



Comprehensive Needs Assessment 2023 - 2024 School Report



**Telfair County
Telfair County 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	Anthony McIver
Team Member # 2	Assistant Principal	Angelyn McGhee
Team Member # 3	Assistant Principal	Ginger Spires
Team Member # 4	Grade Leader - Kindergarten	Connie Long
Team Member # 5	Grade Leader- 1st Grade	Cindy Stapleton
Team Member # 6	Grade Leader - 2nd Grade	Becky Alligood
Team Member # 7	Grade Leader - 3rd Grade	Wendy Yawn

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Grade Leader - 4th Grade	Emily Wood
Team Member # 2	Grade Leader- 5th Grade	Randy Warren
Team Member # 3	TCES Counselor	Patricia Hollie
Team Member # 4	Media Specialist	Patti Deep
Team Member # 5	Nurse	Josey Brown
Team Member # 6	SPED Lead Teacher	Keely Riggins
Team Member # 7	Rotation Grade Leader	Kisses Clemons
Team Member # 8	Instructional Coach	Teresa Attaway
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Business Representative	Brittanie Yawn
Stakeholder # 2	Parent	Starr Spires
Stakeholder # 3	Parent	Caroline Dayhoff
Stakeholder # 4	Resource Officer	John Merritt
Stakeholder # 5	Resource Officer	Tony Young
Stakeholder # 6	Business Representative	Jeff McGhee
Stakeholder # 7		
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?	The team will ensure meaningful feedback is garnered from stakeholders throughout the process to complete our specific task by fostering the learning environment and by providing effective coordination, communication, and facilitation to achieve maximum engagement.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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	<p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	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	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	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	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	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	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
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	<p>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.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	✓
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	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	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	✓
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Student Compact Survey Parent & Family Engagement Survey</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Student Compact Survey indicated that most students feel most successful in Math (47.7%) than other subjects. Survey data indicated 23% feel more successful in Social Studies, 15.4% in Science, and 13.8% in ELA/Reading. Student data indicated that 35% of students feel that math is the hardest subject for them and 37% feel that ELA/Reading is the hardest subject. Student responses to what they can do to be a better student were as follows:</p> <ul style="list-style-type: none"> * Listen to the teacher and be more confident in myself. * Raise my hand to answer more questions in class. * Fix my attitude * Be more focused and just do my very best. * Pay attention and listen * Set a goal and reach it. <p>Parent & Family Engagement Survey indicated that 86% of parents feel welcome to their children's school. The majority of parents (71%) feel that the school values their input regarding their child's education. There are 80% of parents that have had the teacher explain their child's strengths and weaknesses. Parent data indicated 76% of parents feel like their child's teacher understands their child and family. In communication with parents, data indicated 49% of parents feel no need for improvement, 29% feel teachers should communicate more often, 22% of parents feel more positive communication is needed, 10% of parents feel that the communication should be easier to understand, and 4% other. There are 90% of parents that prefer text message/Remind for communicating with teacher and 65% prefer phone calls. Parent data indicated 80% of parents feel that the school staff was helpful when they needed information this school year compared to 8% of parents that did not feel school staff was helpful and 14% of parents had not needed to contact school staff this school year.</p>

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	<ul style="list-style-type: none"> *Training Agendas and Teacher Evaluations *PLC Minutes *TKES Evaluations *Benchmark Schedules *Benchmark Data *School Calendar *RTI/Intervention Data *Report Cards *Gifted Testing *EIP folders
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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?”)	Local assessment data and GKids results provide insight into planning quality, targeted instruction to address the needs of students. Trainings have been conducted by the Instructional Coach, Technology Director, Consultant, and Administration to define student work expectations, planning of quality instruction, and analyzing data. These trainings were based on the needs of teachers, school goals, and required standards. PLC meetings were conducted weekly and were both IC/Admin and teacher-led. The processes implemented are effective in providing support to teachers for developing and reinforcing their focus on instructional practices that target the needs of all students and student achievement expectations.
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What achievement data did you use?	<ul style="list-style-type: none"> *GKids Data *Benchmark Assessment Data *Lexile Data (STAR and GMAS)
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What does your achievement data tell you?	<p>SY 23 The Georgia Kindergarten Inventory of Developing Skills (GKIDS)- Spring ELA data indicated that 77% of students scored demonstrating/exceeding in phonemic awareness and 80% scored demonstrating/exceeding in phonics. Data indicated 66% of students scored demonstrating/exceeding for High Frequency Words and 66% for Comprehension. In Conventions of Writing, data indicated 74% scored demonstrating/exceeding. Spring data also indicated 66% of students scored at demonstrating/exceeding in Spelling and 57% in the area of Communication of Ideas.</p> <p>Spring Mathematics data indicated the largest percentage of students scored demonstrating/exceeding in Counting Objects (85%) and Comparing (85%). For Counting Numbers, 80% of students scored demonstrating/exceeding and 20% scored not demonstrating or exceeding. The data for Composing Shapes indicated 83% of students scored demonstrating/exceeding and 17% scored not demonstrating or exceeding. For Addition/Subtraction progression, 80% of students scored demonstrating/exceeding while 20% of students scored not demonstrating or exceeding.</p> <p>PreK and Headstart programs help prepare students for Kindergarten, however there are challenges for students to transition to a more formal, structured schooling. Kindergarten teachers and the Instructional Coach</p>
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continue to provide trainings/assistance to these agencies in order to provide the teachers and families with information/practices to increase the academic and social skills of their students. Additionally, the district's literacy team works to implement the Birth to Books program to prepare parents of children ages 0-5 with early literacy and language skills.

Benchmark Assessment Data - Grades K-5:

Overall School-Wide Data K-5

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students Grades K-5 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grades K-5 in the area of reading.

In Grades K-5, students scoring Tier 3 (BOY) decreased from 32% to 15% (EOY).

In Grades K-5, students scoring Tier 2 (BOY) decreased from 49% to 28% (EOY).

In Grades K-5, students scoring Tier 1 (BOY) increased from 18% to 57% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grades K-5 in the area of math.

In Grades K-5, students scoring Tier 3 (BOY) decreased from 37% to 10% (EOY).

In Grades K-5, students scoring Tier 2 (BOY) decreased from 54% to 48% (EOY).

In Grades K-5, students scoring Tier 1 (BOY) increased from 9% to 42% (EOY).

Individual Grade Level Data

Kindergarten Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade K in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade K in the area of reading.

In Grade K, students scoring Tier 2 (BOY) decreased from 78% to 15% (EOY).

In Grade K, students scoring Tier 1 (BOY) increased from 22% to 85% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade K in the area of math.

In Grade K, students scoring Tier 2 (BOY) decreased from 86% to 39% (EOY).

In Grade K, students scoring Tier 1 (BOY) increased from 14% to 61% (EOY).

First Grade Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade 1 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 1 in the area of reading. In Grade 1, students scoring Tier 3 (BOY) decreased from 15% to 4% (EOY). In Grade 1, students scoring Tier 2 (BOY) decreased from 76% to 20% (EOY). In Grade 1, students scoring Tier 1 (BOY) increased from 9% to 75% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 1 in the area of math. In Grade 1, students scoring Tier 3 (BOY) decreased from 17% to 3% (EOY). In Grade 1, students scoring Tier 2 (BOY) decreased from 80% to 64% (EOY). In Grade 1, students scoring Tier 1 (BOY) increased from 3% to 33% (EOY).

Second Grade Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade 2 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 2 in the area of reading. In Grade 2, students scoring Tier 3 (BOY) decreased from 32% to 4% (EOY). In Grade 2, students scoring Tier 2 (BOY) decreased from 53% to 36% (EOY). In Grade 2, students scoring Tier 1 (BOY) increased from 15% to 60% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 2 in the area of math. In Grade 2, students scoring Tier 3 (BOY) decreased from 58% to 7% (EOY). In Grade 2, students scoring Tier 2 (BOY) decreased from 38% to 60% (EOY). In Grade 2, students scoring Tier 1 (BOY) increased from 3% to 33% (EOY).

Third Grade Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade 3 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 3 in the area of reading. In Grade 3, students scoring Tier 3 (BOY) decreased from 55% to 25% (EOY). In Grade 3, students scoring Tier 2 (BOY) decreased from 27% to 23% (EOY). In Grade 3, students scoring Tier 1 (BOY) increased from 18% to 52% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 2 in the area of math.
 In Grade 3, students scoring Tier 3 (BOY) decreased from 57% to 14% (EOY).
 In Grade 3, students scoring Tier 2 (BOY) decreased from 38% to 45% (EOY).
 In Grade 3, students scoring Tier 1 (BOY) increased from 5% to 41% (EOY).

Fourth Grade Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade 4 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 4 in the area of reading.
 In Grade 4, students scoring Tier 3 (BOY) decreased from 39% to 23% (EOY).
 In Grade 4, students scoring Tier 2 (BOY) decreased from 38% to 39% (EOY).
 In Grade 4, students scoring Tier 1 (BOY) increased from 23% to 38% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 4 in the area of math.
 In Grade 4, students scoring Tier 3 (BOY) decreased from 43% to 19% (EOY).
 In Grade 4, students scoring Tier 2 (BOY) decreased from 44% to 38% (EOY).
 In Grade 4, students scoring Tier 1 (BOY) increased from 13% to 43% (EOY).

Fifth Grade Data

The following demonstrates the i-Ready Growth Data (Overall Grade Level Placement) for students in Grade 5 in the areas of reading and math for the school year 2022-2023. The i-Ready diagnostic is given three times a year to analyze the beginning, middle, and end of the year data.

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 5 in the area of reading.
 In Grade 5, students scoring Tier 3 (BOY) decreased from 55% to 32% (EOY).
 In Grade 5, students scoring Tier 2 (BOY) decreased from 23% to 33% (EOY).
 In Grade 5, students scoring Tier 1 (BOY) increased from 22% to 34% (EOY).

The following is a summary of the comparison of beginning of year (BOY) and end of the year (EOY) data for all students in Grade 5 in the area of math.
 In Grade 5, students scoring Tier 3 (BOY) decreased from 46% to 17% (EOY).
 In Grade 5, students scoring Tier 2 (BOY) decreased from 40% to 44% (EOY).
 In Grade 5, students scoring Tier 1 (BOY) increased from 15% to 40% (EOY).

Kindergarten Sight Word Inventory Data:

Kindergarten students are taught the first one hundred Fry sight words throughout the year. The goal is to master the first one hundred words by the end of the school year.

*39% of students mastered 90-102 of the sight words by the end of the year.

	<p>*13% of students mastered 80-89 of the sight words by the end of the year. * 7% of students mastered 70-79 of the sight words by the end of the year. * 4% of students mastered 60 -69 of the sight words by the end of the year. *36% of students mastered 59 or less of the sight words by the end of the year.</p> <p>SY 23 Local Achievement Data/ Lexile/ STAR (Administered in May 2023) Kindergarten data from SY 22 indicated that 40% of students scored on or above their Lexile of BR 450. Data from SY 23 indicated 52% of students scored on or above their Lexile of BR 450. First Grade data from SY 22 indicated that 8% of students scored on or above their Lexile of 190. Data from SY 23 indicated 13% of students scored on or above their Lexile of 190. Second Grade data from SY 22 indicated that 12% of students scored on or above their Lexile of 420. Data from SY 23 indicated 26% of students scored on or above their Lexile of 420.</p> <p>Third Grade data from SY 22 indicated that 33% of students scored on or above their Lexile of 520. Data from SY 23 indicated 18% of students scored on or above their Lexile of 670.</p> <p>Fourth Grade data from SY 22 indicated that 30% of students scored on or above their Lexile of 740. Data from SY 23 indicated 19% of students scored on or above their Lexile of 840.</p> <p>Fifth Grade data from SY 22 indicated that 35% of students scored on or above their Lexile of 830. Data from SY 23 indicated 24% of students scored on or above their Lexile of 920.</p> <p>SY 23 GMAS Lexile Data (April/May 2023) Third Grade data indicated that 38% of students scored on or above their Lexile of 670. Fourth Grade data indicated that 29% of students scored on or above their Lexile of 840.</p> <p>Fifth Grade data indicated that 39% of students scored on or above their Lexile of 920.</p>
What demographic data did you use?	SLDS

What does the demographic data tell you?	<p>Student enrollment at TCES has remained consistent over the past four years including student subgroup enrollment. The two major ethnic groups are the black and white subgroups. There are 39% of students in the Black/African American subgroup and 52% in the White subgroup. . These subgroups consist of 91% of the student population. Telfair County is a poor county with higher unemployment, higher generational poverty, and limited economic opportunities.</p> <p>All teachers meet the minimum professional qualifications set forth by the District. In the past two years, TCES has retained over 90% of their teachers. Several of our teachers are dual certified as well. Some teachers have received gifted endorsements. Over 70% of the teaching staff have 11 or more years of teaching experience. The majority of our professional learning is job-embedded, and our instructional coach and administration work closely with teachers on a daily basis to continue to strive for student success. The use of class-size reduction teachers and guidance from the Instructional Coach will be critical in helping support students at TCES.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instruction: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TCES implements current technology to enhance learning while providing a well-managed and supportive classroom environment. Assessments are aligned with required curricular standards. Teachers and School Leaders further monitor assessments that are critical in monitoring progress and directing instruction. Teachers collaboratively plan to ensure coherent instruction is developed and implemented. Collaborative planning times and trainings are critical for supporting the planning and guidance of quality instruction. PLC and grade-level meetings are scheduled weekly and provide opportunities for teachers to review and revise curriculum documents. Common expectations for student achievement, curriculum, and instruction are shared and reviewed during PLCs and grade level meetings. Lesson plans are developed using the EATS framework which consistently implement research-based instructional strategies. The work and program data of students are analyzed regularly and teachers receive consistent feedback to ensure quality instruction is delivered to students. Teachers complete ASW forms for benchmarks which include data and planned strategies to increase student mastery of skills. Input from teachers is collected and used to identify teacher and student needs and resources. Most teachers are providing explicit feedback to students based on students' performance on standards. Students are involved in sharing their understanding of content and standards with teachers to demonstrate their knowledge. Consistent grading practices within grade levels is occurring in most content areas. Through teacher planning and collaboration grading practices are shared, reviewed, and implemented. Most students are involved in monitoring their own progress using checklists and rubrics regarding classwork and assessments to set goals and develop accountability. The responsibility for tracking and monitoring is shared with students and not solely a teacher practice.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The TCES leadership utilizes a comprehensive process to analyze data and teacher/student performance. Our school is effective in gathering and analyzing data from multiple sources to support decisions and achieve the desired results. Teams discuss the needs of students and teachers in PLCs and Leadership Meetings to make adjustments and support continuous improvement. Stakeholder input is collected to help develop rules, schedules, and procedures to support continued improvement and maximize student</p>

Strengths and Challenges Based on Trends and Patterns

	learning and staff effectiveness.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Trends and Patterns:</p> <ul style="list-style-type: none"> *All teachers meet the minimum professional qualifications set forth by the District. *We are retaining majority of teachers at TCES. *Structures exist for staff to be involved in decision-making and problem-solving to build and strengthen leadership capacities. *Staff members are actively involved in job-embedded professional learning with feedback from the Instructional Coach and Consultant. Staff members are engaged in ongoing professional learning targeting all content areas. Professional Learning Communities were led by the following: Principal, Assistant Principal, Instructional Coach, Counselor, ESOL/Migrant staff, Media Specialist, Parent Involvement Coordinator, etc. Based upon a Participant Evaluation, the following information was gathered: Overall, it was determined that learning sessions provided instructional strategies to promote academic achievement. A significant portion of staff members surveyed reported that they were able to utilize the information to meet the learning needs of their students. Professional learning and its impact on student learning is monitored through observations and student data regularly.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>TCES hosts many Family and Community Engagement events throughout the year. TCES has a well established and welcoming environment to support the hosting of a variety of PFE events. Participation data has indicated hands-on activities with parents and students that are sponsored on campus during regular school hours are much more successful than parent activities that are held during the day with no student interaction or activities held in the evenings. Communication with parents is on a consistent basis and includes sharing information regarding student progress/performance and ways to support students at home.</p>
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>TCES strives to continuously develop, communicate, and implement rules, practices, and procedures to maintain a safe, orderly learning environment for all students. Teachers implement Rituals and Routines at the beginning of school to set expectations. Other practices used are smaller class sizes, shared paraprofessionals in lower grades for reading/math, and technology devices to enhance learning. The Instructional Coach/Assistant Principal of Instruction provide support to teachers and students in analyzing data, revising plans, and implementing instructional strategies. The Counselor works with teachers/parents to provide increased support for the social and emotional</p>

Strengths and Challenges Based on Trends and Patterns

	needs of students as needed. The Migrant Tutor provides inclusion and pull out services to migrant students which are aligned to the regular education teachers' lesson plans.
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?	Title I funds provide teachers and students with additional staff, technology resources, and supplies that our students would lack having. The economic status of households is often directly connected to student achievement.
Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>TCES has worked diligently to support students in the learning loss and academic gaps which occurred in 2020 through part of 2022. Due to Covid, lack of assessment data and loss of instruction have continued to both negatively affected student achievement. State and local assessments were utilized to monitor progress/mastery of content. School closures and quarantines caused scheduled benchmarks to be delayed at the beginning of 2021-2022 school year, thus causing a lag in progress monitoring and plan of instruction to support students' needs.</p> <p>However, the instructional resources were utilized and benchmarks were administered as soon as students were able to attend school with fewer quarantines/school closures. Data from the middle and end of year (2021-2022) provided insight into the learning needs and strengths among students. The data supported the decision to continue implementing the resources and practices planned from the previous CNA/SIP. Students demonstrated growth once school became more normalized in 2021-2022. For 2022-2023, TCES has returned to a more stabilized schedule and instructional practices as well as the increased potential to utilize local and state assessments to inform decisions based on the academics, social/emotional health, and safety of our students. The After-School Tutoring program and Summer School are critical in supporting students' learning and increasing progress. The Instructional Coach is critical in supporting teachers in analyzing data and developing targeted instruction to close gaps.</p>

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

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

Strengths	The number of special education students we serve in our general education program is one strength. Special Education students receive strong Tier 1 instruction in addition to their IEP specialized instruction and support. All students are served through our regular education program and are provided additional support services they may qualify for such as ELL, Gifted, and EIP.
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Challenges	Staffing of dual certified teachers.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	To increase the depth and rigor of the curriculum.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Increase academic student performance.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Provide a healthy and safe learning environment by addressing the social, emotional and diverse needs of students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change

Overarching Need # 3

Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - To increase the depth and rigor of the curriculum.

Root Cause # 1

Root Causes to be Addressed	Inadequate resources aligned to standards that did not provided increased level of rigor.
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	
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Root Cause # 2

Root Causes to be Addressed	Inadequate instructional delivery methods being used.
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

Root Cause # 2

Impacted Programs	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 :
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of appropriate assessments.
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	
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Overarching Need - Increase academic student performance.

Root Cause # 1

Root Causes to be Addressed	Students entering the school at Kindergarten level lack foundational skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education 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	
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Root Cause # 2

Root Causes to be Addressed	Need for more effective, targeted, differentiated evidence-based interventions and support for students to help them meet grade level reading and ELA expectations.
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

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students continue to struggle with literacy and low Lexile levels which impacts student achievement in all content areas.
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	
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Overarching Need - Provide a healthy and safe learning environment by addressing the social, emotional and diverse needs of students.

Root Cause # 1

Root Causes to be Addressed	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally, and academically.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Post-pandemic impact
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2023 - 2024



Telfair County
Telfair County Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Telfair County
School Name	Telfair County Elementary
Team Lead	Anthony McIver
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 C Title V, Part B

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the depth and rigor of the curriculum.
Root Cause # 1	Inadequate resources aligned to standards that did not provided increased level of rigor.
Root Cause # 2	Inadequate instructional delivery methods being used.
Root Cause # 3	Lack of appropriate assessments.
Goal	By the end of 2023-2024, TCES will increase the percentage of students scoring at levels proficient (3) and distinguished (4) in grades 3-5 in ELA and Math as measured by GMAS by 5% in each subgroup from the 2022-23 scores.

Action Step # 1

Action Step	Maintain a wide variety of relationships with all stakeholders and communicate academic expectations/achievement status to families.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, Minutes pages, and Documentation
Method for Monitoring Effectiveness	Documentation in Parent Communication Logs provide evidence that 100% of parents received communication from teacher. All parents/stakeholders are invited to events and encouraged to provide input.
Position/Role Responsible	Stakeholders, Teachers, Instructional Coach, Administration
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rosters, Observations, Data, PLC documentation, On Course lesson plans
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments.
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)?	
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Action Step # 3

Action Step	Protect learning and instructional time. Continued implementation of Capturing Kids Hearts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Observations, Training Sign-In Sheets
Method for Monitoring Effectiveness	Improved student engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

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

Action Step	Develop teacher leaders and mentors and empower them to make decisions and take ownership.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC Sign-in/Minutes sheets, Observations, Walk-Throughs, Data
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teacher Leaders
Timeline for Implementation	Weekly

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

Action Step	Provide paraprofessionals to support and assist teachers in grades K-1. Provide job-embedded professional development to all paraprofessionals.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Sign-In /Minutes sheets, Walk-Throughs
Method for Monitoring Effectiveness	Improved student engagement and performance on grade-level formative and summative assessments.

Action Step # 5

Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Work in collaboration with the Instructional Coach and teacher leaders to prioritize job-embedded professional learning. Create a schedule of Admin/Teacher-Led PLC meetings for ideas to be shared and implemented in the classroom.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC schedule, PLC Sign-In/Minutes sheets, OnCourse Lesson Plans, PL Evaluations
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments and student engagement in the classroom.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Contract with consultant for conducting teacher and paraprofessional trainings of new curriculum and coaching throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC Sign-In/Minutes sheets, Coaching feedback, Agendas
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide after school program and summer school to support students academic progress.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Time Sheets, Rosters, Schedules
Method for Monitoring Effectiveness	Pre and post assessments will provide data to demonstrate academic growth. Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Acquire/Utilize technology resources and implement the use of technology into instruction to enhance learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 9

Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Observations
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide opportunities for teachers to expand their certification/endorsement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Staff Rosters and Requisition Forms
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.

Action Step # 10

Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Provide and utilize instructional coach to support teaching and learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation, Salary/Benefits print out, IC calendar, PLC Evaluations, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Yearly

Action Step # 11

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Provide ESOL/Migrant Tutor to support student learning and to increase student performance.
Funding Sources	Consolidated Funding
Subgroups	English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	ACCESS data, ESOL/Migrant Student Schedule, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration ESOL/Migrant Tutor Teacher
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase academic student performance.
Root Cause # 1	Students entering the school at Kindergarten level lack foundational skills.
Root Cause # 2	Need for more effective, targeted, differentiated evidence-based interventions and support for students to help them meet grade level reading and ELA expectations.
Root Cause # 3	Students continue to struggle with literacy and low Lexile levels which impacts student achievement in all content areas.
Goal	By the end of 2023-2024 school year, 80% of students in each grade K-5 will score on or above the Lexile level for their grade on the end of year benchmark assessment (K-2) and GMAS CCRPI Lexile Targets (3-5): K (BR450), 1st (190), 2nd (420), 3rd (670), 4th (840), and 5th (920).

Action Step # 1

Action Step	Incorporate fiction and nonfiction/content-rich texts Teacher Read-Alouds in all classrooms daily.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Teacher Read Aloud Log, Observations
Method for Monitoring Effectiveness	Improved student engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administrators Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Provide resources and materials to supplement instruction and student practice.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Observations
Method for Monitoring Effectiveness	Improved student engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

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

Action Step	Contract with consultant for conducting teacher and paraprofessional training of new curriculum and coaching sessions throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PLC Sign-In/Minutes sheets, Coaching Feedback, Agendas, Data, Observations
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers Paraprofessionals
Timeline for Implementation	Monthly

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

Action Step	Teachers will administer Sight Word Inventories at least two times a year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Data
Method for Monitoring Effectiveness	Improved student performance on Sight Word Inventories twice a year. Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Quarterly

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

Action Step	Kindergarten students will know all letters, letter sounds, and the first hundred Fry Words by end of year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	GKids data, STAR Literacy data, OnCourse Lesson Plans
Method for Monitoring Effectiveness	Improved student performance on grade-level assessments: GKIDS, weekly assessments, and STAR Early Literacy

Action Step # 5

Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Students will use technology to enhance learning and performance.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	OnCourse Lesson Plans, Observations, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Monthly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide ESOL/Migrant Tutor to support student learning and to increase student performance.
Funding Sources	Consolidated Funding
Subgroups	English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	ACCESS data, ESOL/Migrant Student Schedule, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration ESOL/Migrant Tutor Teacher
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide families with information to support students' academic achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Student Data, Parent Communication Log
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments. All parents are invited to attend events and provide input.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Teachers will administer the STAR Reading assessment (Gr. 1-5) and STAR Early Literacy (K) to students three times a year. Data (Lexiles) will be recorded and analyzed using ASW forms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 9

Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	ASW Data Forms and STAR Data
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide after school program and summer school to support students' academic performance.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Time sheets, Rosters, Schedules
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach Teachers

Action Step # 10

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rosters, OnCourse lesson plans, TKES, PLC documentation, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

Action Step # 11

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Provide opportunities for teachers to expand their certification/endorsement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation, Requisition forms, Observations/Walk-Throughs, Data
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Provide and utilize instructional coach to support teaching and learning.
Funding Sources	Consolidated Funding
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	IC Calendar, Data, PLC documentation/evaluations
Method for Monitoring Effectiveness	Improved student classroom engagement and performance on grade-level formative and summative assessments.
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide a healthy and safe learning environment by addressing the social, emotional and diverse needs of students.
Root Cause # 1	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally, and academically.
Root Cause # 2	Post-pandemic impact
Goal	To provide a safe and secure learning environment and a well-rounded education for all students as measured by school climate rating, stakeholder survey results, and the Georgia Student Health Survey.

Action Step # 1

Action Step	Provide targeted social and emotional professional learning for staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agendas/sign-in sheets
Method for Monitoring Effectiveness	Survey Results School Climate Ratings
Position/Role Responsible	School/District Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

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

Action Step	Utilize school nurses, counselors, school social worker, and resource officers to better meet the diverse needs, safety, and well-being of the whole child.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Discipline Referrals Counselor Referrals
Method for Monitoring Effectiveness	Discipline/Counseling Data Survey Results
Position/Role Responsible	School/District Administrators
Timeline for Implementation	Yearly

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

Action Step	Provide supplemental materials and resources to improve the emotional, social, and academic outcomes for students.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Quotes, Purchase Orders, Walk-Throughs, Formal Evaluations
Method for Monitoring Effectiveness	Anecdotal Evidence, Surveys
Position/Role Responsible	School Administrators, Counselors, Federal Programs Director
Timeline for Implementation	Yearly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Telfair County Elementary School's Comprehensive Needs Assessment (CNA) was conducted in Spring 2023 by all instructional personnel. The CNA provided the necessary information for the development of the School Improvement Plan (SIP). Members of the Parent Advisory Committee (PAC), School Council, and Leadership Team were also heavily involved in the formation of the CNA and SIP.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff utilizing data and classroom observations. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The instructional program at TCES includes a focus on small group, whole group, and one-on-one instruction. All subject areas are addressed in the classrooms at TCES. Data from common assessments is utilized to drive instruction in all subject areas. We streamline our math, reading, science, and social studies curriculums for grades K-5. Teachers will continue to focus on increasing rigor in all subject areas and will use common assessments to identify at-risk students. A Word Work segment will be utilized to support reading achievement. This segment, using Orton-Gillingham, explicitly breaks reading and spelling down into smaller skills involving letters and sounds, and then builds upon these skills over time through a systematic, multi-sensory approach.</p>

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	TCES is a school-wide program.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>During the Spring, students from Pre-K, Headstart, and Enrichment School visit TCES to assist in the transition from Pre-K, to TCES in the fall. Kindergarten Orientation is held each Spring to provide parents with information to better prepare their student for the Elementary School experience. Pre-K teachers help prepare the students for Kindergarten each year by teaching beginning phonics, sight words, and math skills to provide a smooth transition for students as well as to provide familiarity with the curriculum taught in Kindergarten.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>n/a</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>At the beginning of the school year, teachers model and implement rituals and routines to set the tone for the classroom. These rituals and routines are continued throughout the school year as expectations to maintain a well-managed and safe learning environment for all students. The School Counselor is available to teach classes in areas that will support students' academic success by targeting behavioral tendencies that hinder learning. Mental Health Services are also available within the school to help reduce the amount of time students may spend traveling to appointments in other outside locations. The RTI process is used to identify students that need additional behavioral support. Character Education is a daily curriculum feature at TCES. Teachers, support staff, and administration are provided with ongoing support of program's components. A CKH Focus Wall is located in the building to encourage and reinforce character education traits by showcasing and recognizing individuals that have displayed positive traits.</p>

ADDITIONAL RESPONSES

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

The School Improvement Plan has been collectively developed and reviewed throughout the process to ensure that we have addressed multiple perspectives in identifying strengths and weaknesses. A wide variety of data has been used to support findings and drive the improvement plan. Through this process, all stakeholders have been made aware of the plan to identify students' strengths and weaknesses so we can focus on meeting their individualized needs. A Word Work segment will be utilized to support reading achievement. This segment, using Orton-Gillingham, explicitly breaks reading and spelling down into smaller skills involving letters and sounds, and then builds upon these skills over time through a systematic, multi-sensory approach. An After-School Tutoring Program has been implemented to support students needing extra academic support using highly qualified teachers. In addition, the Summer School Program, which began in June 2021 for grades K-5, continues to be implemented in June 2023. The summer program provides targeted instruction to increase and/or maintain academic growth during the summer months and to help minimize learning loss.