



# Comprehensive Needs Assessment 2024 - 2025 School Report



Laurens County  
Southwest Laurens Elementary

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	Title I Coordinator/Instructional Coach	Ginny Polhill
Team Member # 2	Instructional Coach	Jessica Tanner
Team Member # 3	Principal	Edwin Bland
Team Member # 4	Assistant Principal	Angela Howell
Team Member # 5	Assistant Principal	Jo-ne Bourassa
Team Member # 6	Administrative Assistant	Selene Sapp
Team Member # 7	Registrar	Jana Shields

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	SPED Leader	Emi Shepard
Team Member # 2	Media Specialist	Brittany Rowe
Team Member # 3	Teacher	Tiffany Clay
Team Member # 4	Teacher	LaTonya Bell
Team Member # 5	Teacher	Lekeia Rozier
Team Member # 6	Teacher	Kim Fuller
Team Member # 7	Teacher	Meaghan Birch
Team Member # 8	Teacher	Alisha New
Team Member # 9	Teacher	Lee Ann Jones
Team Member # 10	Teacher	Natalie Smith

## 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	Instructional Coach	Ginny Polhill
Stakeholder # 2	Counselor	Kelley Jarrard
Stakeholder # 3	Parent Liaison	Nerina Wood
Stakeholder # 4	Technology Director	Lance Smith
Stakeholder # 5	Media Specialist	Brittany Rowe
Stakeholder # 6	Community Business Leader	Nikki Warnock
Stakeholder # 7	Community Business Leader	Thomas Harkleroad
Stakeholder # 8	Paraprofessional	Delois McLendon

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?

Stakeholders were chosen based on their various roles and perspectives in relation to SWLE. Representatives from upper and lower grades, SPED, counseling, technology, administration, paraprofessionals, parents from the community, and community business leaders were all included in the collection of meaningful data and in providing input in the process. All parents were asked to provide input on the Parent and Family Engagement Survey by completing it online or a paper copy (if requested). All teachers were asked to provide input on the teacher survey. Parents and teachers were allowed to remain anonymous if they chose. Other feedback was obtained through interviews or meetings, and all input was recorded and analyzed by the team.

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

## Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<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.	

## Coherent Instruction Data

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.	

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

## Coherent Instruction Data

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.	

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.	



## Coherent Instruction Data

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.	

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.	

## Coherent Instruction Data

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.	

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

## Effective Leadership Data

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>	

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.	

## Effective Leadership 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	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.	

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

## Effective Leadership Data

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

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



## Effective Leadership Data

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

## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	<p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p>	✓
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	<p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p>	✓
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 Data

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 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 Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<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 Used:</p> <ul style="list-style-type: none"> <li>● FY24 Parent &amp; Family Engagement Survey</li> <li>● FY23 Parent &amp; Family Engagement Survey</li> <li>● FY22 Parent &amp; Family Engagement Survey</li> <li>● FY21 Parent &amp; Family Engagement Survey</li> <li>● FY20 Parent &amp; Family Engagement Survey</li> <li>● FY24 Student Interviews</li> <li>● FY23 Student Interviews</li> <li>● FY22 Student Interviews</li> <li>● FY25 CNA Survey</li> <li>● FY24 CNA Survey</li> <li>● FY23 CNA Survey</li> <li>● FY22 CNA Survey</li> <li>● FY21 Listening Tour Data</li> <li>● FY22 Staff Capacity Feedback</li> <li>● FY23 Pulse Check Survey</li> <li>● FY24 ELL Feedback Survey</li> <li>● FY24 Parent Resource Center Feedback</li> </ul>
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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>Parent and Family Engagement Surveys (FY20-FY24)</p> <ul style="list-style-type: none"> <li>● In FY22 there was a slight drop in the percentage of parents who felt that SWLE does "quite well" or "extremely well" when it comes to providing parents and family members with opportunities to share feedback and ideas regarding the school's parent and family engagement plan. For FY23 this percentage was back up by 4%. FY20=93%, FY21=89%, FY22= 84%, FY23=88%. In FY24 the question was worded differently but still only 12% said that the school gives few opportunities for feedback in this area.</li> <li>● Academic focus is consistent in that parents continue to choose Reading Comprehension and Math Skills as the two main focus areas for Parent Compacts. However, writing has increased as a concern for parents and a need for focus. FY23=33% and FY24=52%. This shows that our parents are becoming more aware of the writing expectations.</li> <li>● When it comes to how schools should use parent and family engagement funds, technology resources and educational materials for parent to use were the top 2 choices for over 5 years. The third ranked choice is a workshop for teachers on how to work with parents. However, in FY24 the desire to use funds for technology was below parent resource center and parent workshops.</li> <li>● In FY23, 65% of parents would like to see workshops to build</li> </ul>
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relationships between parents and schools. This dropped to 55% in FY24 as more parents want to work with teachers to help students achieve academic success (61%)

- Fewer parents desire help understanding Lexiles: FY22=52.8%, FY23=49%, FY24= 47%
- Parents continue to express a need for help with homework: FY20=52.34%, FY21=50.63%, FY22=45.83%, FY23= 49%, FY24= 67%.
- SWLE continues to have a large percentage of parents who attend at least one meeting per year with the exception of FY21 which was likely due to the pandemic. FY20=95%, FY21=65%, FY22=95%, FY23= 86%
- Parents continue to be unsure about opportunities to provide input into school decisions. However, only 15% want more opportunities to share opinions about school issues.
- 82% of parents indicated that they participated in the review of their child's progress throughout the year. 47% Participated in Parent and Family Engagement activities.

#### FY25 CNA Survey data

- Coherent Instruction- For FY25 We have 4 areas rated as exemplary. These areas include differentiation, use of learning targets and success criteria, use of appropriate, current technology, and curriculum alignment in assessments. All other areas were operational.
- Effective Leadership-They FY25 survey rated SWLE as exemplary in the maintenance of our campus in providing a safe, clean and inviting environment. All other areas were operational.
- Professional Capacity- All other areas were operational.
- Family and Community Engagement- Exemplary in 5/6 areas. Operational in the other area. This area shows improvement.
- Supportive Learning Environment- Maintaining a safe and orderly learning environment and celebrating achievements of students and staff are rated exemplary in the FY23 survey. FY24 has those 2 areas as exemplary as well as sharing a common vision and mission that guides continuous growth. Other areas are strong in the operational category. FY25 continues with the 3 areas rated exemplary and others as operational.

#### FY21 Listening Tour Data

- Staff would like to grow professionally in the areas of technology and time management.
- There is strong belief that we could improve student learning with additional interventionists and stability with programs and resources. There are also strong beliefs that Chromebooks are not engaging for students.
- The greatest strength of our school according to the survey is the family environment, teamwork, and collaboration among grade levels.
- We need the most growth in the areas of closing the gaps, consistency, and the building of independent readers.
- Most surveyed feel that equity is important at SWLE.

#### FY22 Staff Capacity Feedback

- Staff would like to see more Family Nights at school

- There is a perception that we do a good job as a whole with communication, but could do more with reaching out about positive behaviors.
- With Covid restrictions no longer in place, staff would like to see more interaction with parents.
- There is still a strong sense of family at SWLE.

#### FY23 Pulse Check

- Glows- The people (friendly), teacher support and encouragement, great atmosphere, student needs are met, new carpet, Instructional coaches, MTSS, communication, student achievement, interventionists
- Grows-higher expectations for students, need to have more trust in teachers, teachers need more time to plan, behavior consequences, teacher morale

#### FY22-24 Student Interviews

- Student overall perception is that they are cared about by teachers and staff
- Students feel that some, not all, teachers are highly engaging
- Students feel that they need to work harder, focus more on work and ask for help
- FY22 -Students in 3rdgrade expressed a weakness in writing constructed responses, math facts and measurement. Strengths were vocabulary and place value.
- FY23- Students in 3rdgrade expressed a weakness in writing informational pieces and citing text evidence. Vocabulary continued to be a strength. Math weaknesses included measurement and word problems, while the strength was expressed as multiplication.
- FY22-Students in 4thgrade expressed a weakness in writing constructed and extended responses, measurement and fractions. Strengths were comprehending, decimals and place value. These students said teachers should call on them more and make sure they know things.
- FY23- 4thgrade students felt that they were strong in vocabulary and multiplication and weak in measurement and writing constructed responses.
- Students in 5thgrade expressed weaknesses in writing, measurement and estimation. Strengths included vocabulary, decimals and fractions.
- FY23 -5thgrade students felt prepared in the areas of vocabulary, writing opinion pieces, and basic math facts and place value. They expressed a weakness in comprehension, main idea, and word problems.
- FY24 Students overall chose writing and math reasoning as weaknesses. Strengths were vocabulary and math facts.

#### FY24 ELL Feedback

- Teachers felt good about the addition of EL segments in PL
- They especially liked the multisensory tips and tips for parent communication

#### FY24 Parent Resource Center Feedback

- Teachers believe that parents would benefit from being able to visit the PRC on Family Nights

	<ul style="list-style-type: none"> <li>● REMIND sent home when there are new resources</li> <li>● Provide games and hands-on activities</li> </ul> <p>The Parent and Family Engagement Survey data is overall positive but shows a need for more awareness of parental involvement in decision making. Parent support seems to have increased and more parents want to know how to help their students. Student interview data shows a strong correlation to academic achievement data. Students know their weaknesses and strengths. These students think that teachers should ask if students need help, have centers, explain more, and go over worksheets. They think parents should push them to do better. They also expressed the knowledge that they needed to focus and pay attention more in class.</p>
<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>	<ul style="list-style-type: none"> <li>● Informal Observational Walkthroughs</li> <li>● WIN Block</li> <li>● BLT Report-out Data</li> <li>● Progress Monitoring/ Interventionist Data</li> <li>● Student Tracker Data</li> <li>● PL Schedule</li> <li>● Gifted Program (Testing)</li> <li>● Class schedules/ Common Planning</li> <li>● MTSS</li> <li>● Band, BETA Club, FCA participation</li> </ul>
<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>Informal Observational Walkthroughs</p> <ul style="list-style-type: none"> <li>● Small group instruction is happening K-2 consistently and in 3-5 much more than in previous years.</li> <li>● Learning Targets and success criteria are closely aligned in most classrooms</li> <li>● Formative assessments more closely match learning targets/standards</li> <li>● Thinking Maps are showing up more consistently</li> <li>● Student writing is improving with the implementation of Empowering Writers</li> <li>● Several classrooms have incorporated the use of Whole Brain techniques</li> <li>● Common Assessments are being used more but still need to be developed in all subjects and grade levels.</li> </ul> <p>WIN Block</p> <ul style="list-style-type: none"> <li>● Planning/data analysis support is needed to better assist in structuring the most effective WIN groups possible</li> <li>● Behavior WIN group instructional support is needed to proactively teach expected/correct behaviors</li> <li>● There is a need for check-in or other support for students with more than 10 absences.</li> </ul> <p>BLT Report-out Data</p>

- Common Assessments need to be purposely scheduled to allow grade levels opportunity for comparison and collaboration. These should be intentional, standards-based, timely, goal-oriented, and have a direct impact on the learning environment.
- Current and future instructional strategies need to be purposely connected and driven by data obtained
- Report out data shows connections to the SIP and school goals
- Writing data shows a need for consistent grading (fidelity) in grade levels

#### Progress Monitoring

- All tiers of students are tracked for monitoring of adequate progress
  - Progress Monitoring data is reported at Student Tracker meetings and intervention groups are adjusted as needed
  - Folders for Tier 2 and Tier 3 students should be kept up-to-date
- #### Student Tracker Data

- Counselor Mentor Group Data- There is a need to continue "Healthy Friendships" group and "Girl Power" group for girls with social/emotional needs.
- Principal Mentor Group Data-There is a need to continue the "Boys to Men" group with a positive male role model.
- Attendance is a problem for many of the students monitored by Student Tracker
- Interventionists are working to move students from Tier 2 to Tier 3 when needed and back to Tier 1 when possible.

#### Gifted Program

- There is a need for a push for increased level 4 achievement on GMAS.
  - Lesson Plans for gifted and advanced curriculum should show more accelerated and differentiation for gifted learners.
  - We will have a full time Gifted Resource teacher for FY25
- #### PL Schedule

- There is a need for extended PL time to plan for teaching the new ELA curriculum
- All paraprofessionals need additional support in mindset training.
- Additional support is needed for instructional staff on analyzing data from formative assessments such as Phonics inventory, IXL, MAP and Acadience

#### Class Schedules

- There is a need for intentionally scheduled small group time to continue
- There is a need for instructional blocks to have fewer breaks in instruction
- Common planning works well for professional learning and team planning
- Fifth grade rotation early in the day results in fewer discipline issues
- Scheduling WIN times at different times for each grade is imperative for scheduling Interventions with an Interventionist
- Science and Social Studies have been scheduled for the afternoons when possible to keep Math and ELA segments early in the day.

	<p>Extra-curricular Activities</p> <ul style="list-style-type: none"> <li>• The last two years have shown an increase in students entering the State and National Beta Club Competitions</li> <li>• Band participation is strong</li> <li>• FCA attendance is growing</li> </ul>
What achievement data did you use?	<p> FY21 GMAS Scores  FY22 GMAS Scores  FY23 GMAS Scores  FY24 GMAS Scores  FY20 SAM Reading Inventory Proficiency    FY21 SAM Reading Inventory Proficiency  FY22 SAM Reading Inventory Proficiency  FY23 SAM Reading Inventory Proficiency  FY24 SAM Reading Inventory Proficiency  FY22 IXL ELA and Math data  FY23 IXL ELA and Math data  FY24 IXL ELA and Math data  FY23 Acadience Scores  FY24 Acadience Scores </p>
What does your achievement data tell you?	<ul style="list-style-type: none"> <li>• School-wide SAM Reading Inventory Growth<ul style="list-style-type: none"> <li>• FY19- BOY 37% proficient or above, EOY 66% proficient or above, growth= 29%</li> <li>• FY20- BOY 33% proficient or above, EOY 52% proficient or above, growth= 19%</li> <li>• FY21- BOY 30% proficient or above, EOY 49% proficient or above, growth= 19%<ul style="list-style-type: none"> <li>• 5th grade=21% growth</li> <li>• 4thgrade=19% growth</li> <li>• 3rdgrade= 16% growth</li> <li>• 2ndgrade= 24% growth</li> <li>• 1stgrade=16% growth</li> </ul> </li> </ul> </li> <li>• FY22- BOY 26% proficient or above, EOY 51% proficient or above, growth= 25%<ul style="list-style-type: none"> <li>• 5th grade=25% growth</li> <li>• 4thgrade=21% growth</li> <li>• 3rdgrade= 27% growth</li> <li>• 2ndgrade=34% growth</li> <li>• 1stgrade=16% growth</li> </ul> </li> <li>• FY23- BOY 31% proficient or above, EOY 55% proficient or above, growth=24%<ul style="list-style-type: none"> <li>• 5thgrade=20% growth</li> <li>• 4thgrade= 20% growth</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 3rdgrade= 26% growth</li> <li>• 2ndgrade=29% growth</li> <li>• 1stgrade= 31% growth</li> </ul> <p>• The SWLE Reading Inventory goal was met school-wide with an increase of 24%. Grades 1,2,3 met this goal independently. 5thgrade ended 6% higher than the previous year, and 4thgrade ended 1% higher than last year. 1stgrade growth exceeded last year's growth by 15%. There is still much to be done to get more students reading at a proficient level.</p> <p>•FY19 GMAS Scoresul</p> <ul style="list-style-type: none"> <li>• 3rd grade ELA- 52.1% of all students were Level 1-2, 92.3% of Students with disabilities were Level 1-2</li> <li>• 3rd grade math- 37% of all students were Level 1-2, 77% of Students with disabilities were Level 1-2</li> <li>• 4th grade ELA- 55.1% of all students were Level 1-2, 83.3% of Students with disabilities were Level 1-2</li> <li>• 4th grade math- 42.5% of all students were Level 1-2, 83.3% of Students with disabilities were Level 1-2</li> <li>• 5th grade ELA- 44.8% of all students were Level 1-2, 94.4% of Students with disabilities were Level 1-2</li> <li>• 5th grade math- 49.1% of all students were Level 1-2, 94.4% of Students with disabilities were Level 1-2</li> </ul> <p>FY21 GMAS Scores• 3rd grade ELA- 62.8% of all students were Level 1-2, 100% of Students with disabilities were Level 1-2</p> <ul style="list-style-type: none"> <li>• 3rd grade math- 56.5% of all students were Level 1-2, 93.7% of Students with disabilities were Level 1-2</li> <li>• 4th grade ELA- 71.1% of all students were Level 1-2, 94.4% of Students with disabilities were Level 1-2</li> <li>• 4th grade math- 40.8% of all students were Level 1-2, 77.7% of Students with disabilities were Level 1-2</li> <li>• 5th grade ELA- 57.1% of all students were Level 1-2, 100% of Students with disabilities were Level 1-2</li> <li>• 5th grade math- 52.6% of all students were Level 1-2, 85.7% of Students with disabilities were Level 1-2</li> </ul> <p>FY22 GMAS Scores• 3rd grade ELA- 59.1% of all students were Level 1-2, 100% of Students with disabilities were Level 1-2</p> <ul style="list-style-type: none"> <li>• 3rd grade math- 45.2% of all students were Level 1-2, 95% of Students with disabilities were Level 1-2</li> <li>• 4th grade ELA- 60.7% of all students were Level 1-2, 95% of Students with disabilities were Level 1-2</li> <li>• 4th grade math- 42% of all students were Level 1-2, 80% of Students with disabilities were Level 1-2</li> <li>• 5th grade ELA- 54.2% of all students were Level 1-2, 86% of Students with disabilities were Level 1-2</li> <li>• 5th grade math- 48.6% of all students were Level 1-2, 81% of Students with disabilities were Level 1-2</li> </ul> <p>FY23 GMAS Scores (to be updated when all swd data is reported)•</p> <ul style="list-style-type: none"> <li>• 3rd grade ELA- 68% of all students were Level 1-2, % of Students with</li> </ul>
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	<p>disabilities were Level 1-2</p> <ul style="list-style-type: none"> <li>● 3rd grade math- 52% of all students were Level 1-2, % of Students with disabilities were Level 1-2</li> <li>● 4th grade ELA- 62% of all students were Level 1-2, % of Students with disabilities were Level 1-2</li> <li>● 4th grade math- 39% of all students were Level 1-2, % of Students with disabilities were Level 1-2</li> <li>● 5th grade ELA- 47% of all students were Level 1-2, % of Students with disabilities were Level 1-2</li> <li>● 5th grade math- 55% of all students were Level 1-2, % of Students with disabilities were Level 1-2</li> </ul> <ul style="list-style-type: none"> <li>● FY21 BEACON Assessment data (Math)ul</li> <li>● 5thgrade -Students in "Support Needed" category: winter 49%, spring 35%</li> <li>● 4thgrade -Students in "Support Needed" category: winter 42%, spring 30%</li> <li>● 3rdgrade -Students in "Support Needed" category: winter 27%, spring 23%</li> </ul> <p>FY21 BEACON Assessment data (ELA)● 5thgrade- Students in "Support Needed" category: winter 21%, spring 15%</p> <ul style="list-style-type: none"> <li>● 4thgrade- Students in "Support Needed" category: winter 30%, spring 23%</li> <li>● 3rdgrade- Students in "Support Needed" category: winter 23%, spring 24%</li> </ul> <p>FY22 BEACON Assessment data (Math)● 5thgrade -Students in "Support Needed" category: fall 56%, spring 35%</p> <ul style="list-style-type: none"> <li>● 4thgrade -Students in "Support Needed" category: fall 42%, spring 28%</li> <li>● 3rdgrade -Students in "Support Needed" category: fall 37%, spring 11%</li> </ul> <p>FY22 BEACON Assessment data (ELA)● 5thgrade- Students in "Support Needed" category: fall 27%, spring 12%</p> <ul style="list-style-type: none"> <li>● 4thgrade- Students in "Support Needed" category: fall 21%, spring 13%</li> <li>● 3rdgrade- Students in "Support Needed" category: fall 33%, spring 19%</li> </ul> <p>FY23 BEACON Assessment data (Math)● 5thgrade- Students in "Support Needed" category: fall 49%, spring 39%</p> <ul style="list-style-type: none"> <li>● 4thgrade- Students in "Support Needed" category: fall 48%, spring 28%</li> <li>● 3rdgrade- Students in "Support Needed" category: fall 27%, spring 10%</li> </ul> <p>FY23 BEACON Assessment data (ELA)● 5thgrade- Students in "Support Needed" category: fall 15%, spring 18%</p> <ul style="list-style-type: none"> <li>● 4thgrade- Students in "Support Needed" category: fall 34%, spring 21%</li> </ul>
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- 3rdgrade- Students in "Support Needed" category: fall 32%, spring 19%

Overall the school had 25.9% of students in the "Support Needed" category in Math. Only 3rdgrade met this goal for their grade level. We saw good growth in all grade levels for math. All groups ended the year with less than 25% support needed for ELA. 5thgrade increased by 3% but tested 8 additional students (5%) in the spring.

#### FY22 IXL data

- EOY Fifth grade Math- average diagnostic level=555
- EOY Fifth grade ELA- average diagnostic level=599
- EOY Fourth grade Math-average diagnostic level=442
- EOY Fourth grade ELA- average diagnostic level=445
- EOY Third grade Math- average diagnostic level=368
- EOY Third grade ELA -average diagnostic level=391

#### FY23 IXL data

- EOY Fifth grade Math- 55% on or above goal level, average diagnostic level= 535
- EOY Fifth grade ELA- 61% on or above goal level, average diagnostic level=626
- EOY Fourth grade Math-78% on or above goal level, average diagnostic level=469
- EOY Fourth grade ELA- 59% on or above goal level, average diagnostic level=467
- EOY Third grade Math-80% on or above goal level, average diagnostic level=370
- EOY Third grade ELA -60% on or above goal level, average diagnostic level=391
- Goal level=grade level +20, 3rdgrade=320, 4thgrade=420, 5thgrade=520

- IXL data shows good overall growth in all areas. All average diagnostic levels are within grade level. All grade levels had over 100 points average growth in all areas except 4thgrade ELA with an average growth of 80. 5thgrade ELA had an average growth of 161.

#### FY23 Acadience Data

- Kindergarten-Reading Composite scores increased from BOY=58% at or above benchmark to EOY=86% at or above benchmark
- 1stgrade-Oral Reading Fluency scores increased from MOY=39% at or above benchmark to EOY=45% at or above benchmark. This was an improvement from last year's scores.
- 2ndgrade- Reading Composite scores stayed closely the same from BOY=51% at or above benchmark to EOY=50% at or above benchmark. However the amount of students tested increased by 9 students and the amount of students above benchmark increased from 29% to 32%.



What demographic data did you use?	<ul style="list-style-type: none"> <li>● Georgia Department of Education Enrollment by Ethnicity/Race and Gender</li> <li>● Enrollment by Programs</li> <li>● Enrollment by Grades</li> <li>● Attendance by Race/Ethnicity</li> <li>● Attendance by Subgroups</li> </ul>
What does the demographic data tell you?	<p><b>Student Enrollment</b>  FY19 had a total enrollment of 1061 with 72.2% white students, 20% black students, 5% Hispanic students, and 2.8% of other race/ethnicity.  FY20 had a total enrollment of 1051 with 69.5% white students, 22% black students, 5.1% Hispanic students, and 3.4% of other race/ethnicity.  FY21 had a total enrollment of 980 with 70.9% white students, 20% black students, 5.3% Hispanic students, and 3.8% of other race/ethnicity.  FY22 had a total enrollment of 982 with 70.9% White students, 19.8% black students, 5.7% Hispanic students, and 3.6% of other race/ethnicity.  FY23 had a total enrollment of 861 with 69.2% white students, 20.9% black students, 6.4% Hispanic students, 0.2% Asian, and 3.3% other race/ethnicity.  Overall enrollment has dropped slightly over the last 4 years.  Race/Ethnic distribution has only changed slightly as well.</p> <p><b>Subgroup Enrollment:</b>  <b>Students with Disabilities:</b>  FY19-9.6%  FY20-10.6%  FY21-9.7%  FY22- 10.7%  FY23- 14.2%  <b>English Language Learners:</b>  FY19-3%  FY20-5%  FY21-5%  FY22-5%  FY23- 4.8%  Subgroup enrollment has not changed very much.</p> <p><b>Teacher Retention</b>  <b>Retained Teacher Percentage</b>  FY19-94%  FY20- 92%  FY21- 98%  FY22- 97%  FY23- 95%  <b>Teachers with Provisional Waivers</b>  FY19- 2%  FY20-4%  FY21 0%</p>

	<p>FY22- 2% FY23- 4%</p> <p>We have excellent teacher retention and very few teachers who have needed provisional waivers over the past few years.</p> <p>Attendance Data</p> <ul style="list-style-type: none"> <li>● 0-5 days missedul</li> <li>● FY23 24%</li> <li>● FY22 29%</li> <li>● FY21 40%</li> <li>● FY20 55%</li> <li>● FY19 37%</li> <li>● FY18 40%</li> </ul> <p>6-10 days missed● FY23 32%</p> <ul style="list-style-type: none"> <li>● FY22 31%</li> <li>● FY21 29%</li> <li>● FY20 28%</li> <li>● FY19 33%</li> <li>● FY18 31%</li> </ul> <p>10 days missed● FY23 44%</p> <ul style="list-style-type: none"> <li>● FY22 41%</li> <li>● FY21 30%</li> <li>● FY20 17%</li> <li>● FY19 29%</li> <li>● FY18 29%</li> </ul> <p>We have a large percentage of students who miss more than 10 days. However, a majority miss 10 days or fewer.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Educators at SWLE are held accountable for improved instruction through the use of observational feedback. Professional Learning is used for training on initiatives, strategies, and resources both from the state, district level and school level. Individual teacher goals are used to insure all teachers are held accountable for growing student achievement.</p> <p>Georgia implemented new math standards in FY24 which will continue to be a focus for teacher support. As for ELA, there are needs for training for the implementation of Georgia's new standards to be implemented in FY26. The state has also led us to concentrate on Early Literacy and the Science of Reading which will be a point of convergence in professional learning.</p> <p>Common diagnostic measures in our district will include Acadience, MAP growth and IXL(Math). These initiatives will help SWLE identify student needs and determine trends and patterns over grade levels. Reading Inventory will be replaced with MAP Growth in FY25. There will be a need to equip teachers to analyze data from this assessment to compare student growth and achievement. Our district has adopted a new ELA Curriculum, Benchmark Advance, for FY25. Both teachers and leaders will be learning how to use this much needed resource. SWLE initiatives such as Empowering Writers, Small Group Instruction, and Thinking Maps will continue to be a focus in all grade levels. Grades K-5 will work to increase the use of common assessments for formative and summative assessments. FY24 Lesson Plan reviews and Literacy Focus Walks indicated a need for further refinement of making sure standards are taught to the level of rigor intended. Small group instruction has improved but still needs work. SWLE will continue to support teachers through Professional Learning to refine the MTSS process, small group instruction, the evaluation of assessment data, and the implementation and understanding of new state standards in math and ELA. We are also supporting teachers that are new to SWLE in Empowering Writers, Thinking Maps and Whole Brain Teaching. The Student Tracker Team monitors at-risk students and guides teachers to provide interventions (MTSS) and progress monitor these students for growth. With the loss of two part-time interventionists, our two full-time interventionists will be utilized to help students with the largest gaps in learning (Tier 3). Classroom teachers will be expected to intervene with Tier 2 students. Our WIN (What I Need) segment is</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>used to support these needs in behavior, attendance, and academics. This segment supports all students with an emphasis on ELL, SWD, ED, and ethnic minorities.</p> <p>The use of the Building Leadership Team (BLT) has enabled better communication between leaders and other staff. This team includes grade-level team leaders, a SPED team leader, a rotation team leader, both Instructional Coaches, an Interventionist, and all Administrators. BLT report-out data allows for school-wide accountability toward meeting the school improvement goals and reveals strengths and weaknesses among grade levels, teacher groups, and subject areas. This process has indicated that we have a need to develop more common assessments among grade levels.</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>For the FY25 school year, the SWLE leadership team remains consistent including the principal, two assistant principals, and two instructional coaches. Perceptual data indicates that leadership is operational. Regularly scheduled leadership meetings keep everyone informed of academic, safety, and building concerns and needs. Leadership Team Meetings consist of 3 administrators and 2 instructional coaches. Feedback on instruction is gathered through classroom walkthrough observations, lesson plan reviews, academic data and software usage reports. The leadership team uses this feedback to determine needs/weaknesses in instruction. Small group instruction was effective in some grade levels but not fully implemented in all grades. This continues to be a focus for the leadership team and addressed through intentional scheduling, planning and observations. Lesson plan reviews and observational data indicate a need for the review of the GSE Guidance Documents for ELA, support with management of small groups and implementation of Structured Literacy, and formation of common grade level assessments. Math modeling and conceptual understanding of math concepts have also been identified as areas of concern.</p> <p>The Building Leadership Team, including grade-level team leaders, a SPED team leader, a rotation team leader, both Instructional Coaches, an Interventionist, and all Administrators, meets monthly to review assessment data, monitor progress with the School Improvement action steps and goals, and communicate student and teacher needs.</p>
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<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The staff at SWLE is younger than it has been in several years. We have more than 10 teachers with fewer than 3 years of experience. Retention of highly qualified teachers is becoming an issue as teachers are retiring and moving to other schools within the district and out of district. Scheduling provides for collaborative grade level planning, and teachers are required to attend grade level collaborative meetings as well as professional learning sessions during this scheduled time. Extended planning time is scheduled during each semester for greater</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>collaboration and planning. Grade level leaders attend BLT meetings and then report back to the grade level. PL topics and BLT agendas are chosen based on the school improvement plan, the school system's belief statements, analyzed data, and surveys from stakeholders and staff. PL sessions are attended by regular and special education teachers, support staff, administrators, paraprofessionals, and other school personnel when applicable.</p> <p>Based on BLT meeting discussions, the needs assessment, and surveys completed by staff, there is a need for more Professional Learning in the areas of writing instruction and new math standards implementation. Instructional Coaches will do informal observations and coaching sessions to ensure that teachers are implementing strategies introduced in Professional Learning sessions to improve student success. Coaching cycles will also be completed for teachers based on individual needs.</p> <p>Interventionists will continue to use the data collected at Student Tracker meetings to develop small groups for targeted instruction based on areas of weakness. These small groups will be progress monitored and groups will be modified as students' needs change. All tier 3 students will be served by interventionists. Tier 2 students will have a small group with interventionists when possible. If not served by interventionists, the regular education teacher will serve the tier 2 students during WIN time.</p>
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<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>FY 24 brought many parents into our building for Open House, Curriculum Night, PTO, Trunk or Treat, Title 1 Meetings, Christmas Drive Through, Super Tuesday, Someone Special Bingo, and Spring Fling. All meetings were held in-person. We held virtual parent meetings when needed to support parents, but have enjoyed having parents back in the building often.</p> <p>Even though SWLE serves a high percentage of families from low socioeconomic backgrounds, we continue to have a very supportive community of students, teachers, families and other stakeholders. Opportunities are given to not only encourage stakeholder involvement through PTO events, family fun nights, volunteer activities, social media outreach and parent-teacher conferences, but to also provide feedback opportunities through a School Council, Title I meetings, and various surveys regarding the School-Parent Compact, Parental Involvement Plan, and other Parental/Family Involvement opportunities.</p> <p>To accommodate ELL students and family members, our district has an interpreter on staff to assist with communication efforts. Our interpreter will meet with parents at parent conferences and translates documents sent home to parents. The district has also developed free parent workshops to assist Spanish-speaking parents in educational efforts. Professional learning sessions on conferencing with parents and communicating with ELL students have been conducted for teachers and staff, and ELL strategies are included with all school-level Professional Learning sessions.</p> <p>More stakeholder involvement is needed in relation to child advocacy</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>and training staff on how teachers can better involve parents in the teaching of their child(ren). Specifically, parents have asked for guidance in materials and technology resources to work with their students and help with homework. Through PL sessions, teachers will continue to be trained and equipped with strategies to help parents work with their child(ren) at home. Though we are currently rated as exemplary in some areas of Family and Community Engagement, SWLE will continue seeking and analyzing stakeholder feedback to best meet the needs of our students and community of stakeholders. Our Parent and Family Engagement Plan uses information gathered from parent surveys, conferences, and other meetings to make sure we are meeting the needs of all families. This plan is posted on our website in a format and language that families can understand to the greatest extent possible.</p>
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<p><b>Supportive Learning Environment:</b> 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>The results from various surveys (parent, teacher, student) show that the stakeholders and students feel that SWLE's environment supports learning and is safe. SWLE has well-established discipline procedures, safety protocols, proactive counselors, and PBIS system of behavior management school wide. Three behavior intervention groups are conducted for positive behavior support: "Healthy Friendships", "Girl Power" and "Boys to Men". All students are supported through specialized instruction during WIN time. SWLE will continue to focus on analyzing data to inform decisions and identify areas of weakness. Some examples of strategies currently implemented to improve skills outside of academics include 4-H, Jr. Beta Club, Art, Cross-Country, music, P.E, STEM, FCA, agriculture and career readiness lessons that are conducted throughout the year through visits from community members and lessons provided by counselors. The APEX program provides school-based behavioral health services to students in need. Attendance data is monitored and reported to our school social worker who follows up on students with truancy issues.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>SWLE and LCSS currently have procedures and protocols in place for identifying and serving students for SPED, Gifted, EIP, and RTI/MTSS services. SWLE has a variety of staff members available to meet the needs of all students, especially these subgroups. There are currently two Counselors, two Intervention Specialists, and ten Gifted-certified personnel. We have 2 ESOL teachers, Speech and OT providers, 13 SPED teachers and 8 SPED paraprofessionals who serve students through various delivery models. Two instructional coaches are available to acquire resources, train, and provide support to teachers. Gifted students are currently served through Advanced Content classes and a Gifted Resource teacher. Based on EIP funding, a smaller class setting is offered to meet the needs of our EIP students as well as others. Due to the low socioeconomic status of most of the student body, the majority of additional support services must occur during the</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>school day. This has caused some issues with scheduling when trying to find ways to meet all of our students' needs within the traditional school day schedule. In FY19 a W.I.N (What I Need) period was incorporated into each grade level's schedule to address attendance and behavior issues, as well as academic needs—specifically remediation and enrichment. This was continued and refined in FY20, modified in FY21-22 for COVID restrictions, and continues as part of the daily schedule. As needed, volunteers and additional short-term staff will be brought in to provide extra small group instruction. Three additional interventionists were hired (one full-time and two part-time) to specifically support and remediate students based on learning lost due to the pandemic. One of these will remain for the FY25 school year. Behavior groups were implemented in FY20 to meet the expectations of PBIS and will continue. Attendance data is closely monitored, and each grade level is expected to have an attendance WIN group complete with strategies and increased communication between the school and families in an effort to decrease the number of days students are missing, especially those students with a large number of absences.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In the monitoring of Reading Achievement, SWLE data indicates that there is consistent growth in the areas of Phonological Awareness, Phonics, Oral Reading Fluency, and Lexiles. We are still not where we were pre-Covid according to Reading Inventory scores, but we are closing the gap. In the three years of using IXL, we have seen an increase in EOY average Diagnostic scores and overall growth is strong. Our BEACON data shows growth but is not a good indicator of student performance on Georgia Milestones. IXL math growth was our FY24 goal for School Improvement. Student writing has improved with the implementation of Empowering Writers and all grades showed great growth in writing. We still have a need to improve writing scores on the Georgia Milestones Assessment. There will be a strong emphasis placed on writing in FY25.</p> <p>SWLE has a growing SPED population. We know that regular and special education teachers need support for these students. An emphasis on executive functioning skills will be highlighted in each professional learning session for FY25. This group will be a focus for improving GMAS performance.</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

Strengths	<p>All students including the populations of SWD, economically disadvantaged, minority, migrant, homeless, foster, neglected and delinquent, and English Language Learners are valued at SWLE. With over 85% of our students considered economically disadvantaged, we strive to provide the best tier 1, tier 2, and tier 3 support to students with academic needs with 2 full time interventionists and several retired teacher interventionists. With one full time and one part time English Learner teacher, our English Learner students are experiencing quality education supports and are attending school regularly. The percentage of English Learners who miss fewer than 15 days is above 90% for the past three years. Our ELL students who scored level 2 or higher was 100% in ELA in 5th grade. Our 13 SPED teachers, 8 SPED paras, 2 speech therapists and OT/PT support work to meet all needs of our SPED population. Students with disabilities made an increase from 55% to 62% level 2 or higher on the math portion of the Georgia Milestones Assessment from FY19-FY21. FY22 GMAS data shows 60% of all Special Education Students scored level 2 or higher in 4th grade math, and 55% scored level 2 or higher in 3rd grade math. Current ELA GMAS data shows SWLE SWD students at 25.0% level 2 or higher in FY22 to 24.2% in FY23 and then 36.8% in FY24. Overall this is an increase of 10.9%. Science scores have improved for SWD students from 36.3% level 2 or higher in FY22 to 52.8% level 2 or higher in FY24. Attendance and Participation rates with these groups is high.</p>
Challenges	<p>The populations of SPED, economically disadvantaged, and English learners has slightly increased or remained the same each year over the past 3 years. SPED teachers have a variety of student needs to meet daily. Time out of school during COVID-19 widened the achievement gap of some of our SPED students. Students are getting further behind due to these gaps. The percentage of ELL students missing over 15 days has increased the last couple of years. Student Proficiency on the Georgia Milestones Assessment declined from FY19 to FY21 in ELA and Science. FY22 GMAS data shows that the percentages of Special Education Students who scored level 2 or higher in English Language Arts was 15% in 3rd grade, 25% in 4th grade, and 36% in 5th grade. FY23 data for ELA shows a slight decline in 4thgrade from 25% to 18.5%.</p>



### 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	Increased percentage of proficient and advanced achievement in Reading
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Acadience data Progress Monitoring data FY24 Reading Inventory Data BEACON data Meeting needs of students with skill deficits Intervention data
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##### Overarching Need # 2

Overarching Need	Greater conceptual understanding in math, greater percentage of math proficiency on IXL, and GMAS
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	GMAS data IXL data BEACON data
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## Overarching Need # 3

Overarching Need	Students to become effective writers
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Teacher observation School-wide implementation of Empowering Writers GMAS writing scores
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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 - Increased percentage of proficient and advanced achievement in Reading

## Root Cause # 1

Root Causes to be Addressed	Students are not orthographically mapping words
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Consistent use of Heggerty and Explicit Phonics Instruction Formative Phonics assessments are given in grades 1 and 2 Standards-based report cards being implemented Interventions for phonics in K-2 Spelling tests modified to reflect phonics skills Early Literacy Modules (GADOE)
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## Root Cause # 2

Root Causes to be Addressed	Lack of common assessment data to pinpoint areas for improvement of Tier 1 instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 2

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	Professional Learning to develop common assessments Teacher planning sessions
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## Root Cause # 3

Root Causes to be Addressed	Inconsistent teaching materials and language not aligned with the Science of Reading
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Benchmark Advance Curriculum Science of Reading training Early Literacy Modules (GADOE)
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**Overarching Need - Greater conceptual understanding in math, greater percentage of math proficiency on IXL, and GMAS**

## Root Cause # 1

Root Causes to be Addressed	Lack of ability to make sense of numbers and math
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	small group interventions targeted IXL practice use of manipulatives Thinking Maps Regularly planned number sense practice (Number Talks, Calendar, etc.) Number lines on walls Opportunities to write and talk about math
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## Root Cause # 2

Root Causes to be Addressed	Lack of opportunities for problem-solving (verbal and non-verbal)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

## Root Cause # 2

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	remediation support (Interventions) manipulatives, Number Talks, mental math Whole Brain IXL-analyzing and interpreting data Math Fact Fluency Tool kit Thinking Maps Opportunities to write and talk about math Math reasoning and modeling tasks
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## Root Cause # 3

Root Causes to be Addressed	Too much focus on memorization of facts
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	Math Plans (GADOE) Math Fact Fluency Kit
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## Overarching Need - Students to become effective writers

### Root Cause # 1

Root Causes to be Addressed	Teaching writing has been isolated and not prioritized
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Scheduling time for writing Integrate writing in all subjects Empowering Writers modeling and training
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### Root Cause # 2

Root Causes to be Addressed	Students lack the ability to put thoughts into words
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

## Root Cause # 2

Additional Responses	Professional Learning Empowering Writers Thinking Maps Exemplars Review standards
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# School Improvement Plan 2024 - 2025



Laurens County  
Southwest Laurens Elementary

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Laurens County
School Name	Southwest Laurens Elementary
Team Lead	Ginny Polhill
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased percentage of proficient and advanced achievement in Reading
Root Cause # 1	Students are not orthographically mapping words
Root Cause # 2	Inconsistent teaching materials and language not aligned with the Science of Reading
Root Cause # 3	Lack of common assessment data to pinpoint areas for improvement of Tier 1 instruction
Goal	In FY25 SWLE will increase the overall percentage of proficient readers by increasing the median Reading MAP Growth percentile by 15% from BOY to EOY and increasing FY25 EOY Acadience RCS percentage of students "At or Above Benchmark" by 3% from FY24 EOY.

## Action Step # 1

Action Step	Teachers will complete all Georgia Learns Early Literacy Training and debrief with system leaders.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teachers will be required to show documentation of training. Walk-throughs will show evidence of classroom implementation
Method for Monitoring Effectiveness	Acadience data, Informal phonics inventory data, and phonics assessment data, MAP Growth data
Position/Role Responsible	Administration, Instructional team, Teachers
Timeline for Implementation	Yearly

## Action Step # 1

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

Action Step	Grades K-5 will implement the new Benchmark Advance curriculum with fidelity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans and walk-throughs, collaborative planning minutes
Method for Monitoring Effectiveness	Students will show improvement on MAP Growth, IXL, Acadience, and GMAS assessment data.
Position/Role Responsible	Administration, Instructional team, Teachers, Interventionists
Timeline for Implementation	Weekly

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

Action Step	Professional Learning sessions will contain a segment for regular education teachers and administrators on strategies for teaching EL students in an academic setting.
Funding Sources	N/A
Subgroups	English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL agendas, sign-in sheets
Method for Monitoring Effectiveness	Students will show improvement on Reading Inventory, IXL, Acadience, BEACON, GMAS and ACCESS assessment data.
Position/Role Responsible	Instructional Coaches, ESOL Teachers, teachers, administration
Timeline for Implementation	Monthly

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

Action Step	ELA Interventionists will support Tier 2 and Tier 3 intervention and instruction in each grade level using specific, targeted intervention as determined by student needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment

## Action Step # 4

Method for Monitoring Implementation	Interventionists' schedules and lesson plans
Method for Monitoring Effectiveness	At-risk Students will show improvement on Reading Inventory, IXL, Acadience, BEACON, and GMAS assessment data.
Position/Role Responsible	Interventionists, administration
Timeline for Implementation	Weekly

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

Action Step	An EL tutor will be a provider for those EL students who are not making adequate gains in the area of language acquisition and need additional support.
Funding Sources	N/A
Subgroups	English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Tutor schedule
Method for Monitoring Effectiveness	Students will show improvement on Reading Inventory, IXL, Acadience, BEACON, Access, and GMAS assessment data.
Position/Role Responsible	EL Tutor
Timeline for Implementation	Weekly

## Action Step # 5

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

Action Step	Parent and family engagement nights will be conducted each semester and will focus on academic skills and state standards. This will include small group activities specifically geared toward special populations of students such as migrant, EL, SPED, and gifted.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Invitations to events, sign-in sheets
Method for Monitoring Effectiveness	Parent and Family Engagement Surveys will indicate effectiveness.
Position/Role Responsible	Instructional Coaches, teachers
Timeline for Implementation	Quarterly

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

Action Step	School level Instructional Coaches will provide targeted support through defined coaching cycles to teachers as needed as indicated by Focus Walk, student achievement and lesson plan data.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coaching logs
Method for Monitoring Effectiveness	TKES will show teacher effectiveness, formative and summative student data will show improvement
Position/Role Responsible	Instructional Coaches, teachers
Timeline for Implementation	Monthly

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

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Greater conceptual understanding in math, greater percentage of math proficiency on IXL, and GMAS
Root Cause # 1	Lack of opportunities for problem-solving (verbal and non-verbal)
Root Cause # 2	Lack of ability to make sense of numbers and math
Root Cause # 3	Too much focus on memorization of facts
Goal	By the spring of FY25, 70% of students in grades 2-5 will score at or above the 55th percentile for their grade band on IXL Math diagnostic. (2nd=270, 3rd=360, 4th=440, 5th=520)

## Action Step # 1

Action Step	Create and update common assessments aligned to Georgia's K-12 Mathematics Standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans and classroom observations, agenda and sign-in sheets
Method for Monitoring Effectiveness	IXL diagnostic growth data, GMAS and BEACON data
Position/Role Responsible	Administration, Instructional Team, Teachers
Timeline for Implementation	Weekly

## Action Step # 1

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

Action Step	Teachers will analyze common math unit assessment data, IXL math diagnostic data, and FY24 GMAS math data (when applicable) to plan instruction for whole-group and small-group instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	WIN Group Rosters, small groups, and intervention groups are formed based on data, Collaborative planning minutes
Method for Monitoring Effectiveness	GMAS data, and IXL growth data, MAP Growth data
Position/Role Responsible	Administration, Instructional Team, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Help with leading small groups: Laurens County Retired Teachers, WLHS Early Childhood Education class, Middle GA College and State University students
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## Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Help with leading small groups: Laurens County Retired Teachers, WLHS Early Childhood Education class, Middle GA College and State University students
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## Action Step # 3

Action Step	Professional learning will continue on Number Talks, Image Talks, and Math Fact Fluency Kits in grades K-5 to provide support for weekly use of these strategies.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL Agenda and sign-in sheets, walk-throughs
Method for Monitoring Effectiveness	K-2 Report card data, IXL data, walk-throughs
Position/Role Responsible	Administration, Instructional Team, Teachers
Timeline for Implementation	Weekly

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

Action Step	Professional Learning sessions will contain a segment for regular education teachers and administrators on strategies for teaching EL students in an academic setting.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PL agenda, sign-in sheets
Method for Monitoring Effectiveness	ACCESS scores, Lexile scores
Position/Role Responsible	Instructional Coaches, teachers
Timeline for Implementation	Monthly

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

Action Step	Parent and family engagement nights will be conducted each semester and will focus on academic skills and state standards. These events will include small group activities specifically geared toward special populations of students such as migrant, EL, SPED, and gifted.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment

## Action Step # 5

Method for Monitoring Implementation	Event invitations, sign-in sheets
Method for Monitoring Effectiveness	Parent and Family Engagement Surveys
Position/Role Responsible	Administration, teachers
Timeline for Implementation	Quarterly

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

Action Step	School-level Instructional Coaches will provide targeted support through defined coaching cycles to teachers as needed as indicated by Focus Walks, student achievement, and lesson plan data.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coaching cycle logs and documentation
Method for Monitoring Effectiveness	TKES will show teacher effectiveness
Position/Role Responsible	Instructional Coaches, teachers
Timeline for Implementation	Monthly

## Action Step # 6

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

Action Step	Math Interventionists will support Tier 2 and Tier 3 intervention and instruction in each grade level using research-based, targeted intervention as determined by student needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Math Interventionist schedules
Method for Monitoring Effectiveness	At-risk students will show improvement on IXL, BEACON, and GMAS data.
Position/Role Responsible	Interventionists
Timeline for Implementation	Weekly

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

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Students to become effective writers
Root Cause # 1	Students lack the ability to put thoughts into words
Root Cause # 2	Teaching writing has been isolated and not prioritized
Goal	In FY25 100% of students in grades K-5 will show improvement in effective writing based on the Laurens County Schools Writing Rubrics, Empowering Writers rubrics, or GMAS writing rubrics.

## Action Step # 1

Action Step	Teachers will follow the Benchmark Advance Curriculum for writing and supplement weaknesses with Empowering Writers strategies.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teachers will show the implementation of Benchmark Advance writing instruction
Method for Monitoring Effectiveness	Student ratings on writing rubrics for narrative, expository or opinion writing will show an increase from pre-test to post-test. GMAS data
Position/Role Responsible	Administration, Leadership Team, teachers
Timeline for Implementation	Weekly

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

this action step(s)?	
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## Action Step # 2

Action Step	Teachers will analyze data from GMAS assessments and common rubrics to inform instructional practices to drive student achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations, lesson plans
Method for Monitoring Effectiveness	GMAS data, rubric growth data
Position/Role Responsible	Administrators, Leadership Team, Teachers
Timeline for Implementation	Weekly

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

Action Step	Use of school-wide Thinking Maps and graphic organizers to standardize the reading and writing processes across all grade levels and academic contents.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans will document use of Thinking Maps
Method for Monitoring Effectiveness	GMAS writing scores will show improvement
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

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

Action Step	School-level Instructional Coaches will provide targeted support through defined coaching cycles to teachers as needed as indicated by Focus Walks, student achievement, and lesson plan data.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coaching cycle logs and documentation
Method for Monitoring Effectiveness	TKES data will show teacher effectiveness, formative and summative student data will show improvement
Position/Role Responsible	Instructional Coaches, teachers
Timeline for Implementation	Monthly

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

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

##### Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>In developing this plan, the Comprehensive Needs Assessment is conducted in the spring. The SWLE Leadership (BLT) team was utilized often to share, send messages, and get feedback from all areas of the school. The building leadership team is made up of representatives from all grade levels and specialized services. Surveys used in developing the CNA, and especially root causes, were also utilized to determine school goals and strategies to meet those goals. Surveys involved staff and all other stakeholders including parents. Parent input in surveys were a valuable source of input. Input was also gathered from members of our PTO at monthly meetings. Grade level leaders, rotation, and SPED leaders presented the draft for all staff to review and sign-off on a draft of the plan. Feedback was encouraged.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>SWLE is committed to having all teachers professionally qualified and state certified in their content areas. Several teachers are extending certifications with gifted and reading endorsements. Students identified as low-achieving receive direct instruction for reading and math from certified teachers in a classroom with a reduced teacher-pupil ratio. Teachers of special needs and English Language Learner students push into classrooms, or pull students out of classrooms, to work with students in content areas providing classrooms served by two certified teachers. Paraprofessionals push in to some classrooms to provide additional support. Instructional coaches are utilized to provide support to teachers and staff as they strive to ensure that all students meet the state's challenging student academic standards. Extended learning time for remediation and enrichment by a certified teacher is built into the school day through WIN periods. Two interventionists remediate students through interventions using the MTSS process. Professional Learning is required for all teachers, paraprofessionals and support staff throughout the year to support teachers in analyzing data and improving instruction.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent</p>	<p>The Title I instructional program being implemented at SWLE is a school-wide program. The main subject areas being addressed are ELA, math, and writing. Our most academically at-risk students including economically disadvantaged, minority, migrant, homeless, foster, neglected and delinquent, English Learners, and students with disabilities are reading below grade level. The Science of Reading and Scarborough's Reading Rope along with Early Literacy modules on Cox Campus are the focus for improvement in our ELA instruction. Students are supported through ELL pull-out and push-in models, SWD students are supported with co-teachers, and the MTSS process supports all students in academic remediation through classroom</p>

children (if applicable).	teachers and two interventionists. In addition, SWLE incorporates a WIN ("What I Need") block of time each day in which students receive (based on current data) skill-based specialized instruction for remediation or enrichment in ELA or math. Focused walk-throughs, professional development, lesson plan feedback, availability and incorporation of resources, coaching sessions with Instructional Coaches, and collaboration during lesson planning are some of the strategies that will be utilized to improve student achievement in ELA, Math and writing.
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A
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## 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>SWLE administration, PreK students, and K teachers will coordinate to provide an orientation before the beginning of school to help support parents of Prek and Kindergarten in the transition to their next grade level. Kindergarten and Pre-Kindergarten teachers will also meet at the end of each semester to vertically align instruction between the two grade levels. Our "Future Little Raider" Program offers resources and school events to birth - 5 year old children. This program is designed to promote Literacy in children who will become a part of our school in the future. Having these children involved in events at the school helps to get the parents involved in the school and acclimates the students to the environment at an early age.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>SWLE administration and 5th grade teachers will coordinate with West Laurens Middle School administration and 6th grade teachers to provide an orientation for the 5th grade students going to middle school at the end of the school year. Students will tour the building and meet administrators.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>SWLE is currently implementing PBIS in its effort to reduce the overuse of discipline practices that remove students from the classroom. Our PBIS Team analyzes trends in discipline data. This data is received from the district office every four weeks and reviewed for rates of discipline for various subgroups. SWLE administration has also targeted students who demonstrated a need for more interventions and assigned these students to a counselor, mentor, and/or mentor program.</p>

## ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>Throughout the year, the BLT (Building Leadership Team) will meet to review data from common assessments and screeners including GMAS, ACCESS, GKIDS 2.0, Acadience, IXL, MAP, etc. Grade level, ELL, and Special Education leaders will report-out on the progress of the students using a data powerpoint presentation. This data will be analyzed for trends, weaknesses and strengths. All data will be related back to the School Improvement Plan, and any action steps that need to be added, revised, or removed will be discussed and approved. Meetings will take place after each administration of the Acadience and MAP screeners and between administrations of these tests to report out on common assessments, Progress Monitoring, attendance, program usage, and any other data deemed necessary by the administration team.</p> <p>At the end of the year the BLT team will meet to determine if goals were met or if there is a need for more work in any areas. We will review data from assessments and the Climate Survey. All survey data will be analyzed and the team will determine needs for the next school year. After goals are established, grade level leaders will meet with their teams and present the goals for feedback. The staff will be emailed the goals for any additional input. After all feedback has been analyzed by the leadership team, revised goals will be presented to the BLT team for approval. This plan will then be reviewed by our federal programs support team. Our schoolwide plan will then be posted on our website in English and in Spanish and will be available, to the extent practicable, to parents at any time through our Parent Resource Center in the Media Center.</p>
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