Comprehensive Needs Assessment
2023 - 2024 School Report

Laurens County
Northwest Laurens Elementary

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	Mr. JT Dean
Team Member # 2	Assistant Principal	Mrs. Markeisha Middlebrooks
Team Member # 3	Assistant Principal	Mr. Ryan Clanton
Team Member # 4	Counselor	Mrs. Robyn Meeks
Team Member # 5	RTI Interventionist	Mrs. Kelly Loftin
Team Member # 6	Media Specialist	Mrs. Kristin Clark
Team Member # 7	Instructional Coach	Mrs. Laura Sanders

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Mrs. April Anderson/Lauren Oneal
Team Member # 2	First Grade Teacher	Mrs. Megan Slaughter/Leslie Rowland
Team Member # 3	Second Grade Teacher	Mrs. Laurie McCullars/Ginger Colson
Team Member # 4	Third Grade Teacher	Mrs. Sharon Taylor/Shelby Hill
Team Member # 5	Fourth Grade Teacher	Mrs. Mary Catherine Nobles/Macie Glisson
Team Member # 6	Fifth Grade Teacher	Mrs. Ashley Walker/Neeli Barwick
Team Member # 7	Special Education Teacher	Mrs. Cari Dixon
Team Member # 8	ESOL Teacher	Mrs. Layla Nobles
Team Member # 9	SPED	Cari Dixon
Team Member # 10	CAMP	Robbie Wilkes/Lacey Hall

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Mrs. April Anderson
Stakeholder # 2	Parent	Mrs. Shannon Smith
Stakeholder # 3	Parent and PTO President	Mrs. Miranda Mathis
Stakeholder # 4	Parent and Business Affilitate	Hunter Bennett
Stakeholder # 5	Parent and Business Affiliate	Paul Leigh
Stakeholder # 6	Parent and Business Affiliate	Amber Coleman
Stakeholder # 7	Parent and Business Affiliate	Josh Powell
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Northwest Laurens Elementary understands the importance of stakeholder feedback. We will be able to provide meaningful feedback through the needs assessment process by participating in meetings to develop the School Improvement Plan. Stakeholders will work with committee members to collect and analyze data, answer guiding questions, and complete standards ratings based on data. NWLE will offer other methods of engagement with stakeholders such as surveys, newsletters, and emails.

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, 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]	• FY24 Parent and Family Engagement Survey • FY24 CNA/SIP Data Collection Analysis • FY23 Student Health Surveys • Leadership Meeting Feedback • Grade Level Collaboration Meeting Minutes • Pulse Survey Data • Open House Survey • Spring Input Surveys for Title 1 (Parent, Student, Teacher)

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?")	Perception data such as the FY 24 Parent and Family Engagement Survey indicated that 81% of NWLE stakeholders feel that our school provides parents and families with opportunity to share feedback. They do indicate a need to continue to train teachers on ways to build relationships with parents and that the school could assist parents by helping them to better understand Lexile measures to enable them to assist their students. This year, to meet parents' needs based on previous surveys, we incorporated more in-school opportunities to be involved- including parent nights, PTO programs, Spelling bee, class events, etc. In the coming year, we intend to provide parents with more educational parent nights built around content and homework/study skills. Parents also indicated that multiple meeting times and virtual options would allow them to attend parent meetings with greater frequency, so we plan to incorporate both for next year. Parents continue to see school communication as a strength, but there were multiple indicators that some individual teacher communication could be improved. As a school, we plan to streamline communication expectations for all teachers for the upcoming year. A common weakness over time indicated by the CNA/SIP survey is that teachers want leadership capacity to continue to be built through shared decision making and problem solving. In the Parent and Family Engagement survey, along with the Spring Parent, Teacher, and Spring Student Input surveys, ALL indicated that reading comprehension (64.36%) and writing (48.51%) were two areas that they would like to see emphasized next year in ELA and Numeracy/Math Facts and Skills in math. The spring input surveys found that students felt strong in the area of reading fluency and felt supported in learning new math skills. They identified ways their teachers could help them, including small groups and individual conferences on weaknesses. A new survey this year was the Open House survey administered for parents to give feedback on the beginning of the year Open House format. 92% of parents

were satisfied or very satisfied with their experience at our fall open house. Parents did indicate that a time that included evening hours would be more conducive to work schedules. Parents found the staff friendly and hospitable (95%). Practical advice was offered such as more clearly labeling the various hallways, providing more of an 'orientation' experience for all grades, and staggered times for students across the district for those with students in various levels such as middle/high. Based on this feedback, NWLE is exploring the orientation night for mid to late August for every grade level, as a way for parents to "Trade Places" with their students and see first hand their schedule, classroom expectation, assessment types, behavior (classroom and PBIS) expectations, and much more.

In our FY23 Student health surveys, areas of strength included students feel that they have an adult they can come to with problems and that their school wants them to succeed. Data indicated students feel successful in school. Both of these are trends we have seen for the past few years. Students indicated areas that need attention, including: that they do not feel other students behave in order for teachers to teach, that peer victimization is up, and that students are being picked on more and left out by others. We plan to address these through our use of SEL groups and counseling services. Some classes will be piloting a Morning Meeting program to improve classroom culture and address behavioral and SEL needs.

Teacher leadership meetings and weekly grade level collaboration meetings were gathered and analyzed for perception data. Teachers feel like they are asked to meet too often over the past few years. This year the school has cut down on the number of committees and utilized an Instructional Leadership team that is in charge of assisting with curriculum and instruction decisions and redelivering to their teams. PLs offered after school are optional and topics are based on Pulse surveys sent out to teachers at varying intervals. The Pulse surveys have offered perception data related to morale, needs, and successes being seen in individual classrooms, grade levels, and across the school. The information has been invaluable, and we plan to continue this practice next year. Our end of the year leadership meeting to discuss previous SIP action steps and make plans for moving forward, we identified a need for further training on the new math standards.

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)	• Instructional Leadership Team (ILT) • Data Tracker Meetings for MTSS/RTI • Lesson Plan Review and Feedback • School-wide PBIS and Discipline data • Whole Brain Teaching • SEL- Social Emotional Learning • Gifted and Advanced Content • TKES/LKES Evaluations • Scheduling • Student Council • CAMP Classes • Grade Level Collaboration • Unit Planning- Scope and sequence, materials, assessments • Pulse Surveys • PLC documentation

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?")	● Our school Instructional Leadership Team (ILT) consists of one math and one ELA teacher leaders from each grade level, RTI, SPED and CAMP representation, the three school administrators and the instructional coach. ILT meetings are grouped with K-2 teachers and 3-5 teachers meeting on different days one time per month. Shared decision making on curriculum and instruction is carried out at each meeting. An agenda is provided with action steps and responsible parties to help manage the expectations and next steps. ● Our school Data Tracker meetings are held at the end of each 9 week grading period. The team consists of RTI interventionists, the counselor, the MTSS Coordinator, and the instructional coach. A Data Tracker spreadsheet is maintained by each teacher in the building and includes all relevant and up to date student data. The team uses an algorithm to determine students working below grade level. They work to determine services that the student may need in order to show growth and achievement. They use data to determine those students served on Tiers 2 or 3 who are meeting goals and showing growth that may no longer need intensive services and work to celebrate those students. We have seen an increase in MTSS/RTI enrollment numbers this year. When MTSS enrollments increase, this also impacts the number of referrals for SPED and 504 accommodations. ● The three school administrators work to review lesson plans from teachers each week on a rotating basis and provide feedback through Google to support instruction, clarify expectations, and determine professional development needs that result in student achievement. ● NWLE implements PBIS throughout the school with the PBIS Rewards App. Students receive points from their teacher and other adults in the building that are entered into the app and can then be used to shop at the PBIS store and attend grade level created PBIS parties. PBIS expectations are reviewed on the morning news, by teachers, and highlighted using posters throughout the school. This app is used to record minor referrals that are managed in the classroom and major referrals that are handled by administrators. Using the app allows the data to be stored to guide decision making on frequency of discipline issues, demographics related, etc. It also provides evidence of parent communication regarding both 'positive' and 'negative' behavior choices. Data trends from the past two years show a decrease in office referrals but an increase in minor referrals within the classroom. ● This year our teachers were trained on Whole Brain teaching and began implementing this in classrooms. In order to engage students, teachers use a variety of strategies to activate learning, engage children, and assist them in developing strategies to learn and remember pertinent information from the day's learning targets. The use of WBT has led to an increase in student engagement. ● The Social Emotional needs of students at our school are met a in a variety of ways. Our counselors provide services for individual students as needed. SEL groups are hosted by the counselor; determined by an SEL rubric

completed by teachers. The SEL small groups are carried out each week during CAMP with no more than 5 students and focus on areas such as communication, making and maintaining friendships, and respect. K-2 teachers provide weekly SEL instruction through the use of the Second Step program to aid our young students in communication skills and to provide them with with strategies for managing frustration.

- The needs of our Gifted and Advanced Content learners are met through the use of a Gifted Resource teacher and Gifted/AC homerooms. The resource teacher sees gifted students each day to accelerate their learning and work on building students capacity for creativity, problem solving, and critical thinking. Gifted students enrolled in the gifted resource class are given opportunities for enrichment that could include, but would not be limited to, extended study of grade level concepts, activities not geared specifically to grade level concepts, excursions, productions, and/or performance. Each grade level attends a number of field trips throughout the year designed to provide them with experiences that allow them to explore their areas of interest and giftedness. Gifted/AC homerooms allow for gifted endorsed teachers to lead these students through rigorous assignments that promote accelerated learning and achievement. Here, students should be challenged at a higher level and accelerated at a higher rate than those of their regular education peers. Gifted students in 5th grade are given the opportunity of trying out for the Academic Bowl team which will compete with other county elementary schools in a bowl near the end of school.
- TKES/LKES Evaluations are used to measure the effectiveness of teachers and leaders in our building. Feedback is provided that promotes growth that leads to an increase in student achievement and provides professionals with areas of strength to become teacher leaders within our building and system.
- Scheduling decisions are made with the assistance of the school administrators, the ILT, and grade level teachers. The process includes using grade level data cards, data tracker spreadsheet, discipline data, achievement data, demographic data, and teacher input to help determine which subjects are taught by which teacher and placement for students. The goal of scheduling in this manner is for every student to be in the environment that meets their educational needs with consideration to behavioral and environmental factors that could impact teaching and learning. This allows for the planning of an allotted WIN (What I Need) time in each grade level's schedule. This is when RTI carries out their interventions so that students are not required to miss instruction.
- The school's Student Council is made up of student representatives from every 3rd-5th grade homeroom, as well as officers elected through a school wide vote after an election campaign and speeches. These students meet once a month with their sponsor, a teacher in the building, to work on school and community related service projects. They redeliver information about events they host to raise funds to their homeroom peers, such as a school dance, Leprechaun grams, etc. Most recently, students were included in the first ever student input meeting that allowed school administrators to hear student concerns, build student leadership capacity, and create a forum for student voice in our building.
- CAMP classes (Art, Ag, STEM, Music, PE) offer students opportunities to explore their interests in a variety of areas as they receive a more well rounded education. STEM and Ag classes work to incorporate content standards from

each grade level into their curriculum to support the needs of teachers and students. PE provides students with needed physical education and a time to be active each day. Music and art use their curriculum to expose students to the fine arts in a variety of ways. Each of these areas leads students to a greater understanding of the careers available to them in the future. Development of college and career readiness begins in daily CAMP classes.

● Grade level and content level teams are required to meet and plan collaboratively once per week. This allows teachers to share strategies, ideas, and interventions that can be used across the content or grade level to improve teaching and learning. This year, we have worked to add data analysis as an expectation for grade level collaborations. This has led to several grade levels or contents meeting more than 1 time per week. The data analysis is used to guide instruction, remediation, and interventions. Data required to be analyzed includes summative assessments and grade level assessments (such as Beacon) with an expectation that the analysis of formatives will be used more frequently. Teachers provide copies of their collaborative planning agenda with details related to their standards, learning targets, data analysis, and plans to the instructional coach. These agendas included norms developed by each collaborative team. Administrators attend the collaborative meetings each week.

● Unit Writing time is provided to content teachers one time each semester. This was determined as a need based on data from collaborative planning minutes. These days allow teachers time to ensure their scope and sequence is aligned with the system and state pacing guides. They collaboratively develop the formative and summative assessments they will use for each unit. They design lessons and gather needed resources and instructional materials together to assist them as they plan collaboratively during the course of the unit. This is the 2nd year we have done this, and data indicated teachers find it helpful to have the time to plan together. With grades K-1 using standards based report cards, this time proved invaluable to prepping those along with the correlating assessments. When time allows, they also review data during these planning sessions to aid in their assessment development.

● Pulse Surveys were a new initiative this year. Approximately once each 5 weeks, a Google Form was sent to teachers for them to have an anonymous opportunity to share their voice on school related issues with the administrative team. Questions ranged from what motivated them to what type of professional development they were interested in. We used the data collected to make decisions about school professional learning and a variety of other school level purposes. It allowed the admin team to gather a 'pulse' on morale and respond accordingly in an effort to develop a culture that values teacher voice. We also used this data to plan teacher led, voluntary, after school Professional learning in a variety of areas.

● PLC sessions were carried out by the instructional coach 1-2 times per month for teachers. This year's required system PLC's included Science of Reading for ELA teachers and new Math standards training for math teachers. School based PLC topics were determined by Pulse surveys and needs identified in our School Improvement Plan. Teachers were provided with instructional strategies to use in class, as well as feedback options to share their learning and implementation of the PLC topics. Each meeting had a sign in sheet and an agenda.

What achievement data did you use?	GMAS Reading Inventory Beacon IXL Math Acadience ACCESS Data

What does your achievement data tell you?	FY23 GMAS Data	FY22 GMAS Data
	3rd grade Reading on or above grade level 84%	3rd grade Reading on or above grade level 72.5%
	3rd grade ELA on or above grade level 57.5%	3rd grade ELA on or above grade level 38.2%
	3rd grade Math on or above grade level 69.2%	3rd grade Math on or above grade level 52.7%
	4th grade Reading on or above grade level 53%	4th grade Reading on or above grade level 61.4%
	4th grade ELA on or above grade level 37.1%	4th grade ELA on or above grade level 44.8%
	4th grade Math on or above grade level 45.2%	4th grade Math on or above grade level 50.3%
	5th grade Reading on or above grade level 79%	5th grade Reading on or above grade level 76.8%
	5th grade ELA on or above grade level 60.6%	5th grade ELA on or above grade level 51.4%
	5th grade Math on or above grade level 65.7%	5th grade Math on or above grade level 45.1%
	5th grade Science on or above grade level 68.5%	5th grade Science on or above grade level 47.2%

According to GMAS ELA Data, the percentage of students in 4th grade scoring 3/4 increased by 5% in the past years (from 40% to 45%), but this year saw a marked decrease in 4th grade students scoring 3 and 4. In 3rd grade the percentage of those scoring Level 3/4 decreased significantly from 2019 to 2022 while the number of 1's increased from 12% to 28% from 2019 to 2022. However, this year, our 3rd grade showed almost 20 points of overall ELA growth in those scoring 3 and 4. The trend continues in 5th grade, where ELA students scoring 3 and 4's had decreased by 9% and students scoring a 1 had increased by 1%, from 2019 to 2022. This year, 60% of 5th graders scored a 3 or 4. Those students performing at a level 1 continue to show higher averages than we would like, indicating a need for further tier 1 and tier 2 instruction with solid, evidence-based strategies implemented.

According to the GMAS Math data, 3rd grade students show an increase in students scoring level 2 (from 23% to 37%) in past years, while percentage of 3-4's had decreased by 4-5%. This year, we saw those percentages rise by 3%. 4th grade data shows a 5% decrease in students scoring 4's from 18-22, but a 4% increase from 21-22. This year, 4th grade showed a loss of 5% for students scoring a 3 or 4 from 2022 to 2023. The trend continued in 5th, where the percentage of students scoring 4's dropped by 5% and the percentage scoring 3 and 4 decreased by 3%, from 2021 to 2022. However, this year, the 2023 GMAS saw 5th grade increasing the percentage of students scoring 3 and 4 to 65%, a 20% growth.

To address those students who are still performing at levels 1 and 2, teachers will begin to implement the new math standards, while using Tier 1 instruction to address the needs of those students. To extend those with 3-4 in both ELA and Math, we plan to use our resource gifted teacher, AC classes, and WIN time to extend the learning of high achievers. According to the GMAS Science data, students have maintained 47% scoring 3s and 4s for the past two years. This year, we had a dedicated science teacher for science instruction in 5th grade and saw massive increases in the percentage of students scoring 3 and 4.

GMAS Writing Data
- 3rd Narrative on or above grade level 69%
- 4th Narrative on or above grade level 76%
- 5th Narrative on or above grade level 83%
- 3rd grade 4 Point Writing Trait 1 on or above grade level 79%
- 4th grade 4 point Writing Trait 1 on or above grade level 83%
- 5th grade 4 Point Writing Trait 1 on or above grade level 91%

According to the GMAS writing data, we showed gains in narrative writing in all grade levels. We also showed writing growth in the area of extended constructed responses scored with a 4 point writing trait rubric. 5th grade extended their growth into 91% of 5th graders being on or above grade level.

Writing has become a focus for NWLE in the 22-23 school year and will continue to be. Daily, systematic writing instruction is now a school wide expectation. We will continue to build on this foundation by incorporating advanced writing curriculum and teacher training.

GMAS EOG Average Lexile Score Trend Data

Grade	2020-21	2021-22
3rd	663	647
4th	791	800
5th	981	960

GMAS EOG % Lexile At or Above Grade Level

Grade	2020-21	2021-22
3rd	48	46
4th	40	43
5th	69	58

According to GMAS data, 3rd grade student Lexile scores on or above grade level decreased from 65% to 47% from 2019 to 2022; the average dropping from 745 to 647. This decrease in average Lexile continues in grades 4-5, indicating an area for growth. 4th average went from 885 to 800 and 5th from 1019 to 960 and the percentage at or above grade level decreased in both grade levels. A continued focus on reading instruction, remediation of underperforming students, and use of diagnostic programs to determine reading needs will be implemented. WIN time will be used for small groups and reading conferences, while a 20 minute per day shared (K-2) and independent reading (3-5) time will be instated in all grade levels to ensure students have dedicated time to practice reading skills, not impacted by interventions or other services.

2021-22			

Race	B/NH	W/NH	H
# of Students	111	276	13
ELA (3/4)	21.6%	54.3%	23.1%
Math (3/4)	19.8%	60.1%	38.5%
# of Students (5th)	37	94	4
Science (3/4)	27.0%	56.7%	50.0%
2022-23			
Race	B/NH	W/NH	H
# of Students	105	276	15
ELA (3/4)	29.5%	61.6%	46.7%
Math (3/4)	32.4%	70.8%	53.3%
# of Students (5th)	34	92	7
Science (3/4)	32.4%	80.4%	57.1%

Demographic data, table above, shows increase in every subject area for our three largest subgroups (White/Non-Hispanic, Black/Non-Hispanic, and Hispanic). Other subgroups (Multiracial, Native American/Alaskan Native, and Asian/Pacific Islander) were too small to count, less than 15 students in grades 3-5. The Black/Non-Hispanic subgroup under performs compared to the other two and will be an area of focus moving forward.

Reading Inventory Scoring Proficient or Advanced
- 2nd grade BOY 35% EOY 69%
- 3rd Grade BOY 61% EOY 72%
- 4th Grade BOY 43% EOY 52%
- 5th grade BOY 55%   EOY 72%

In the measurement of Lexile by Reading Inventory, we have seen growth for students at or above grade level in every tested grade level 2-5. We attribute this in part to the goals students set for themselves in addition to school goals. These are addressed by the teacher through reading conferences and students are recognized for personal growth. This will continue to be implemented.

Beacon
4th ELA Beacon-Based on the current ELA beacon data,
15% of 5th graders scored in the "Support Needed" category,
72% of 5th graders scored in the "Near Target" category,
13% of 5th graders scored in the "Prepared" category.
4th Math Beacon- Based on the current math beacon data,
28% of 5th graders fall in the ‘Support Needed' category.
70% of 5th graders fall in the ‘Near Target' category.
2% of 5th graders fall in the ‘Prepared' category.

5th ELA Beacon-Based on the current ELA beacon data,
25% of 5th graders scored in the "Support Needed" category,
58% of 5th graders scored in the "Near Target" category,
17% of 5th graders scored in the "Prepared" category.
5th Math Beacon- Based on the current math beacon data,
21% of 5th graders fall in the ‘Support Needed' category.
65% of 5th graders fall in the ‘Near Target' category.

14% of 5th graders fall in the ‘Prepared' category.

According to Beacon data, the percentage of students who are "Prepared" needs to increase, as this assessment is an indicator of GMAS performance. To do that, teachers need a greater understanding of the categories assessed by Beacon as compared to the GMAS so that they can target specific areas of need to individuals, small groups, and the whole class.

IXL Math Data
Based on the current IXL Math data, students across the grade levels are making gains. According to the data, 86% of first grade students are on or above grade level in IXL Math. 2nd grade IXL Math data shows: Math–IXL shows more growth from midyear to current (April) than from the beginning of the year to the middle of the year. Approximately 22% of all students are underperforming (<250 at mid-year/March). Of this group, 43% of those students are identified with special needs or receive tiered interventions. 38% of fourth grade students are on or above grade level in IXL Math. However, based on the data, students have had a lot of growth from the beginning of the year in their IXL Math scores. Based on the current math data, all 5th graders have made growth on their IXL level this school year. According to the data, 67% of fifth grade students are on or above grade level in IXL Math.

Access Data
Of the 26 ESOL students, 20 students took the 2022 ACCESS. Of the 6 students who did not, the reasons were as follows: one Kindergarten student being screened in, one student met exit criteria based on 2021 ACCESS results, and 4 students transferred in from other schools where they did not take the assessment. ACCESS gives an Overall score that is used to assess students' English proficiency level and provides individual data for the domains of Listening, Speaking, Reading, and Writing. English proficiency scores are categorized in the following levels: Level 1 (Entering), Level 2 (Emerging), Level 3 (Developing), Level 4 (Expanding), Level 5 (Bridging), Level 6 (Reaching).
The following ACCESS data from 2022 shows what percentage of the 20 ESOL students are at each English proficiency level. Once a student reaches Levels 5 and 6 in the Overall score, they meet the criteria to exit from the ESOL program. 10% of ESOL students are at an Entering/Level 1, 15% are Emerging/Level 2, 35% are Developing/Level 3, 25% are Expanding/Level 4, 15% are Bridging/Level 5, and 0% are Reaching/Level 6. A total of six students exited the ESOL program last year based on 2022 scores. Four of these students are not included in the data due to them going to 6thgrade.
Individual data for each domain is as follows. In Listening, 15% are Level 1, 5% are Level 2, 10% are Level 3, 5% are Level 4, 10% are Level 5, and 55% are Level 6. In Speaking, 25% are Level 1, 25% are Level 2, 20% are Level 3, 15% are Level 4, 0% are Level 5, and 15% are Level 6. In Reading, 10% are Level 1, 30% are Level 2, 20% are Level 3, 0% are Level 4, 25% are Level 5, and 15% are Level 6. In Writing, 5% are Level 1, 25% are Level 2, 55% are Level 3, 15% are Level 4, 0% are Level 5, and 0% are Level 6.
According to the data, overall strengths are shown in Listening and Reading. Our main area of need is in Writing and Speaking. In the area of Writing, there are no students scoring at the bridging (Level 5) or reaching (Level 6) range. In the area of Speaking, students are closely proportionately distributed across Levels 1, 2,3, 4, and 6.
Acadience Data
Based on the Acadience data, first grade students are showing growth. The amount of students at and above benchmark has increased from the beginning to the middle of the year, based on composite scores and nonsense word fluency. Our composite score grew

	from 53% of students AT or ABOVE grade level (beginning of year) to 65% of students AT or ABOVE grade level (middle of the year). Our Nonsense Word Fluency grew from 58% AT or ABOVE grade level (beginning of year) to 81% AT or ABOVE grade level (middle of year). To see this trend continue, we will carry out teacher training each year and continue to progress monitor students to identify areas of weakness that need to be addressed through small groups.

What demographic data did you use?	• ASPEN • Governor's Office of Student Achievement • CCRPI Live Data Verification

What does the demographic data tell you?	NWLE has a current enrollment of 875 students. The NWLE student population is made up of • 2.6% Asian • 25.7% Black • 3.1% Hispanic • 3.4% Multi Racial • 64.9% White • 100% Economically Disadvantaged • 11% Students with Disabilities • 11.2% EIP • 2.97% ESOL • 6.51% Gifted NWLE has seen an increase in our population of Students with Disabilities by 2.7%. An increase in students being served through Tier 2 and 3 services has also been noted. Our students served in ESOL have stayed steady, while our numbers of students identified as Gifted has increased slightly. Each of these require us to provide our teachers with continued professional development in meeting the needs of various students, with support within classrooms to ensure effective instruction for all students, and the inclusion of parents of all students Our mobility rate has increased from 6.6% in 2020 to 7.5% in 2021 to 8.1% in 2022. We notice as the mobility percentage trends upward, we see a decrease in various achievement data points. Our highest data in the past years coincides with the year with the lowest mobility. We have had a fairly high rate of attrition for teachers in the 22 and 23 school years. 2022 saw multiple retirees while 2023 brought multiple moves for a large portion of the special education department. This creates an area of need for our school as we work to provide support for special education teachers in the elementary setting. We are seeking ways to improve the retention rate of this type of educator. The percentage of teachers with less than 3 years of experience have trended from 15% to 24% to 29% in the past three years. These teachers have primarily been in the lower grades. We offered an in school mentoring program this year to assist new to school and inexperienced teachers. Attendance is becoming more of an issue than we have encountered in the

	past. In 21-22, we had 79% of students with 1 or more absence, 75% with 3 or more, 63% with 5 or more, and 33 % with 10 or more. In 22-23, these numbers increased exponentially with 97% with 1 or more, 87% with 3 or more, 74% with 5 or more, and 34% with 10 or more. The current 5 or more absence percentage for individual grades is 75% for 5th, 68% for 4th, 69% for 3rd, 66% for 2nd, 77% for 1st, 77% for K, and 90% for Pre-K.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths of coherent instruction at Northwest include the implementation of common assessments in all grade levels in the previous year are now partnered with data analysis protocols implemented to ensure alignment to standard, depth of knowledge, and to provide teachers a means to examine the data closely to guide remediation and reteaching efforts. These analysis protocols are also being used by teachers to ensure instruction and assessment for next year is more closely aligned. Teachers continue to work to create and utilize effective interventions to meet student needs during Tier 1 instruction, small groups, and WIN time. Teachers have become proficient at the use of learning targets to guide instruction and provide student and teacher clarity. Areas of growth based on trends include the need for teachers to have a greater understanding of success criteria in an effort to provide students with clarity. Students are beginning to actively monitor their own progress through an increased use of checklists and goal setting for reading inventory and GMAS. The implementation of a systematic writing instruction this year began to aid the writing deficits we have seen over time. Using the program Writescore, our data showed growth, but also indicated that we need to implement a more rigorous writing curriculum. . Numeracy and math fact fluency continues to be a concern for teachers, parents, and students. Training and implementation of math strategies for the new math standards is a need.
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?	Strengths of leadership at NWLE include the building of relationships between the admin team, teachers, students, and parents. Parents feel that their school leadership values their opinion, communicates well, and cares about the safety and well being of their students. Leadership also works to build leader capacity for teacher leaders. Through a shared leadership model, teacher leaders in the building have an opportunity to have a voice on the school's ILT- Instructional Leadership Team. The ILT consists of the school principal, assistant principals, instructional coach, and content area lead teachers from each grade levels PK-5, SPED, RTI, ESOL, and CAMP. This team works together to discuss the school improvement plan, collaborate on instruction, celebrate improvement, and look at school data. A further area of strength includes the leadership at NWLE establishing and supporting data driven instruction focused on student achievement. Areas of growth/weakness for our school level leadership includes a need to

Strengths and Challenges Based on Trends and Patterns

	build leadership capacity through shared decision making and problem solving. Those teachers not on the ILT need a way to have a voice. Based on previous years' data, admin teams were able to be in classrooms much more frequently this year. They followed a schedule that allowed each of them to observe classes multiple times. Teachers continue to indicate that they would like to see their performance evaluated using multiple data sources.

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?	Strengths of professional capacity at NWLE include the implementation of professional learning opportunities led by teachers within our building. Using PULSE data, professional learning was planned on Monday afternoons and provided teachers a way to have a voice and some control over the professional development they opted to participate in. We had positive feedback from system PLCs on the new math standards. Teachers felt that this allowed them time to dig into the new standards to gain understanding. Another strength is that of collaboration among staff being established within our school culture. Teacher observations were utilized with more intentional design this year, allowing teachers to see and collaborate with content area peers. Implementation of vertical alignment in ELA and math provided for collaboration with student achievement as the focus. Teachers shared the most important things they needed each student to come to their grade level knowing and able to do. Grade levels began in April addressing those specific needs in an effort to prepare their students for the upcoming year. Our greatest area of strength continues to be the building of capacity for shared decision making by those teacher leaders on the school's ILT. Building capacity for their team members will be a focus for next year so that every staff member feels their voice is heard. An area for growth indicated by the CNA/SIP survey as emerging was that of using multiple professional learning designs to support the learning needs of staff.

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?	Data trends indicate that parents and families find NWLE to be a welcoming environment for students and families. However, we have had limited opportunities for parents to be in the building over the past two years. This year we implemented a conference night to meet the parent need to have opportunities to conference about their student's achievement. We also implemented an in person spring input meeting for parents and for students to share their input. The Parent Engagement survey did show parents viewing school communication as a strength but individual teacher communication as a weakness. The trends also indicate that we have a weakness in the area of developing capacity for families to use support strategies at home to enhance academic achievement. From this, we determined a need for learning nights to provide parents with information and resources that will lead to clarity for families and students. A further need is to engage stakeholders in decision making. The past few years we have gotten away from seeking stakeholder input. A Parent Family Engagement Plan is jointly developed and this is

Strengths and Challenges Based on Trends and Patterns

	distributed to parents/guardians in their home language in a format they can understand. Our ESOL teacher works to help us translate and meet the needs of our varied ELL students, many of whom are Japanese.

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?	Staff, students, and parents believe that NWLE is a safe and well-maintained environment. These groups also believe that NWLE sets high standards for student achievement. NWLE has set aside time each day in the master schedule for WIN (What I Need). Teachers, paraprofessionals, and other support personnel use this designated time each day to provide remediation, enrichment, and social emotional supports to our students. NWLE provides a positive school climate and communicates effectively with students, parents, and staff. The results from various surveys show that the stakeholders feel that NWLE's environment supports learning and is safe. NWLE has well established discipline procedures, safety protocols, and a PBIS system of positive behavior management school wide. Due to trends in a lack of respect from student to student and student to teacher, students identified by a rubric participate in SEL groups with counselors in order to help meet their social and emotional needs. Mini lessons are provided and taught during each grade levels's rotation period each week. Second Step- a social emotional program- was implemented this year in grades K-2. Career Readiness is explored in all grades through a variety of resources, such as CHAMPS and Agriculture class, but is still a focus area for us moving forward. We currently recognize students for growth and achievement in literacy. The implementation of checklists, exemplars, and goal setting has increased across the building for students self monitoring their growth in reading and on GMAS testing. The inclusion of a Gifted Resource class has been a positive step towards the supportive learning of gifted identified students in our building. Based on MTSS data we have seen an increase in students served at Tiers 2 and 3 and those referred for Special Education testing. We have utilized more RTI teachers to meet the needs of those students served at Tier 2 and 3. Our goal is to continue to implement effective, research based tier 1 instruction.

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?	Our population has been changing over the past few years. NWLE experiences out of system transfers throughout the school year. Our mobility rate has increased. Many times, these students arrive with deficits in all subject areas. NWLE has protocols in place that help identify students with unique academic and non-academic needs, such as RTI, SPED, Gifted, Advanced Content classes, 504 and EIP. NWLE has a full-time ESOL instructor to assist with the varied needs of our English Language Learners. The PTO is very active at NWLE and has the ability to help with instructional resources for our students. NWLE has seen an increase in our population of Students with Disabilities. An increase in students being served through Tier 2 and 3 services has also been noted. Our numbers of students identified as Gifted has increased slightly. Each of these require us to provide our teachers with continued professional development in meeting the needs of various students, with support within

Strengths and Challenges Based on Trends and Patterns

	classrooms to ensure effective instruction for all students, and the inclusion of parents of all students. Attendance is becoming more of an issue than we have encountered in the past.

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?	GMAS data reveals that fewer students are performing at levels 3 and 4. We see a need to increase those students who are close to being on and above grade level. GMAS student writing is also an area that needs support. We have seen a need for systematic and intensive writing instruction, which we began in 22-23. . A deficiency in numeracy and fact fluency for students in all grades K-5 has been identified.

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

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

Strengths	Comparing the 21-22 GMAS data to the most current 22-23 data, NWLE saw increase overall in the achievement of Students with Disabilities.
	21-22 ELA achievement - 0% level 4, 0% level 3, 18.6% level 2, 81.4% level 1.
	22-23 ELA achievement - 2.56% level 4, 5.13% level 3, 20.51% level 2, 71.79% level 1.
	21-22 Math achievement - 0% level 4, 4.65% level 3, 32.56% level 2, 62.79% level 1.
	22-23 Math achievement - 2.56% level 4, 20.51% level 3, 20.51% level 2, 56.41% level 1.
	21-22 Science achievement - 0% level 4, 6.67% level 3, 20% level 2, 73.3% level 1.
	22-23 Science achievement - 0% level 4, 30.71% level 3, 7.69% level 2, 61.54% level 1.
	In 22-23, ELA and Math both had a student who scored a level 4. It should be noted that this student's eligibility was Speech only. ELA, Math, and Science saw increase in the number of SWD student scoring a level 3 and a decrease in the number scoring a level 1. Trend data from the Georgia Milestones Assessment for the past five years indicates Students with Disabilities scored higher in 5th grade science this year than in any other year. Rostering for SPED has been a strength. NWLE uses para support and resource models in grades K-2, depending on the individual student need. Para support, co-teaching, and resource are used in grades 3-5, depending on the specific needs of the student. Most SPED students are in the general education setting

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.

	and receive on-grade level standards based instruction with the support of a special education teacher. Data indicated ELL students are performing well on Access testing with 40% scoring at levels 4-6. 6 students tested out of the program.

Challenges	As our number of students served in special education have increased over the past years, with FY23 being the highest number of students served since 2018, we have seen the number of SWD scoring on and above grade level decrease in all subject areas as measured by the Georgia Milestones assessment. Data indicates that 100% of SWD scored a 1 or 2 on the ELA GMAS, 94% scored a 1 or 2 on the math GMAS, and 85% of 5th grade SWD scored a 1 or 2 on Science GMAS. Our challenge is to increase the number of SWD performing on or above grade level after being served in the various settings we offer and receiving instruction on grade level material while provided with remediation for individual needs. Our hope is to continue the 22-23 trend of increasing the number of SWD students scoring a level 3 and decreasing the number of students scoring a level 1.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase student reading proficiency levels so that more student are on grade level according to the GMAS and Acadence Lexile scores.
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	4th grade reading continues to trend worse.

Overarching Need # 2

Overarching Need	Students need to increase mathematical skills and concepts to perform at or above grade level on GMAS and IXL.
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	4th grade math continues to trend worse.

Overarching Need # 3

Overarching Need # 3

Overarching Need	Students need to increase their proficiency in writing.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	4th grade writing continues to trend worse.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase student reading proficiency levels so that more student are on grade level according to the GMAS and Acadence Lexile scores.

Root Cause # 1

Root Causes to be Addressed	Students show a deficiency in the area of fluency and comprehension.
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 - 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	

Root Cause # 2

Root Causes to be Addressed	Students are not provided with adequate time to read independently with teacher support during the school day.
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 - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

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 :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students show a deficiency in phonics (K-5).
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 - 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	

Overarching Need - Students need to increase mathematical skills and concepts to perform at or above grade level on GMAS and IXL.

Root Cause # 1

Root Causes to be Addressed	Students have weak number sense and lack of fact fluency.
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 - 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	

Root Cause # 2

Root Causes to be Addressed	Students are deficient in mathematical reasoning and are unable to explain their mathematical thinking.
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 - 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Overarching Need - Students need to increase their proficiency in writing.

Root Cause # 1

Root Causes to be Addressed	Students are not provided with instruction on writing with correct sentence and paragraph structure.
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 - 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	

Root Cause # 2

Root Causes to be Addressed	Students have not had systematic, sequential writing instruction over the course of their elementary career.
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 - 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 2

Additional Responses	

School Improvement Plan
2023 - 2024

Laurens County
Northwest Laurens Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Laurens County
School Name	Northwest Laurens Elementary
Team Lead	Mr. JT Dean
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title III, Part A, EL Title V, Part B

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student reading proficiency levels so that more student are on grade level according to the GMAS and Acadence Lexile scores.
Root Cause # 1	Students show a deficiency in phonics (K-5).
Root Cause # 2	Students show a deficiency in the area of fluency and comprehension.
Root Cause # 3	Students are not provided with adequate time to read independently with teacher support during the school day.
Goal	72% of students in grades 2-5 reading on or above grade level by the end of the 2022-23 school year as measured by Reading Inventory.

Action Step # 1

Action Step	Teachers will use data-based literacy instructional resources (Kinderliteracy, Saxon Phonics, Secret Stories, ReadyGen, Storyworks, Flow Fluency, Empowering Writers: Sentence a Day) to increase proficiency in phonics (K-2), fluency (K-5), and morphology (3-5). https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20 Strong https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=38 Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Weekly lesson plan checks Walk Through Evaluations
Method for Monitoring Effectiveness	Acadience Data Reading Inventory Data Beacon Data
Position/Role Responsible	Administrators 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)?	None

Action Step # 2

Action Step	Use assessment data (formative, Acadience, Beacon, and Reading Inventory) to create interventions for reading skills deficits during the WIN block, daily spiral review, and weekly lesson plans. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=17 Strong https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25 Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks Walkthrough observations PLC agendas and minutes
Method for Monitoring Effectiveness	Walkthrough observation data Acadience Data Beacon Data Reading Inventory Data
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None

Action Step # 3

Action Step	Continue to implement system to recognize student progress on individually created reading achievement and/or growth goals. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32-Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan checks Walkthrough observations Reading achievement/growth growth sheets
Method for Monitoring Effectiveness	Reading Inventory data
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step # 4

Action Step	Incorporate independent reading and conference time for every student. (10-15 minutes per day based on age appropriateness) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_ pg_082608.pdf#page=32 Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks Walkthrough observations PLC agendas and minutes Reading conference logs
Method for Monitoring Effectiveness	Reading Inventory reports Beacon data reports Acadience Data
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Weekly

Action Step # 4

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)?	Laurens County Library, PTO

Action Step # 5

Action Step	Incorporate weekly small group instruction sessions to focus on specific instructional needs in ELA. a)inferencing skills b)locating text evidence c)recall and comprehension d)vocabulary e) retell hand (K-2) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25-Effectiveness Level-Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks Walkthrough observations WIN records PLC agendas and minutes
Method for Monitoring Effectiveness	Standards based report card data Acadience Data
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Weekly

Action Step # 5

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)?	None

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to increase mathematical skills and concepts to perform at or above grade level on GMAS and IXL.
Root Cause # 1	Students have weak number sense and lack of fact fluency.
Root Cause # 2	Students are deficient in mathematical reasoning and are unable to explain their mathematical thinking.
Goal	66% of students in grades 3-5 will score a Level 3 or 4 on the Spring 2024 Georgia Milestones Assessment in the area of Math

Action Step # 1

Action Step	Consistently implement Tier 1 Math strategies to include: fact fluency, small group instruction, spiral review, grade/standard specific word study, number talks. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=19-Effectiveness Level- Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Walkthrough observations PLC agendas and minutes
Method for Monitoring Effectiveness	IXL reports BEACON Data GMAS data
Position/Role Responsible	Administration 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)?	None

Action Step # 2

Action Step	Students will receive research-based interventions for math skill deficits during the WIN block daily. (For example, use math center manipulatives in grades K-5, weekly math small group instruction, use of daily number talks.) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=36-Effectiveness Level-Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks PLC agendas and minutes Walkthrough observations
Method for Monitoring Effectiveness	XL reports BEACON Data RTI progress monitoring data GMAS data
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Weekly

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)?	HGRESA

Action Step # 3

Action Step	Students will have 10 minutes of dedicated time to build numeracy each day (math fact fluency, number talks, image talks). https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=43-Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan checks Walk through observations Professional Development agendas and sign-in sheets
Method for Monitoring Effectiveness	IXL data GMAS data
Position/Role Responsible	Administrators Instructional Coach
Timeline for Implementation	Weekly

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)?	None

Action Step # 4

Action Step	Teachers will receive continued professional development on new math standards, implementation of number talks to build numeracy, three act tasks, and mathematical modeling. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/ REL_2007033.pdf Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas and sign-in sheets Lesson Plan checks Walk through observations
Method for Monitoring Effectiveness	GMAS data
Position/Role Responsible	Administrators Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 4

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)?	HGRESA, GADOE

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to increase their proficiency in writing.
Root Cause # 1	Students are not provided with instruction on writing with correct sentence and paragraph structure.
Root Cause # 2	Students have not had systematic, sequential writing instruction over the course of their elementary career.
Goal	70% of students in grades 3-5 will be proficient in writing by the end of the 2022-23 school year as measured by WriteScore assessment.

Action Step # 1

Action Step	Develop a shared understanding of Tier 1 writing strategies to use across all subjects in lessons every day by: a. implementation of Empowering Writers b. Constructed response with supporting graphic organizers c. Sentence a Day (K-2) d. Incorporating writing with focused vocabulary e. Incorporate writing prompts in non-ELA subjects, especially Science and Social Studies https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf#page=13- Effectiveness Level- Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly classroom walkthroughs Lesson plan checks Weekly grade level planning minutes PLC Discussions

Action Step # 1

Method for Monitoring Effectiveness	Write Score data GMAS data
Position/Role Responsible	Administration 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)?	

Action Step # 2

Action Step	Pre-planned professional development days to allow for the creation of vertically aligned school-wide writing scope and sequence documents with accompanying common learning targets, success criteria, and formative and summative assessments for each grade level. https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf- Effectiveness Level- Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks Weekly grade level minutes PLC agenda PLC Discussions

Action Step # 2

Method for Monitoring Implementation	Vertical alignment documents
Method for Monitoring Effectiveness	Write Score data GMAS data
Position/Role Responsible	Administration Instructional Coach
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)?	None

Action Step # 3

Action Step	Implement research based assessments and resources (Empowering Writers, WriteScore, Lennections Assesslets) for 3rd-5th grades to provide common resources, strategies, and assessment tools for these grade levels. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC _Elem_Writing_PG_Dec182018.pdf#page=18 Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly classroom walkthroughs Weekly lesson plan checks

Action Step # 3

Method for Monitoring Implementation	Weekly grade level minutes
Method for Monitoring Effectiveness	Writescore assessment data Assesslet data GMAS data
Position/Role Responsible	Administration 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)?	

Action Step # 4

Action Step	Students will have a structured and defined writing instructional block each day of 15-30 minutes according to specific grade level. https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf-Effectiveness Level-Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly lesson plan checks Walk throughs observations PLC agendas and minutes

Action Step # 4

Method for Monitoring Effectiveness	Writescore assessment data Assesslet data GMAS data
Position/Role Responsible	Administrators 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)?	

Action Step # 5

Action Step	Students will use consistent graphic organizers for writing to build continuity and depth of understanding (boxes and bullets for informational and opinion, Begin/Middle/End for narrative). https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_ WWCPG_SecondaryWriting_122719.pdf#page=13 Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Checks Walk through Observations

Action Step # 5

Method for Monitoring Implementation	PLC agendas and minutes
Method for Monitoring Effectiveness	Writescore assessment data Assesslet data GMAS data
Position/Role Responsible	Administration 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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Northwest Laurens Elementary School conducted a Comprehensive Needs Assessment (CNA) that reflected the strengths and weaknesses of the school. The school also used survey data from teachers and parents, stakeholder meetings, and held data meetings that included certified and support staff. This information was used to analyze and create the School Improvement Plan.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	All teachers, paraprofessionals, and support staff employed at Northwest Laurens Elementary are professionally qualified. The school continues the growth process with teachers, paraprofessionals, and support staff through PLC's to ensure that all members are trained and supported through PLC guidance. Furthermore, the TKES process is used to determine areas of needed support. Administration provides support through various efforts. Lesson plan feedback, instructional coach support, and collaborative teams work to ensure a highly engaged, rigorous learning environment is evident in grades K-5. Teachers are state certified in their content areas. Further, students identified as low-achieving receive direct instruction for reading and math from certified teachers in the classroom with a reduced teacher-pupil ratio. Special education students are served in their LRE, and our primary model includes a cotaught setting where those students receive instruction from two certified teachers. The instructional coach is utilized to provide support to teachers, paraprofessionals, and support staff as they strive to ensure that all students meet the state's challenging student academic standards. The daily schedule includes a block of WIN (what I need). In this block teachers, paraprofessionals, and support staff provide reteaching, remediation, or enrichment to students assigned to their class. NWLE has 3 certified RTI Interventionist positions. to provide support to students in grades K-2 and 3-5 each day.

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).	Northwest Laurens was not a Title I school in FY23. However, we use research-based strategies will be used to ensure quality instruction at Tier 1. Students who are having difficulty meeting and maintaining adequate grade level performance will receive additional support in accordance with their individual needs at Tiers 2 and 3. RTI services will be provided by interventionists for grades K-2 and 3-5 each day. WIN (what I need) will be scheduled daily for all students. Teachers will provide reteaching, remediation, or enrichment for all students in their WIN block each day. Differentiated activities will be carried out in every classroom in order to meet the needs of all students. Specialized services will be provided for students identified ESOL, Economically Disadvantaged, Racial and Ethnic groups, and Students with

	Disabilities, including EIP services, ESOL services, IEP services, Speech services, Occupational services, Physical Therapy services, and Mental Health services.

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.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	In order to help Pre-K students transition from preschool to Kindergarten and 5th graders to transition to Middle School, Kindergarten Transition Ideas and Activities from the Georgia Department of Early Care and Learning and A Guide for Families on Middle School Transition, were uploaded onto the school's webpage and facebook page for parents to view and gain insight into what transition means for their student. Open House will be held at the beginning of the year to allow parents and students to visit the school and meet the staff. Pre-K hosts an orientation meeting before school starts for parents of upcoming Pre-K students.

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.	N/A

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.	NWLE participates in PBIS. PBIS teams will meet regularly to determine actions needed. Behavior data will be analyzed during data meetings. The PBIS team has worked to develop a handbook for our school. A matrix has been developed for each section of the school and is placed in those sections (classroom, hallway, restroom, cafeteria, library, gym, computer lab, art room, music room) in order for students to have a visual reminder of what is expected of them in each area. Lesson plans have been developed by the PBIS team for faculty and staff to implement. NWLE will focus on rewarding positive behaviors and students exhibiting positive behaviors will be recognized in various ways.The expectations for NWLE are : Be Respectful, Be Responsible, Be Caring. It is our goal for students to not be removed from their classroom due to discipline issues. This year we implemented the PBIS Rewards app to capture positrive behaviors.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The school will monitor and revise the SWP through out the year at quarterly Leadership Team Meetings. The school will also participate in 45-day report outs lead by the district and receive feedback from the Federal Programs director and the Associate Superintendents for Curriculum. The SWP will be available to parents and the community on the school's website and a copy can be requested in the front office. The plan will also be made available in a language parents can understand to the extent practical for the school. The Leadership Team and teachers will evaluate the SWP at the end of the year using data to determine the effectiveness and revisions for next year. There will be an evaluation document that is completed at the end of the school year under the direction of the Federal Programs Director.