 18% were levels 3,4; and 4% were level 4.

Each measured area increased from FY22, but comparison to state results show we are more than five percentage points below state averages in all three measured levels.

4th -

FY23 59% were levels 2,3,4; 20% were levels 3,4; and 5% were level 4.

FY22 65% were levels 2,3,4, 30% were levels 3,4; and 5% were level 4.

Level 4 stayed the same as the previous year, but levels 2,3,4 and levels 3,4 saw a decline. Our percentages in all three measured categories fall more than five percentage points below the state average.

5th -

FY23 71% were levels 2,3,4; 32% were levels 3,4; and 4% were level 4.

FY22 74% were levels 2,3,4, 31% were levels 3,4; and 7% were level 4.

Levels 2,3,4 and level 4 both showed a slight decline while levels 3,4 showed a very slight increase. Level 4 and Levels 2,3,4 are within 5 points of the state average.

Math:

3rd -

FY23 83% were levels 2-4; 35% were levels 3,4; and 4% were level 4.

FY22 81% were levels 2-4; 33% were levels 3,4; and 4% were level 4.

Levels 2,3,4 and Levels 3,4 increased slightly in FY23. Levels 2,3,4 exceeded state averages while the other measured areas fell more than 5 percentage points below state average.

4th -

FY23 81% were levels 2,3,4; 38% were levels 3,4; and 9% were level 4.

FY22 80% were levels 2,3,4; 41% levels 3,4; and 10% were level 4.

Levels 2,3,4 increased slightly and exceed state average. Levels 3,4 and level 4 saw a very slight decline.

5th -

FY23 67% were levels 2,3,4; 28% were levels 3,4; and 4% were level 4.

FY22 72% were levels 2,3,4, 32% were levels 3,4; and 11% were level 4.

All measured areas declined in FY23. However, Levels 2,3,4 still are within one percentage point of state average.

Science:

5th -

FY23 67% were levels 2-4; 36% were levels 3,4; and 7% were level 4.

FY22 73% were levels 2,3,4; 41% were levels 3,4; and 8% were level 4.

All measured areas declined slightly in FY23. However, our results are within 5 percentage points of state averages in all three measured areas.

In 8 of 21 measured areas, our reported averages were within five percentage

	points of the state average.
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What demographic data did you use?	We used 2022 preliminary Milestones and iReady data to both plan school improvement plans and monitor their implementation. However, iReady achievement and growth scores are used as the primary tool to plan and drive instruction. We gather and analyze trend data for both Milestones and iReady to help us identify areas and/or grade levels that are not improving and may need further professional learning or assistance. In response, the district will adopt a new writing curriculum to systematically guide instruction, gather, and analyze data related to student writing achievement.
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What does the demographic data tell you?	<p>Milestones EOG Demographic Data-</p> <p>The most significant achievement gaps observed on the EOG are between Special Education students and the ALL students category. In ELA at Levels 2-4 there is approximately a 25 point gap in grades 3-5. At Levels 3-4 the gap is very significant with only 15% of Special Ed students in grades 3-5. In math at Levels 2-4 there is approximately also 25 point gap in grades 3-5.. At Levels 3-4 the gap is very significant with only 10-12% of Special Ed students in grades 3-5.</p> <p>The second most significant achievement gap on the EOG assessments is in the gap between black and white students. In ELA the gap in grades 3-5 ranges from 7-17 points at Levels 2-4 compared to the scores of white students. At Levels 3 & 4 the achievement gap is around 7 in 3rd and 5th grade with a huge difference of 26 points in 4th grade. In Math at Levels 2-4 the gap in grades 3-5 is around 10 points (slightly higher than in ELA - but no large 17 point gap in 4th grade). At Levels 3 & 4 the gap tends to increase overtime in 3rd grade it is 9 points, up to 35 points in 4th grade, with almost no achievement gap in 5th grade. It is obvious in looking at this data that there is a problem with both special education and black students in the elementary school</p>
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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 Standards 1, Instruction Standard 9, and 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. We strive to create a supportive and well-managed learning environment that is conducive to student success. 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 1 2, 3,4, 5, 6, 7, and 8.. 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 1-4, 6, and 8. 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 Standards 4, 5, and 7. We can improve Leadership Standard 4 by analyzing the root causes of problems within our school and incorporating data from multiple sources to improve student achievement. Standard 5 could be improved by communicating the decisions and thought processes with the entire staff. Leadership Standard 7 can be improved by using various types of data and documentation to monitor teacher performance.</p>
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Strengths and Challenges Based on Trends and Patterns

<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>Areas of strength are standards 1, 2, and 5. WPES ranks exemplary in these areas. Standard 1 states that we share a common vision and mission that define our school culture. Our school revisits our school vision and mission to make sure it reflects our school and community and focuses on the overall well being of our school. Standard 2 states that a data-driven and consensus oriented process is used to develop and implement a school improvement plan that is focused on student performance. Standard 5 explains the allocation of resources and establishes systems to support and sustain effective professional learning. Administrators and teacher leaders consistently provide opportunities to practice skills, receive follow-up, feedback, and coaching to support the effectiveness of professional learning. WPES ranks operational in all other standards for this section. WPES fosters leadership development by emphasizing effective decision-making and problem-solving skills. And provides a variety of structures and opportunities for staff members to actively participate in the shared decision-making process.</p> <p>WPES aligns professional learning with needs identified through the analysis of a variety of data. Our school has an established culture of collaboration among administration and staff to improve the overall school performance. Resources are allocated with established systems to support and sustain effective professional learning.</p> <p>To support the needs of teachers, students, and leaders, WPES administrators consistently gather input from all stakeholders, and follow up to ensure that 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>
<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>WPES is exemplary in meeting Standards 1, 2, 4, and 6. Our school prides itself on creating a warm and inviting environment that actively encourages families and community members to engage and connect with us. Community and families are actively involved in our School Governance Team. Parents are given the opportunity to volunteer and/or participate in school events, such as, PBIS parties, career day, field day, etc. Additionally, we actively provide opportunities for families and community members to contribute their valuable input, and we ensure that both groups are consistently kept informed and updated. Structures are established that promote clear and open communication between the school and stakeholders. At both the district and school level, we have established processes to effectively connect families with relevant agencies and resources, ensuring students' needs are met. Notably, we have made significant improvements connecting families with community agencies and resources, further enhancing our ability to support our 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</p>

Strengths and Challenges Based on Trends and Patterns

	<p>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 School Governance Team. Currently, we 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>
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<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 School Culture Standards 1 and 5. Rules, practices, and procedures are proactively developed, communicated, implemented, monitored and revised as needed. 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. The vision and mission are updated as needed. We are operational in the areas of providing a supportive and well managed environment conducive to learning, as well as creating an academically and challenging learning environment. We are committed to establishing a learning environment that empowers students to actively monitor their own progress, while facilitating a culture of trust and respect that promotes positive interactions and a sense of community. It is our goal to continue nurturing a culture that supports the college and career readiness of students, in addition to supporting the personal growth and development of all students. We share and maintain a common vision and mission that defines the school culture and guides the continuous improvement process.</p> <p>In order to support the needs of teachers, students and leaders, administrators play a crucial role by exemplifying the effective creation and implementation of tools to monitor instructional effectiveness and make necessary adjustments. The instructional team will work closely with teachers, providing guidance on data collection, goal setting, and conducting conferences 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.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>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.</p> <p>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.</p>
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<p>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?</p>	<p>Tier 1 instruction needs to be strengthened in both math and reading, specifically in the area of writing. Our approach in strengthening specific domains needs to have a balanced approach in order for all areas to consistently improve.</p>
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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>Strengths</p>	<p>The parent survey data indicates that teachers and staff communicate with parents frequently and include them as "true" team members in special education IEP, Eligibility, etc. meetings. In addition, teachers ensure that parents understand Procedural Safeguards, and information in IEPs and eligibility reports are written and explained in a way that is easily understood by parents. Washington Park Elementary School has implemented a systematic and explicit phonics program in grades 3-5, which is used as Tier 1 instruction in third grade and an intervention with students with disabilities in grades 4-5 to increase literacy. PEC Case managers monitor attendance of students, contact parents regarding absences and have good rapport with the families they serve. Mental health services are provided to at-risk students and families within the school setting. Professional Learning Communities are in place to analyze data and identify and address achievement gaps with various sub-groups. A flexible service model is utilized to provide targeted interventions. Students may be grouped using iReady scores, Milestones</p>
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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.

	scores, and classroom data.
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Challenges	<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	Improve performance on the Georgia Milestones End of Grade English Language Arts Test.
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	
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Overarching Need # 2

Overarching Need	Improve performance on the Georgia Milestones End of Grade Math Test.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

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?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 4

Overarching Need	Improve student perceptions of peer victimization in the area of being left out. When students completed the Georgia Student Health Survey in Spring of 2023, 37% of students reported being picked on by being left out a few times, many times, or every day.
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	
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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 - Improve performance on the Georgia Milestones End of Grade English Language Arts Test.

Root Cause # 1

Root Causes to be Addressed	General and academic vocabulary deficits Writing deficits Professional capacity of teachers
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve performance on the Georgia Milestones End of Grade Math Test.

Root Cause # 1

Root Causes to be Addressed	Lack of opportunities to reinforce concrete representations of mathematical thinking using manipulatives Building teacher capacity Mathematical vocabulary deficits Deficits in reasoning and explaining
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

Root Cause # 1

Impacted Programs	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 Others :
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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	Perceived lack of urgency for the need of coming to school versus completing work virtually Some parents have a negative history with school and find it difficult to support their students in school Poverty creates barriers to educational access Historical lack of accountability Social-Emotional concerns
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 Others :

Additional Responses	
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Overarching Need - Improve student perceptions of peer victimization in the area of being left out. When students completed the Georgia Student Health Survey in Spring of 2023, 37% of students reported being picked on by being left out a few times, many times, or every day.

Root Cause # 1

Root Causes to be Addressed	Lack of explicit instruction on interacting with peers and how to ask for help Technology and academic standards have replaced the personal interaction Social media has made anti-social behaviors more frequent
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 Others :

Additional Responses	
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School Improvement Plan 2023 - 2024



**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 (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	Improve performance on the Georgia Milestones End of Grade English Language Arts Test.
Root Cause # 1	General and academic vocabulary deficits Writing deficits Professional capacity of teachers
Goal	The goals for 2024 are that 7.5% of students will score distinguished, 35% will score Proficient or better, and 70% will score Developing or better on the Georgia Milestones End of Grade ELA test.

Action Step # 1

Action Step	Building teacher capacity in the area of Structured Literacy and implementation of new ELA standards as they roll out in 2024. This work will be led by the Instructional Coach.
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
Method for Monitoring Implementation	Frequency data regarding observation of school-based recommended strategies and programs (such as i-Ready, Step Up to Writing, Reading Horizons, The Writing Revolution, Ramped Up Read Aloud, and others) being used will be collected during observations and the data will be presented to the Impact Team. Teachers will participate in Data Digs. Lesson plans will be reviewed weekly. Grade Level Collaboration/ Planning will take place weekly. Effectiveness will be measured using respports from i-Ready and formative data.
Method for Monitoring Effectiveness	Goal scores are obtained.
Position/Role Responsible	Instructional Coach
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	Read-alouds will be implemented across the curriculum to increase vocabulary. This work will be led by the Instructional Coach.
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
Method for Monitoring Implementation	Review PL and PLC meeting notes and evidence in lesson plans. Classroom observations
Method for Monitoring Effectiveness	Goal scores are obtained.
Position/Role Responsible	Instructional Coach, Principal, Assistant Principal
Timeline for Implementation	Quarterly

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

Action Step	The Instructional Coach will provide teachers ongoing professional learning and support in the area of writing. "Step Up to Writing" will be implemented with fidelity by all Language Arts teachers. She will provide professional learning in the use of "The Writing Revolution" and support in the area of writing for all math, science, and social studies teachers.
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
Method for Monitoring Implementation	Review PL and PLC meeting notes and evidence in lesson plans. Classroom observations
Method for Monitoring Effectiveness	Goal scores are obtained.
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Weekly

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

Action Step	Teachers will continue to conference with students in order to encourage students to take responsibility for their own learning, educational goals, and achievements. Each student will have a student data folder which will be maintained with conference notes. Teachers will maintain conference logs. The data will be shared with parents during conferences.
Funding Sources	Title I, Part A Title II, Part A

Action Step # 4

Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data folders and conference logs
Method for Monitoring Effectiveness	Leadership team will randomly check logs
Position/Role Responsible	IC, Assistant Principal, Principal
Timeline for Implementation	Quarterly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve performance on the Georgia Milestones End of Grade Math Test.
Root Cause # 1	Lack of opportunities to reinforce concrete representations of mathematical thinking using manipulatives Building teacher capacity Mathematical vocabulary deficits Deficits in reasoning and explaining
Goal	The goals for 2024 are that 7.5% of students will score distinguished, 35% will score Proficient or better, and 70% will score Developing or better

Action Step # 1

Action Step	The instructional coach will build professional capacity of teachers in the ability to understand Georgia's K-12 Mathematics Standards and implement the Learning Plans.
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
Method for Monitoring Implementation	Classroom observations, disaggregation of data, and lesson plans.
Method for Monitoring Effectiveness	Goal scores obtained.
Position/Role Responsible	Instructional Coach
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	Increase teacher capacity in using appropriate manipulatives to help students build their concrete reasoning/mathematical skills. This work will be led by the Instructional Coach.
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
Method for Monitoring Implementation	Collaborative planning sheets, integration of research based activities in lesson plans, and common assessments are evidence of success.
Method for Monitoring Effectiveness	Obtain goal scores
Position/Role Responsible	Instructional Coach, Principal, Assistant Principal.
Timeline for Implementation	Quarterly

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

Action Step	Teachers will attend in-district and out-of-district professional learning workshops, conferences, etc. to gain knowledge of Georgia's K-12 Mathematics Standards and implement the Learning Plans.
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
Method for Monitoring Implementation	The instructional coach and teachers will research learning opportunities and follow the district process for attending professional learning events. After attendance, the teacher will re-deliver the information gained during the event.
Method for Monitoring Effectiveness	Obtain goal scores
Position/Role Responsible	Instructional Coach, Principal, Assistant Principal.
Timeline for Implementation	Quarterly

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

Action Step # 4

Action Step	Teachers will continue to conference with students in order to encourage students to take responsibility for their own learning, educational goals, and achievements. Each student will have a student data folder which will be maintained with conference notes. Teachers will maintain conference logs. The data will be shared with parents during conferences.
Funding Sources	Title I, Part A Title 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	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data folders and conference notes
Method for Monitoring Effectiveness	Leadership team will conduct random checks of data folders and conference notes.
Position/Role Responsible	Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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	Perceived lack of urgency for the need of coming to school versus completing work virtually Some parents have a negative history with school and find it difficult to support their students in school Poverty creates barriers to educational access Historical lack of accountability Social-Emotional concerns
Goal	Decrease the number of students with 10 or more absences during the FY24 school year by at least 2%. (248 students in 2022-2023 to no more than 243 in 2023-2024)

Action Step # 1

Action Step	Make students and parents aware of attendance goals and the impact of excessive absences. Communicate directly with students and parents of students who had ten or more absences last year.
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
Method for Monitoring Implementation	Attendance reports form Infinite Campus
Method for Monitoring Effectiveness	Improved attendance will correlate to improved academic performance.
Position/Role Responsible	Counselor, 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	Implement monthly attendance incentives, prizes, and recognitions. PBIS celebrations and special events for students will be held monthly. Schedule high-interest events (STEAM Clubs, assemblies, AR parties, field trips) on Mondays or Fridays 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
Method for Monitoring Implementation	Attendance team will meet weekly to analyze attendance data
Method for Monitoring Effectiveness	Less than 7% rate of absenteeism on Mondays, days before holidays, and last week of school.
Position/Role Responsible	Counselor, district Social Worker, Assistant Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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	Increase families' positive perceptions of school by hosting family engagement events to inform them of school events and build their capacity to help with children with academic work.
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
Method for Monitoring Implementation	Count (sign-in sheet) during family events, including conferences.
Method for Monitoring Effectiveness	More parents attend events throughout the year
Position/Role Responsible	Family Engagement Coordinator Principal
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)?	
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Action Step # 4

Action Step	Provide school supplies and hygiene supplies to students who convey to the counselor those issues may be a barrier to coming to school.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Counselor keeps log of distributed items to students with history of excessive absences
Method for Monitoring Effectiveness	Student attendance rates increase
Position/Role Responsible	Counselor
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	Improve student perceptions of peer victimization in the area of being left out. When students completed the Georgia Student Health Survey in Spring of 2023, 37% of students reported being picked on by being left out a few times, many times, or every day.
Root Cause # 1	Lack of explicit instruction on interacting with peers and how to ask for help Technology and academic standards have replaced the personal interaction Social media has made anti-social behaviors more frequent
Goal	The 2024 Georgia Student Health Survey will report fewer than 20% of students reporting being picked on by being left out a few times, many times, or every day.

Action Step # 1

Action Step	With the guidance of the counselor and the PBIS team, teachers will teach explicit weekly SEL lessons and utilize a research based SEL program (SILAS) to encourage students to be more inclusive and accepting of other students.
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
Method for Monitoring Implementation	Classroom observations Lesson Plan check
Method for Monitoring Effectiveness	Student Health Surveys indicate fewer students feeling they have been left out.
Position/Role Responsible	Counselor/ Homeroom 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	Support parents in understanding root causes of peer victimization and social emotional distress in students. Bring in an expert on the impact of social media and technology usage on the social emotional state of students.
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
Method for Monitoring Implementation	Communications which invite parents to an event to hear a speaker. Sign in sheets from event.
Method for Monitoring Effectiveness	FY24 Georgia Student Health Surveys
Position/Role Responsible	Counselor, Principal, Assistant Principal
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 input and was integral in developing this plan. These members consist of administrators, leaders, teachers, specialized instructional support personnel, and parents. Our School Governance Team was presented with data and informed of the process. They were invited to participate in the writing of the draft. The SGT reviewed the draft and offered feedback and suggestions.</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 Step Up to Writing. The Writing Revolution is used to strengthen writing. Georgia Numeracy Project is used with students receiving Tier 2 and Tier 3 math 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. <u>95% Group</u>, Florida Center for Reading Research, and MAP Fluency are used to support students in need of additional fluency and comprehension instruction. 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. The department of Programs for Exceptional Children also hold transition meetings for rising third and sixth grade students. These meetings are held for students in both the inclusion setting and those who receive adapted curriculum. The meetings provide an extra layer of support for students with disabilities transitioning to new school sights. Parent participation is encouraged, but not mandatory for these meetings.</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. In the FY24 school year, we will use one WIN class per week for SEL lessons. Emotional and Social learning will be taught through lessons guided by SILAS. Guidance lessons based on school, grade level, and class needs. Tier 2 and Tier 3 behavior interventions and progress monitoring are tracked through MTSS. Class Dojo and phone calls are utilized to increase parent communication for both positive and negative actions. 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>

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ADDITIONAL RESPONSES

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