



Comprehensive Needs Assessment 2023 - 2024 School Report



**Emanuel County
Swainsboro High School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Brandon Andrews
Team Member # 2	Assistant Principals	Lindsey Sconyers and Gray Mendieta
Team Member # 3	Instructional Coach, Data Coach, Intervention Spec.	Selena Reynolds, Devin Schwabe, Alexandria Walden
Team Member # 4	Counselors	Monica Pace
Team Member # 5	Media Center Specialist	Kelli Torpy
Team Member # 6	Math Teacher SILT	Cindy Brett
Team Member # 7	ELA Teacher SILT	Silvana Ibanez

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Science Dept, SILT	Alicia Hendrix
Team Member # 2	Social Studies, SILT	Jennifer Fitzner
Team Member # 3	CTAE/FineArts/JROTC SILT	Luci McNeely
Team Member # 4	Math Department Chair, OMT	Cindy Riner
Team Member # 5	Science Department Chair, OMT	Tiffany Strickland
Team Member # 6	Special Ed Department Chair, OMT	Charlean Love
Team Member # 7	Social Studies Department Chair, OMT	Angela Hooks
Team Member # 8	ELA Department Chair, OMT	Annie Smith
Team Member # 9	Health and PE Department Chair, OMT	Morgan Jersey
Team Member # 10	CTAE/FineArts/JROTC OMT	Faith Patrick

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Terri Thomas McNeil
Stakeholder # 2	Parent	Ann Rogers
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
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?	Met with them, explained the process, presented data, and staff input then solicited stakeholder input.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>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.</p> <p>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.</p>	
2. Operational	<p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
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	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

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

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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>Perception data solicited from the team data discussions.</p> <ul style="list-style-type: none"> ● School Instructional Leadership Team meeting minutes ● Organizational Management Team meeting minutes <p>Outside source perception data.</p> <ul style="list-style-type: none"> ● Student Perception Data ● Support Department Interviews and Surveys for Teacher Perception ● School Connect Class Perception Data ● Special Education Parent Survey Perception Data ● Teacher Professional Learning Perception Data ● Department surveys and Department SWOT analysis
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Special education parents feel supported, informed, and engaged in their child’s IEP process ● 1:1 Technology Initiative ● Teachers feel students like Google Classroom incorporated in the traditional classroom where they have access to face-to-face communication with their teacher ● Students prefer face-to-face to virtual learning ● Celebrating student success - PBIS Initiatives ● Celebrating teacher success - PBIS Initiatives ● Collaboration and Collaborative Planning ● Co-curricular student leadership development ● CTAE programs & real world preparations ● Professional Learning and Collaboration ● Professionalism ● Multi-Tiered Systems of Support process ● Teacher leadership flexibility ● Teachers implementing literacy strategies to enhance content-specific vocabulary usage ● Collaboration between Support Department and Staff ● Programs available to closely monitor student progress (data driven culture) ● Publicizing school events, information, celebrations, etc. ● Administrative support <p>Weaknesses:</p> <ul style="list-style-type: none"> ● Students feel a need for social-emotional learning activities, soft-skill development, and academic advisement
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	<ul style="list-style-type: none"> ● Classroom Management for new teachers ● Consistently documenting data usage (formative and summative) ● Documentation of parent communications ● Remediation and Acceleration ● Student behavior ● Consistency of expectations ● Scheduling: elective choices, Social Studies Department (teaching position needed), SPED <p>Opportunities:</p> <ul style="list-style-type: none"> ● ABE modules ● Continue instructional technology usage ● Professional learning for effective uses of instructional technology and differentiation ● Professional learning for how to effectively use formative and summative assessment data to drive instruction ● Continue SPED training for instructional and support staff ● Developing student research and evidence-based writing norms ● Establishing protocols for documentation of data usage ● Explore ways to provide 1:1 technologies in non-core Classrooms ● Hard-working staff ● Professional Learning - Personalized Learning and targeted interventions to promote student growth ● Implementation of teacher induction program ● Vertical Collaboration ● All staff becoming highly qualified in their content/specialties ● Rigor in grading across contents ● Digital programs available that allow students to self-monitor progress ● Professional learning and walkthroughs focused on Teacher Clarity ● Community partnerships (industry tours) <p>Threats:</p> <ul style="list-style-type: none"> ● Student apathy/attendance/tardiness ● Human Resources: Lack of paras, subs, and stipends
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The availability of this data has been limited in the 2022-2023 school term.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>n/a</p>
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<p>What achievement data did you use?</p>	<p>Classroom performance data from formative assessments: digital programs, perception, etc. MAP (Measurement of Academic Progress) Data ELA, Math, Science, and Social Studies Unit Assessment Data Analysis (summative) RTI Data for Progress Student Failure Reports EOC (End of Course) Data Summary Sheets: Biology, American Literature, Algebra I, and US History Progress Monitoring for students with and IEP</p>
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<p>What does your achievement data tell you?</p>	<p>We have significant learning gaps that vary among grade levels. Literacy and numeracy remains a weakness for our students. Unit data analysis in all core subjects show vocabulary, inferencing, and comprehension are identified as major weaknesses. Our students struggle more with informational texts. Ninth grade students have failed more classes than 10th, 11th or 12th grade students. Student failure data shows an increase in students who have failed the same course more than one time. Our students are dealing with the affects of significant learning loss across all content areas.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● Reading levels (Lexile Scores) ● Literacy ● Socioeconomic Status ● IEP ● Migrant ● Race ● Ethnicity
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<p>What does the demographic data tell you?</p>	<p>The data shows that there is a great variance in achievement for students across all demographic groups identified.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● We have a systematic, collaborative process for curriculum planning. ● Instructional training/professional learning to help with planning is an area of potential growth in all content areas - Math and ELA departments collaboratively plan units based on new standards. ● Technology and Resources for teachers and students. ● Teachers feel that they are working in a safe and secure environment. ● Teachers are using the data. Student use of data is an area of growth when planning personalized instruction for our students. Teachers need more training on ways to effectively use data. ● Collaborative planning is a strength, but we could use more vertical collaboration - with SMS and within departments. ● Transitioning - rising 9th graders is an area for growth. ● Students significant learning gaps are an area of growth. ● Scheduling - too many at-risk students grouped together and need more balanced classes. ● We could use more choices of electives. ● Helping students understand elective classes is an area of growth. ● There is a large turnover in some departments. ● Designing content specific tiered instructional learning strategies is a need. ● Due to student reading levels and MAP score, literacy and numeracy skills need to be strengthened.. ● Monitoring through observations and lesson plan reviews as well as informational feedback are needed for recently implemented Professional Development focuses and strategies. ● RTI interventions are providing extra assistance and the support needed to lessen the achievement gap identified from multiple data sources.
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Inconsistency with behavior consequences - dress code and phones are specific concerns. ● Chronic tardiness and truancy continues to be a concern. ● Effective scheduling continues to be any area for growth. ● More involvement and consistency in using the School Connect program is needed to help build relationships. ● Protect and respect class time. ● Remove barriers to improve staff performance and student learning. Ex. cancelling meetings, changing times; consistency in meeting schedule(s) is an area for growth. ● Communication about schoolwide expectations has shown an increase from the previous year, but remains an area for growth. ● Parent Communication - interactive communication about school wide expectations has been improved through the use of Kinvolved and social media outlets, but we need more relevant information shared. Ex: effectively communicate HOPE rigor requirements, academic , honor roll, student of the month, etc. ● Frontline has helped with substitutes, but we continue to have a shortage of subs and other Human Resources. ● Teachers are teaching using literacy standards. Vocabulary and close reads are a strength. Many courses are using writing assignments throughout their units. ● New teachers, especially those in TAPP need continued additional support. ● Student apathy remains a concern. ● Lesson planning needs refinement, i.e. planning template. ● Instructional leaders/Support Department focus primarily on a safe and secure learning positive environment and support teachers' focus on engaging and rigorous standards- based instruction; and create opportunities for teachers to serve as instructional leaders within the school by leading school-wide teams and committees to make decisions about curriculum, assessment, instruction, professional learning, and other resources. ● A school-wide instructional framework is in place. Teachers meet collaboratively to study and review curriculum expectations, plan unit instruction, develop common assessments, and review assessment data to personalize instruction. <ul style="list-style-type: none"> ● An organizational management team operates separately but in association with the school instructional leadership team to assist and support school administration/support department with the organization, operation, and use of school resources. ● A school organizer/data coach provides guidance that is used to develop and implement monthly action plans and monitor implementation of actions and interventions identified by the school improvement plan and ensure attention to Georgia's College and Career Readiness Performance Indicators, all in association with Georgia's System of Continuous Improvement. ● Learning community designs are in place to promote educator effectiveness and increase student learning. ● Collaborative Planning Meetings (CPMs) – Teachers meet weekly at the
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Strengths and Challenges Based on Trends and Patterns

	<p>school level and the district level, via instructional coach/data coach/intervention specialist to collaboratively plan instruction, desegregate assessment data, and insure both instruction and assessment are balanced to curriculum standards and paced appropriately.</p> <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) – Teachers meet with the support department semi-monthly to develop the knowledge, skills, practices, and dispositions to increase student learning and to engage in peer walk-throughs. Leaders also engage in walk-throughs at the school and to ensure effective implementation of professional learning and provide constructive feedback ensure effective implementation of professional learning and provide constructive feedback. ● Improved instructional leadership is an ongoing professional learning opportunity. ● *Support Department - Instructional Coach, Data Coach, and Intervention Specialist
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Professional learning is needed to more effectively use available instructional technology. ● Continue professional learning for understanding exceptionalities of students with special needs; PL needed for IEP & 504 accommodations (understanding diagnoses and procedures). ● A floating department para professional could assist teacher in addressing learning loss. ● Intentional teacher induction is needed to support new teachers. ● The administrative team needs a consistent understanding of standard practices and buy-in across the board. ● Improve two-way communication between leadership and administrative teams (increase communication within departments to create a school wide buy-in for the policies and procedures in place). ● Professional learning related to pedagogy, supports, and interventions is evident, but needs to be continually developed and monitored with the support of an Instructional Coach, Intervention Specialist and Data Coach. The members of the Support Department assist in designing and facilitating content specific tiered instructional learning opportunities. Professional Learning Communities are differentiated based on individual teacher needs, feedback is personalized as well as timely, and teacher choice in professional learning opportunities is being utilized. ● Additional professional learning related specifically to literacy (including vocabulary, reading, and writing) is needed. ● Professional learning is needed on content specific differentiation and use of different data sources to drive instruction with fidelity. ● Collaborate to improve individual and collective performance. ● *Support Department - Instructional Coach, Data Coach, and Intervention Specialist
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Strengths and Challenges Based on Trends and Patterns

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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Men reaching Men community outreach mentoring program. ● A protocol for updating parent contact information is needed. ● Social media is an effective means for communicating with parents, and community members. ● Student and parent contact via Kinolved has been helpful. ● Roll up 6th period class groups for extra-curricular contacts via Kinolved . ● A variety of family engagement opportunities are made available to parents to assist them with knowing and understanding their child's learning goals and progress toward those goals, resources and opportunities available to support their child's learning, high school graduation and post-secondary options. Although advertised through various forms of media, family engagement activities are not well attended. ● Interactive communication with parents and stakeholders to increase parental academic engagement is a weakness - Lunch and Learn, parent nights with other events happening concurrently, etc. could help to increase family and community engagement/participation. <p>Partnerships between local post-secondary institutions and industry are established and maintained to support student opportunities for success -industry tours, post-secondary tours, WBL parent night, Dual Enrollment parent nights, etc.</p> <ul style="list-style-type: none"> ● A variety of co-curricular clubs and activities connect students, family, and staff to community service-learning opportunities.
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Swainsboro High School:</p> <ul style="list-style-type: none"> ● Utilizes 504 Accommodation Plans, Response to Intervention (RTI), and Individualized Education Plans (IEP) as supports to meet students' needs. There are also paraprofessionals available to assist students with IEP as needed. ● Students complete state level assessments and universal screenings, which are combined with grades to assist in determining the level of interventions needed as interventions. ● Promotes a positive learning environment by encouraging our students to learn through rigorous and relevant standards-based differentiated and personalized instruction. Teachers are expected to engage in bell-to-bell instruction and clear rules and expectations are established from day one. ● Advisement curriculum planning to address social-emotional learning needs by grade level needs to be continued. Designed but need to implement with fidelity. ● Students and staff are recognized for their "F.A.M.I.L.Y." (Forget About Me, I Love You) and S.A.S (Service Above Self) traits and characteristics.
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Strengths and Challenges Based on Trends and Patterns

	<p>Recognition is placed on various social media sites to be shared with the community. The re-establishment of utilizing PBIS to promote a school climate where positive behavior is the norm is a need. The school's PBIS team, Data Coach and Intervention Specialist, will need to analyze data in order to determine when and where disruptive behaviors are most likely to occur. This needs to be designed as a proactive effort.</p> <ul style="list-style-type: none"> ● A design or structure is needed to address student learning gaps. Staff will work with the data coach and intervention specialist to effectively use the data to differentiate instruction. ● System and school student handbooks clarify student behavior expectations. The school safety plan complies with federal and state law and ensures procedures are in place to safeguard a safe and secure learning and work environment. The administrative team and organizational management team are involved in the development, monitoring, and revision of these processes. ● There is a need for professional learning opportunities regarding how students might use available data sources and digital resources to monitor their own progress.
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Previous virtual learning or alternative learning schedules have not been an effective teaching model for our students which led to significant learning loss. ● There needs to be a practical balance of students receiving different support services. ● Our students have access to the following programs to address student learning needs: ESOL, Special Education, RTI, 21st Century Leaders, tutoring, credit recovery, work-based learning, parent involvement programs, school-based health services, Family Connections, Homelessness program, Migrant Education, Safe and Drug Free Schools, School Social worker(s), Alternative Education Programs, and Conflict Resolution Services. ● A major challenge to providing student full access to some of the above listed programs is transportation. Some students have difficulty attending programs such as after school tutoring, credit recovery, and work-based learning due to transportation. ● Our student population in certified programs is greater than the state average. Also, when compared to the state average, we have a greater percent of students with disabilities while our gifted enrollment is less. ● Multi-tiered systems of support (RTI) processes for the high school level is an area for growth statewide.
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Curriculum and instruction includes various uses of technology and digital platforms. The the continued use of these platforms for learning need to be monitored for fidelity. ● Student learning gaps due to school closures and changes in learning environment need to be identified through the continued use and growth in the data coach and intervention specialist positions. ● Though small group data at the high school level is difficult to track because sub-groups are so small and one year you may have a sub-group taking tests at the 9th grade level and then you may go a couple of years before students in that sub-group test at the 11th grade level, a greater focus on subgroup performance is warranted. ● Data collection related to ACT/SAT, HOPE GPA, and Dual-Enrollment are available; however, data surrounding student growth and achievement remains compromised.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p>Strengths</p>	<ul style="list-style-type: none"> ● Additional data sources need to be explored for special education and economically disadvantaged students. ● Continued teacher training for those who teach English Learners is needed. ● Although we had an increase in the number of teachers with Level One Google training, we can still grow in this area. ● Additional Kinolved capabilities need to be understood and implemented where appropriate. ● One-to-one technology is an ongoing area for improvement. ● Swainsboro High School utilizes 504 Accommodation Plans, Response to Intervention (RTI), and Individualized Education Plans (IEP) as supports to meet students' needs. There are also paraprofessionals available to assist students with IEP as needed. SHS students complete state level assessments and universal screenings, which are combined with grades to assist in determining the level of interventions needed. ● Our students have access to the following programs to address student learning needs: ESOL, Special Education, RTI, progress monitoring, MAP, CTI, 21st Century Leaders, tutoring, credit recovery, work-based learning, parent involvement programs, school-based health services, Family Connections, Homelessness program, Migrant Education, Safe and Drug Free Schools, School Social work, Alternative Education Programs, and Conflict Resolution Services.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	<ul style="list-style-type: none"> ● The ASPIRE program is developing self-advocacy in students with IEPs for success after graduation. ● Resource as well as inclusion teachers are assigned to a specific core content department and have common plan time along with other teachers in their department enabling them to plan and modify instruction collaboratively.
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<p>Challenges</p>	<p>It remains challenging when too many IEP & 504 students are grouped together in classes.</p> <p>Teacher turnover continues to be a concern.</p> <p>Student attendance expectations have been compromised due to COVID-19. School closures led to a lack of sufficient and relevant student data 2020-2021, 2021-2022, and 2022-2023 school terms, but upon investigation of past trends in student achievement and growth data we have found that:</p> <ul style="list-style-type: none"> ● The most significant achievement gaps between black and white subgroups are in mathematics, science, and social studies. ● There are Hispanic subgroups for ELA, mathematics, and science these subgroups met the State subgroup performance targets. ● The Economically Disadvantaged subgroup met State subgroup performance improvement targets in mathematics but not State subgroup performance targets in ELA, Science, and Social Studies. ● The white student subgroup failed to meet State subgroup performance targets in ELA and science. The white student subgroups met State subgroup performance targets in mathematics and social studies. ● Our special education student subgroup met the State subgroup performance targets in ELA but not any other core content area. <p>More training on effective use of technology is desired.</p> <p>More training on IEP's and 504's is also desired.</p> <p>Literacy and numeracy continues to have an effect on our students' overall achievement; low literacy levels do not allow our students to understand complex text across content areas.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Human and fiscal resources are needed and data processes need to be fine-tuned to include the use of more formative assessment data so that student learning loss may be identified earlier and more targeted interventions be put into place so that more personalized instruction can be used to address student learning gaps.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	There is a need to plan, develop, and effectively facilitate a social-emotional learning advisement curriculum.
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Overarching Need # 2

Overarching Need	To support literacy and numeracy development, impact student growth and achievement, and address learning loss, there is a need to provide professional learning designed to increase teacher capacity in the use of instructional technology resources and high effect-size strategies.
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	<i>Teacher Clarity</i> implementation and training with the math and ELA departments as they roll out and build curriculum from Georgia's new standards.
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Overarching Need # 3

Overarching Need	Advisement programs need to be used more effectively to plan, develop, and facilitate social-emotional learning, impact student growth and achievement, and graduation rate.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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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 - Human and fiscal resources are needed and data processes need to be fine-tuned to include the use of more formative assessment data so that student learning loss may be identified earlier and more targeted interventions be put into place so that more personalized instruction can be used to address student learning gaps.

Root Cause # 1

Root Causes to be Addressed	There is a need for improved collaboration to ensure there are learning opportunities accessible to address learning loss, develop skill, achieve the content and learning priorities established for effective implementation for curriculum, assessment, and professional learning.
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

Additional Responses	<ul style="list-style-type: none"> ● Tech training (interactive boards, Infinite Campus, OnCourse) ● IEPs and 504s, i.e. student accommodations ● School Connect ● New Teacher Induction ● Para training ● Co-teaching ● Peer walkthroughs
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	School closure and virtual, face-to-face, and hybrid designs led to student learning loss and increased truancy issues.
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

Additional Responses	<ul style="list-style-type: none"> ● Teacher stipends ● Graduation Coach
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Root Cause # 3

Root Causes to be Addressed	There is a need for both instructional and assessment data coaching and support to ensure the learning culture promotes research-based assessment, and collaborative problem-solving strategies which creatively and inventively address student learning needs.
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

Additional Responses	Data Coach
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Root Cause # 4

Root Causes to be Addressed	There is a need for expanded collaboration among administrators, support department, and teachers to ensure individual and group performance is planned, implemented, and monitored as needed to address individual student learning gaps.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	<ul style="list-style-type: none"> ● Data Coach ● RTI Paraprofessionals ● Multi-Tiered Intervention Specialist ● Instructional Coach ● Graduation Coach
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Root Cause # 5

Root Causes to be Addressed	Instructional resources are needed to enhance student learning enabling them to focus on mastery of prioritized standards and develop the skills needed to self-assess their individual performance.
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

Additional Responses	<ul style="list-style-type: none"> ● Instructional materials and Professional Learning opportunities ● Digital program uses guide student learning and the development of self-assessment practices ● Teacher Clarity professional learning opportunities
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Root Cause # 6

Root Causes to be Addressed	Technology and digital resources are needed to enhance instruction of grade-level standards, enrich students' self-directed learning opportunities, and improve teachers' professional practice and address learning gaps.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 6

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

Additional Responses	<ul style="list-style-type: none"> • Technology for student and teacher use • Software options • Support Department provides professional learning on best practices for use of digital resources
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Root Cause # 7

Root Causes to be Addressed	Class size reduction is needed to enhance instructional effectiveness
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

Additional Responses	<ul style="list-style-type: none"> • Additional teachers and additional CTAE Elective courses.
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Root Cause # 8

Root Causes to be Addressed	Resources are needed for art, band, chorus, foreign language, technology, health, and physical education to address the needs of a well-rounded child.
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

Additional Responses	<ul style="list-style-type: none"> • Instructional Supplies
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Root Cause # 8

Additional Responses	<ul style="list-style-type: none"> ● Professional Learning Opportunities
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Root Cause # 9

Root Causes to be Addressed	Resources are needed to ensure a safe, orderly, and supportive (social and emotional) learning environment for all students and staff members.
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

Additional Responses	<ul style="list-style-type: none"> ● School Connect (Social-Emotional Learning curriculum) ● PBIS ● Drug Awareness
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Overarching Need - To support literacy and numeracy development, impact student growth and achievement, and address learning loss, there is a need to provide professional learning designed to increase teacher capacity in the use of instructional technology resources and high effect-size strategies.

Root Cause # 1

Root Causes to be Addressed	There is a need for additional professional learning to assist teachers with the effective implementation of instructional technology.
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

Additional Responses	<ul style="list-style-type: none"> ● Instructional Coach, Data Coach, and Intervention Specialist (Support Department) ● Interactive White Board Teacher Training
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Root Cause # 1

Additional Responses	<ul style="list-style-type: none"> ● Google Training for new teachers and differentiated professional learning for veteran teachers who would benefit.
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Root Cause # 2

Root Causes to be Addressed	There is a need for additional teacher and student technology resources to develop students' 21st Century/Soft/Essential 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

Additional Responses	<ul style="list-style-type: none"> ● MATH 180 and READ 180 ● IXL ● MAP ● Unify ● Blooket ● EdPuzzle ● Quizizz ● Progress Learning (USA Test Prep) ● Common Lit ● NoRed Ink ● Vocabulary.com ● Socrative ● Pathway assessment training programs and/or resources
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Root Cause # 3

Root Causes to be Addressed	There is a need for professional learning and support to develop and monitor literacy and numeracy development thereby improving student achievement.
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

Root Cause # 3

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	<ul style="list-style-type: none"> ● Instructional Coach ● Data Coach ● Intervention Specialist ● Graduation Coach ● Technology/Digital/Instructional Resources
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Overarching Need - Advisement programs need to be used more effectively to plan, develop, and facilitate social-emotional learning, impact student growth and achievement, and graduation rate.

Root Cause # 1

Root Causes to be Addressed	There is a need for professional development to improve the implementation and facilitation of a social-emotional curriculum designed to focus on each students' social-emotional health.
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

Additional Responses	<ul style="list-style-type: none"> ● School Connect (Social-emotional Learning Advisement materials) ● Teachers as Advisors program ● Data Coach ● Intervention Specialist ● Instructional Coach
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