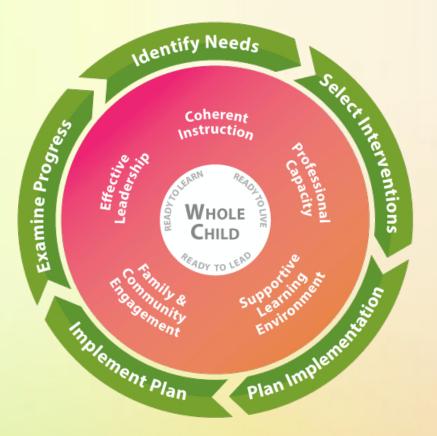GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2023 - 2024 School Report

Walker County
Chattanooga Valley Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Heather Culberson	Principal
Team Member # 2	Monica Landis	Assistant Principal
Team Member # 3	Daley Culberson	Family Engagement Coordinator
Team Member # 4	Jessica Groce	Teacher
Team Member # 5	Heather Cline	Teacher
Team Member # 6	Annaliese Cope	Parent & Teacher
Team Member # 7	Katrina Cronnon	Business Member

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Mary Stoetzner	Teacher
Team Member # 2	Theresa Louis	Business/Faith-Based Partner
Team Member # 3	Kerri Pitt Xoinis	Parent
Team Member # 4	Ashley Price	Parent
Team Member # 5	Julie Hutcheson	Parent
Team Member # 6	Patty Austin	Parent
Team Member # 7	Chelsea Hixson	Parent
Team Member # 8	Travis Wallick	Parent
Team Member # 9	Laura Dueitt	Parent
Team Member # 10	Meg Forrester	Parent

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	Teacher	Heather Cline
Stakeholder # 2	Teacher	Jessica Groce
Stakeholder # 3	Parent	Karen Collins
Stakeholder # 4	Parent	Kim Wells
Stakeholder # 5	Parent	Lauren Bruning
Stakeholder # 6	Student	Catherine Cope
Stakeholder # 7	Family Engagement Coordinator	Daley Culberson
Stakeholder # 8	Business Member	Katrina Cronnon

| 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? | We will ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process by: conducting surveys of teaching staff, sharing data, and discussing needs at multiple meetings with representation of all stakeholders. Parent surveys are completed throughout the year. Parents are invited to meetings throughout the school year, during which school data, class data, and individualized data are shared. The school-wide plan is shared with stakeholders and input is invited as part of the review process. Additionally, a community meeting will be offered to present school goals and needs, in order to gain input from the community stakeholders (external), as well as from internal stakeholders.
We have developed our plan with the participation of individuals who will carry out the Consolidated LEA Improvement Plan (CLIP). Those persons involved are: regular education and special education teachers from all subject areas (ELA, Math, Science and Social Studies), parents, and School Council and Wellness Team members. The needs assessment was completed by analyzing various types of data throughout the school year. Our grade level teachers met multiple times during PLC's to discuss the needs of the school and classrooms. Next, the administrative team shared the proposed goals and strategies with grade level and support teachers and gathered feedback. This sharing was conducted through our monthly PLC meetings. Finally, the proposed school-wide goals were shared with stakeholders. Additionally, the School Council, Wellness Committee, and community stakeholders met to discuss the CLIP goals. An opportunity to provide feedback from the community was extended in May 2023 as part of our annual Spring Title I Meeting. The plan will be shared with all parents at our annual Title I Parent Meeting again in August (tentatively scheduled for August 23, 2023) and |

	revisited throughout the school year.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The collected Spring Community Feedback Meeting and APTT Parent Survey Data (completed by every parent stakeholder following each meeting) revealed that the majority of parents found high value in our APTT meetings and responded "Yes" in response to "The information presented was important to my family." The majority of families ranked the importance of APTT as "Very Valuable." School Climate Rating, reported as a component of CCRPI was a 93.90/4 star rating in 2018. This score reflects responses from teachers, parents, and students. The School Climate Rating in the 2019 CCRPI report increased to 95.20. School Climate Ratings have not been reported since 2019 due to the impact of COVID-19. Georgia Student and Staff Health Surveys were completed during the 2022-2023 school year; however, results have not been released and climate scores were not assigned.

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?")	APTT Survey Data reflects that parents perceive our academic parent meetings as invaluable in supporting the learning of their students at home and understanding current student performance toward grade-level, foundational skills. Our most recent 2019 School Climate Rating is "based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) school-wide attendance" (GA CCRPI Reporting System). Our 2019 score of 95.20, reflect positive climate in these areas (Surveys-87.24; Discipline-99.27; Safe and Substance Free Learning Environment-100; Attendance-94.17).

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)	CVE Chorus Participation Numbers- Since initiating our chorus six years ago, which was offered to grades 3-5 after school, our numbers grew from approximately 30 to almost 100 students. *This is a program that engages many students; however, because of the pandemic and required distancing, we could not gather for this club between 2020-2022. During the 2022-2023 school year, we resumed our chorus program, with more than 50 students participating. We see a desire from students and families to increase experiences with the arts. In previous school years, participation numbers for Family Reading Day, Grandparents Day, and community outreach events have increased to represent a large percentage of our student population. We will resume these

	events in response to positive feedback. During the 2022-2023 school year, our School Council and Wellness Committee exceeded thirty members at each meeting.

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?")**	-The increased numbers of students, who desire to participate in our choral productions that involve singing, dancing, and speaking, tell us that our students are interested in opportunities involving the arts. Many of our students only access opportunities to participate with the arts via the school setting. As a school, our stakeholders agree that providing students with opportunities to engage in arts instruction is important. We want to increase these opportunities for our students. -The participation rates for special family events (Family Reading Day, Grandparents' Day, and community outreach events) reflects a desire for participation of extended families and stakeholders in the school setting. -The large numbers of parents who requested to serve and attended School Council meetings throughout 2022-2023

What achievement data did you use?	Georgia Milestones EOG Data was utilized, along with historical school CCRPI Data that includes: Lexile data, subgroup and progress data, and achievement level data. The Data Warehouse was another source for comparative data (of Milestones, MAP, and WIDA data). In 2021-2022, Walker County School implemented MAP Assessments for grades 1-5. This implementation provided growth data for lower grades, which we are now able to disaggregate. MAP data provides a measure for student performance and growth in the primary grades as well as grades 3-5. We additionally examined APTT attendance data, along with DRA, DIBELS, and APTT growth data (toward identified foundational skills). *Note- Georgia Milestones EOG was administered in April of 2023; however, we have only received preliminary scores at the time of preparation of our schoolwide plan.

What does your achievement data tell you?	2018 Milestones data reflected tremendous growth toward our school-wide goals. We are approaching the goal "to increase the percentage of students performing at the Proficient and Distinguished levels in the area of ELA, Math, Science, and SS by 9% by 2020" in every subject area. Preliminary scores for the 2019 Milestones EOG indicate a slight decline in the numbers of students attaining the Proficient and Distinguished levels (from 2018); however, the number of students in the Beginning level declined as well. *Note- The Georgia Milestones in 2020 was not administered due to COVID-19. 2021 Milestones data revealed that learning was impacted by COVID-19. School-wide (grades 3-5): 38.71% of students attained a Proficient/Above score in ELA (71.77% scored Developing or Higher; 28.2% scored in the Beginning level); 31.45% of students attained a Proficient/Above score in Math (73.79% scored Developing or Higher; 26.2% were Beginning Level); 55.06% of students reached a Proficient/Above level in Science (84.27% were Developing or Higher; 15.7% were Beginning Level). 2022 Milestones data in grades 3-5 revealed: 46% of students attained a

Proficient/Distinguished score in ELA (71.72% scored Developing or higher); 40% of students attained a Proficient/Distinguished score in Math (64.42% scored Developing or higher); 61% attained a score of Proficient/Distinguished in Science (80.13 scored Developing or higher).
*Official 2023 Milestones Data has not yet been released at this time. We will disaggregate this data as soon as it is available.

2019 CCRPI Data showed a decline. Our school CCRPI score decreased from 79.6 to 75.8. Although the achievement levels remained the same across the subject areas, mathematics achievement declined from 75.31 to 66.41 (-8.9%). Additionally, our Progress and Closing Gaps percentages declined, particularly in math. All groups were flagged in the area of mathematics based on performance on the 2019 Milestones Assessment. *CCRPI data/overall scores were not published for 2021, nor 2022 due to the shutdown in 2020 (state assessments were waived) and impact of the pandemic.
Intensive work in the area of Reading has resulted in an increase in the percentage of students reading on grade level Lexile in previous years. Lower Milestones scores at CVE (and across district and state) reflected lower percentages of students within the expected Lexile stretch band. In 2021, CVE students attained the following percentages of students within/above the Lexile stretch bands for each grade level: All grades (3-5)- 64.92% within/above Lexile band for grade level; 3rd grade-65.83% within/above Lexile grade level band; 4th grade-51.25% within/above Lexile grade level band; 5th- 76.41% within/above Lexile grade level band. In 2022, CVE students achieved the following percentages of students within/above the Lexile stretch bands for each grade level: All grades 3-5- 68% within/above grade level; 3rd grade-61% within/above grade level; 4th grade-36%
-APTT Attendance for 2019 surpassed all previous years. Our original goal was to attain 80% of students represented at our Academic Parent Teacher Team meetings. We achieved a percentage of 81.72%. This is an area of strength toward family engagement. *We were unable to obtain attendance data for 2020 APTT due to cancellations because of COVID-19. In 2021, our end of the year percentages were 75.35%. Our APTT attendance percentage increased to 80.146% of students represented at family meetings in 2022. *Attendance percentages for the 2022-2023 are still being collected.
-Spring 2022 and Spring 23 MAP assessment data for grades 1-5 (compiled in the Data Warehouse) was examined. In Spring of 2022, 58% of students in grades 1-5 scored above the 50th percentile in Reading and 56% of students scored above the 50th percentile in Math. In Spring of 2023, 62% of students in grades 1-5 scored above the 50th percentile in Reading and 60% of students scored above the 50th percentile in Math. This shows and increase in the percentages for both subject areas (Reading and Math) for our school.

What demographic data did you use?	We utilized demographic data obtained from the Data Warehouse, which tracks data across multiple school years. Powerschool records also reflect attendance percentages across demographics. Additionally, we used data provided by the Walker County Schools Food Services Department to identify the percentage of students eligible for free/reduced lunches. We also referenced the Georgia SLDS (Student Information reports) to identify percentages of students with disabilities and truancy.

What does the demographic data tell you?	Our demographic data reflects: - The percentage of our population identified as Economically Disadvantaged decreased in 2020-2021 from 63.06% to 49.4%. The percentages for the 2021-2022 school year were skewed due to lunches being free for all students. Our most recent free/reduced percentage for 2022-2023 is 62%. -The number of students with disabilities has steadily increased since 2016. *Numbers of students qualifying for special education have risen in 2021-2022 to 118 students of 478 (24.6%). In 2022-2023, our special education population consisted of 123 students of 460 (26.7%). -The percentage of students identified as gifted grew from 7.79% in 2016-2017 to 11.80% in 2019-2020. The percentage decreased slightly in 2021, with 9.96% identified as gifted. In 2022, 52 students were identified and served in the gifted program, reflecting 11.3% of the population identified as gifted. In 2023, 36 students were enrolled in our gifted program, which was a substantial decline in previous numbers. The 2023 percentage of students served in gifted was 8%. -Our EL population remains less than 1% of our school demographic. -When comparing multiple school years, our percentage of students missing more than 10 days increased to 38% in 2021-2022. *Note- 2019-2020 attendance data is not included due to early closure because of COVID-19. 2020-2021 percentages (30%) would not be comparable because we did not attend for the entirety of the year and much of the year was a hybrid format. *Attendance percentages are currently being collected for the present school year.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on TKES evaluations, Instructional Strategies and Positive Learning Environments are strengths in our building. During the 2022-2023 school year, teachers met to identify our areas of strength and weakness school-wide based on data during regular PLC meetings. Teachers examined MAP data for grades 1-5, along with 2022 Milestones data. The PLC's concurred that our school strengths (as evidenced by Milestones data) are: ELA (writing domain) and Life Science. Teachers agreed that Math was an area of school weakness, particularly in the areas of fractions, numbers and operations, measurement, and geometry. In the area of ELA, students struggled in the area of key ideas and details. Teachers also closely looked at MAP data from 2022. They identified strengths in the areas of: Reading- informational text, vocabulary, and literature; Math- Geometry. They identified areas of weakness as: Math- operations and algebraic thinking; Reading- PLC's noted that students fell behind in meeting projected growth.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We have implemented Professional Learning Communities (PLC's) at CVE. The intent is to provide leadership opportunities to teachers, as well as a supportive, professional learning environment. Professional Learning Goals/Plans are designed to identify and meet the needs of teachers and leaders, while supporting students. Surveys (ex. Your Input Matters, Google Surveys, Title II-A surveys of teachers and leaders, APTT surveys, workshop feedback surveys, etc.) are utilized to gauge the needs of stakeholders. At CVE, we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards. We will ensure consistent implementation and development of best practices with teachers through ongoing professional learning (with academic coaches, administrators, and teacher leaders). *Frequent walkthroughs and observations will provide evidence of use of common best practices in every classroom. We will concentrate efforts on: informational reading (through a variety of texts) to improve Lexiles and reinforce Science and Social Studies concepts in reading, producing adequate growth for students at every learning

Strengths and Challenges Based on Trends and Patterns

	level, improving math fact fluency, and writing across the curriculum school-wide in every subject area (including Science and Social Studies. CVE will continue to integrate Science and Social Studies curriculum standards into reading and writing instruction, to reinforce students' understanding and elicit higher order responses. Professional learning will be dedicated and aligned to meet identified student needs. Teachers will follow the state curriculum framework. *The administrative team will conduct multiple classroom observations of instruction. Teachers will observe peers to identify best practices. Collaborative planning time will be provided daily, along with frequent professional learning activities throughout the school year. Frequent formative assessments will be given to determine mastery of skills. Data collected will be discussed during planning to monitor progress and re-evaluate strategies. PLC meetings will be conducted monthly. Additionally, CVE will implement the APTT model, in order to yield higher levels of student learning by preparing parents to serve as active members of the school learning team (and subsequently building capacity).

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We have observed from our demographic data that there is a need to expand our professional knowledge in the areas of: mathematics, writing across the curriculum, using strategies to increase student Lexile levels, and differentiating to provide rigor to yield growth with all students. Types of development opportunities will include, but not be limited to: -*Math –Number Talks; Math Rigor Redefined; With the roll-out of new math standards, we will devote development to unpacking those standards school-wide -ELA –Reading Wonders trainings to effectively use literacy materials k-5;<u>The Reading Strategies</u> -Writing-<u>The Writing Strategies Book</u>staff book study and implementation of strategies -*Orton Gillingham (OG) training will be provided during Summer of 2023 for an additional 15 teachers. This will strengthen our reading instruction across the building. We currently have 3 OG trained teachers. Ongoing training across the curriculum in every subject area- provided by academic coach in order to examine best instructional practices Technology use and implementation- to differentiate and meet learning needs in 21stcentury classrooms Professional collaboration to assess students, plan strategies for APTT meetings, and evaluate results Google training & certification was be required for every certificated staff member for the 2020-2021 school year. With the impact of COVID-19, there was an urgency for teachers to become adept at instruction, whether in the classroom or via distance learning. In 2022-2023, we will continue to expand implementation of technology (many devices and panels were purchased by the school system with grant funds) and provide training to teachers to utilize

Strengths and Challenges Based on Trends and Patterns

	it effectively.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We assessed the participation percentages of our family engagement meetings and recognized that our family stakeholders value opportunities to learn about strategies to support students at home. Our APTT meeting nights have increased in attendance, along with our All Pro Dad and Moments with Mom (in previous years). Additionally, our family reading day and transition activities have been historically well attended. These trends demonstrate a desire among parents to engage at school. We provide opportunities for feedback at the conclusion of meetings, to drive our future planning. *Due to the impact of the pandemic, we limited in-person engagement opportunities. We plan to expand in-person engagement opportunities next year. In 2022-2023, we continued to offer APTT in the virtual format. Meeting attendance remained high, with percentages of students represented at meeting ranging from 89% (meeting 1)-78% (meeting 2)-77% (meeting 3). The annual total for APTT for the 2022-2023 school year was 81.62%, which was a slight increase from the previous school year. In 2022-2023, we were permitted to allow volunteers to participate at school (which was restricted during pandemic). Parents have steadily continued to volunteer to assist with the programs at school.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	CVE creates an environment that welcomes, encourages, and connects family and community members to school. We will use Academic Parent Teacher Teams (APTT) to engage families, empowering parents to support learning at home. Interpreters will be provided, if needed, so that all families can access meeting information. Our School Council will provide a functioning avenue for addressing school issues, examining data, and discussing trends. The council will consist of varied stakeholders, including: teachers, parents, students, administrators, and business members. Our CVE Wellness Team, representing different stakeholders, also meets throughout the school year to discuss the health and wellness of our students and staff. The Wellness Team shares ideas for addressing the overall wellness of our school and environment.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our demographic trend reflects that 66% of students are economically disadvantaged. We serve approximately 125 students each year through MTSS (formerly Response to Interventions -RTI) in order to close learning gaps in academics, behavior, and/or speech. We recognize a need for support through funding a teacher to reduce class size in fifth grade, a Family Engagement Coordinator to bridge home to school, additional hours for instructional interventions, and varied technology and programs to enhance student learning, and other resources needed for our academic programs.

Strengths and Challenges Based on Trends and Patterns

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?	The strategies that we have put in place are yielding results toward attaining our goal of moving students to the Proficient and Distinguished levels. Although Milestones scores were lower in 2021, we still saw growth in particular subject areas. In comparison to the district, region, and state, every grade level out-performed the averages. Mathematics is still a subject area in which students are struggling to demonstrate proficiency. Focusing on rigor, in order to move students to higher levels in mathematics (and across the curriculum) is our next step toward school improvement. Based on most recent 2019 CCRPI data, there is a need to prioritize mathematics achievement and growth. The most significant declines occurred in this subject area.

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	As reported in our 2018 CCRPI Report, our Students with Disabilities represented 18.3% (18.7% in 2019) of our student population. Economically disadvantaged students accounted for 69.6% (65.5% in 2019). Only .7% (1.1% in 2019) of our population are EL students. According to achievement data, our ED students exceeded the state improvement target of 6% in every subject area in 2018; however, our progress and growth were less than the district and state in 2019. All of our demographic groups were flagged for progress in the area of mathematics.

Challenges	The rigor of the curriculum standards is a challenge, especially for our students with disabilities and our MTSS students, who are performing behind grade level. The rigor encountered, particularly in the subject of mathematics is a significant challenge for our students. Many students are not reaching the proficient or distinguished level in math. Finding time for effective remediation and identifying appropriate interventions are challenges for school personnel. We often face recurrent attendance problems, often with our at-risk students. Overall, students with disabilities are a low performing group in regard to mastering the academic standards. The impact of COVID-19 had an impact on student attendance and learning. Students were under a stay at home order from March 13, 2020 until the completion of the school year. Some students did not return to school during the 2020-2021 school year, opting to learn virtually at home. Teachers encountered poor attendance and engagement of many virtual learners due to varying factors (availability of support at home, connectivity issues, lack of

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.**

	training of teachers to implement engaging virtual instruction). During the 2021-2022 school year, many students were referred for evaluations to determine special education eligibility based on lack of progress in response to interventions and/or due to parent requests for testing. With very few exceptions, these evaluations resulted in students qualifying for special education services. In 2023, preliminary data from the Milestones reflects that students with disabilities continue to struggle to meet grade level standards. Providing instruction that is appropriate for students' individualized educational needs while also teaching grade appropriate standards has proven a challenge to balance. Many of our students (those with disabilities, along with those in our MTSS program) have large gaps in learning due to multiple factors. In 2023, we also faced challenges in maintaining positive school attendance with students who established poor attendance habits during the pandemic.

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	A large percentage of our students are not performing at the "Proficient" or "Distinguished" levels in the areas of ELA and Math in grades 3-5.
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	Although this need is measured by the Milestones EOG that is administered to grades 3-5, the data reflects the culmination of all elementary years of academic preparation. Establishing early literacy, math fluency, and writing across the curriculum is a need that impacts this overarching need. Mathematics, in particular, is an area of overarching need based on data.

Overarching Need # 2

Overarching Need	Engagement of parents to support students at home is a prioritized need.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	*Our engagement has increased over the years due to emphasis on efforts. Due to COVID-19, we were unable to collect comparative data for the 2019-2020 school year. In 2022-2023, we are continuing to improve with our annual APTT attendance total as 81.62% (compared to 80.1% in 2021-22); however, we have not attained desired goals.

Overarching Need # 3

Overarching Need	The percentage of students in grades 3 & 5 reading on Lexile/grade level is an area of need. This is a predictor of academic readiness.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	*Our Lexile achievement levels have increased over the years due to emphasis on efforts. Due to COVID-19, we were unable to collect comparative data for the 2019-2020 school year. 2021 data indicated that 64.92% of students in grades 3-5 performed within/above the grade level Lexile band. Preliminary Milestones data for 2022-2023 indicates that 71% of our students in grades 3-5 performed within/above the grade level Lexile band.

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 - A large percentage of our students are not performing at the "Proficient" or "Distinguished" levels in the areas of ELA and Math in grades 3-5.	

Root Cause # 1

Root Causes to be Addressed	The demands of the "Georgia Standards of Excellence" (GSE), place a greater emphasis on informational reading and writing in every content area (ie. need for informational reading and writing emphasis). We have focused more on fictional materials in previous years. •Implementation of online testing for GA Milestones (especially for ELA constructed and extended responses), along with a more rigorous assessment (EOG), requires refining our instruction and practices in classrooms. •Student growth requires differentiation to help students make adequate growth. Teachers must ensure that students master each content standard, re-teach, and reassess when needed. This is an area in need of teacher professional development, in order to yield growth with all student groups. •Traditionally, writing has been concentrated into the English classroom. The "Georgia Standards of Excellence" (GSE) require that students are writing in every curriculum area. This will yield deeper understanding of academic criteria. •Deliberate higher order questioning and writing opportunities (with an emphasis on timely, diagnostic feedback across the curriculum) is needed as well.
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students are not successfully prepared for the level of rigor of the "Georgia Standards of Excellence" (GSE) in the area of mathematics. •Teachers find that gaps exist in foundational math skills at all grade levels across demographics of students (due to the impacts of COVID-19, along with learning disabilities). •Formative assessments in the area of mathematics (MAP), along with intentional planning for rigorous math instruction are necessary. •Teachers need time and training to collaborate with the academic coach to design instruction that meets the necessary rigor of the Georgia math standards.
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

Additional Responses	

Overarching Need - Engagement of parents to support students at home is a prioritized need.

Root Cause # 1

Root Causes to be Addressed	Almost 66% of our student population is economically disadvantaged; thus, many student stakeholders may: -reside in low-income housing -are in a doubled or homeless situation -are raised by a single parent, grandparent, or relative -have parents or guardians who are not equipped to support school learning at home -have limited access to opportunities and resources outside of school
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	We cannot impact socioeconomic status, but can prepare parents to support students at home.

Overarching Need - The percentage of students in grades 3 & 5 reading on Lexile/grade level is an area of need. This is a predictor of academic readiness.

Root Cause # 1

Root Causes to be Addressed	Early literacy skills are not mastered in the primary grades. Professional development for teachers and administrators serving our ELL students.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

School Improvement Plan
2023 - 2024

Walker County
Chattanooga Valley Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Chattanooga Valley Elementary School
Team Lead	Heather Culberson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	A large percentage of our students are not performing at the "Proficient" or "Distinguished" levels in the areas of ELA and Math in grades 3-5.
Root Cause # 1	The demands of the "Georgia Standards of Excellence" (GSE), place a greater emphasis on informational reading and writing in every content area (ie. need for informational reading and writing emphasis). We have focused more on fictional materials in previous years. •Implementation of online testing for GA Milestones (especially for ELA constructed and extended responses), along with a more rigorous assessment (EOG), requires refining our instruction and practices in classrooms. •Student growth requires differentiation to help students make adequate growth. Teachers must ensure that students master each content standard, re-teach, and reassess when needed. This is an area in need of teacher professional development, in order to yield growth with all student groups. •Traditionally, writing has been concentrated into the English classroom. The "Georgia Standards of Excellence" (GSE) require that students are writing in every curriculum area. This will yield deeper understanding of academic criteria. •Deliberate higher order questioning and writing opportunities (with an emphasis on timely, diagnostic feedback across the curriculum) is needed as well.
Root Cause # 2	Students are not successfully prepared for the level of rigor of the "Georgia Standards of Excellence" (GSE) in the area of mathematics. •Teachers find that gaps exist in foundational math skills at all grade levels across demographics of students (due to the impacts of COVID-19, along with learning disabilities). •Formative assessments in the area of mathematics (MAP), along with intentional planning for rigorous math instruction are necessary. •Teachers need time and training to collaborate with the academic coach to design instruction that meets the necessary rigor of the Georgia math standards.
Goal	Chattanooga Valley Elementary will increase the percentage of students performing at the Proficient and Distinguished levels in the areas of ELA and Math on the Georgia EOG by 5% by 2025. We will particularly emphasize levels 3 and 4; however, we will continue to move all students and show improvement on the CCRPI indicator ("Percent of students scoring at Developing Level and above on the Georgia Milestones EOG"). *ELA- from 38.7% Proficient (P) and Distinguished (D) in 2021 (71.77% were Developing, P, & D) to 43.7% (76.77% D, P, & D) in 2025. *Math- from 40.38% Proficient (P) and Distinguished (D) in 2021 (73.9% were D, P, & D) to 45.38% in (78.9% D, P, & D) 2025.

Action Step # 1

Action Step	Train, implement, and monitor the use of Orton-Gillingham multisensory reading instruction strategies to help differentiate reading instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for training and Lesson Plans for Implementation
Method for Monitoring Effectiveness	TKES ratings and comments in Instructional Planning
Position/Role Responsible	Teachers who are attending training (15 staff members will attend in 2023; 3 teachers previously trained)
Timeline for Implementation	Others : Ongoing

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

Action Step # 2

Action Step	MTSS (formerly Response to Interventions -RTI) will be implemented, including a staff member to implement this action step. WC district is paying a staff member with ESSER funds to work with two schools. Additionally, we schedule available school staff to provide academic interventions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Tier 3 student data in GoIEP MTSS Tier 2 classroom data
Method for Monitoring Effectiveness	-MTSS progress monitoring data will be frequently used to measure student progress.
Position/Role Responsible	Teachers, Academic Coach, MTSS Interventionists
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)?	consolidated funds are used for additional hour of interventionist ; additional interventionists funded with ESSER

Action Step # 3

Action Step	Additional teacher to provide small group instruction in reading and math for 5th grade.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	5th grade schedule will reflect reduced classroom sizes
Method for Monitoring Effectiveness	PowerSchool Schedules
Position/Role Responsible	School FTE Secretary
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step # 4

Action Step	Purchase a new district-wide math curriculum support for streamlining math instruction across the district and provide the training and resources necessary to implement the curriculum effectively.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Purchase orders, sign-in sheets, agendas
Method for Monitoring Effectiveness	Evidence of implementation documented in TKES platform
Position/Role Responsible	Teachers- use curriculum Academic Coaches- deliver PL and training Administrator- document through observations
Timeline for Implementation	Others : Ongoing

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)?	ESSER funds will be used to purchase this curriculum. Title I and Title II pay for the district academic coaches who will assist with training. Consolidated funds will be used to purchase tools and supplies to implement the curriculum.

Action Step # 5

Action Step	Integration of technology in all classrooms, including online learning programs: Learning A-Z, Accelerated Reader, BrainPOP, Freckle, Flocabulary, Study Island, Education Galaxy, MobyMax, USA Test Prep (online conceptual math practice), XtraMath, and other research-based learning programs. Our devices will be kept up-to-date and repairs will be conducted as needed.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Instructional planning for classroom instruction will reflect implementation technology and differentiation.
Method for Monitoring Effectiveness	Usage reports from purchased programs
Position/Role Responsible	Teachers, Administrators
Timeline for Implementation	Yearly

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

Action Step # 6

Action Step	Use STEM and STEAM activities to integrate math into daily classroom instruction across subject areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	-Instructional planning for classroom instruction will reflect implementation of standards and integration of STEAM activities. STEM Lab lesson plans
Method for Monitoring Effectiveness	Classroom lesson plans monitored through TKES observations
Position/Role Responsible	Teachers, Academic Coach
Timeline for Implementation	Others : Ongoing

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engagement of parents to support students at home is a prioritized need.
Root Cause # 1	Almost 66% of our student population is economically disadvantaged; thus, many student stakeholders may: -reside in low-income housing -are in a doubled or homeless situation -are raised by a single parent, grandparent, or relative -have parents or guardians who are not equipped to support school learning at home -have limited access to opportunities and resources outside of school
Goal	Chattanooga Valley Elementary will implement a program to engage stakeholders in data-driven meetings to support student learning, increasing participation from 64.6% annually to 85% of students represented at family meetings by 2024.

Action Step # 1

Action Step	We will use Academic Parent Teacher Teams (APTT) to engage families, empowering parents to support learning at home.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	-Sign in sheets are retained from family meetings. -DOE data upload
Method for Monitoring Effectiveness	Meeting attendance reports and state upload information
Position/Role Responsible	Family Engagement Coordinator
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of students in grades 3 & 5 reading on Lexile/grade level is an area of need. This is a predictor of academic readiness.
Root Cause # 1	Early literacy skills are not mastered in the primary grades. Professional development for teachers and administrators serving our ELL students.
Goal	The percentage of students demonstrating "on-grade level" reading in grades 3-5 will increase the percentage of students reading on grade level Lexile from 64.92 (2021) to 70% by 2025.

Action Step # 1

Action Step	We will target the need to establish early fluency in kindergarten by focusing on identifying all correct letter sounds and attain 62 sight words. We will tackle this need through whole group classroom instruction and differentiated small group instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	-Reading data is collected for all students (DRA, DIBELS, MAP and APTT pre-/mid-/post- data)
Method for Monitoring Effectiveness	Teachers' lesson plans will reflect letter sound and sight word instruction
Position/Role Responsible	Kindergarten Teachers, Academic Coach, and Family Engagement Coordinator
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)?	

Action Step # 2

Action Step	Teachers will utilize formative data to drive instruction so that 1st grade students will attain a RIT score of 175 (OGL- 171-185) in Reading and achieve individual projected growth. Flexible groups and research-based interventions will be provided in the regular classroom and through MTSS.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	-Reading data is collected for all students (DRA, DIBELS, MAP and APTT pre-/mid-/post- data)
Method for Monitoring Effectiveness	MAP Fall, Winter, and Spring Benchmark Data Lesson plans
Position/Role Responsible	1st Grade Teachers, Academic Coach, and Family Engagement Coordinator
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)?	

Action Step # 3

Action Step	We will target the need to establish early fluency in second and third grades by working with students on their reading level in differentiated small group lessons in order to help them achieve grade level reading fluency expectations. Interventions will be provided for students who are not demonstrating adequate growth both within the regular classroom and through MTSS. MTSS interventionists will use Fountas & Pinnell Leveled Literacy Intervention (LLI). Classroom teachers will use purchased computer programs, such as Study Island, Freckle, and Moby Max to yield high levels of growth. *2nd grade students will attain a RIT score of 190 (OGL- 185-200) in Reading and achieve individual projected growth.

Action Step # 3

Action Step	*3rd grade students will attain a RIT score of 185 (OGL- 197-213) in Reading and achieve individual projected growth.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	-Reading data is collected for all students (DRA, DIBELS, MAP and APTT pre-/mid-/post- data)
Method for Monitoring Effectiveness	MAP Fall, Winter, and Spring Benchmark Data Lesson plans
Position/Role Responsible	2nd and 3rd Grade Teachers, Academic Coach, and Family Engagement Coordinator
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)?	

Action Step # 4

Action Step	We will target reading comprehension in 4th and 5th grades by working with students on their reading level in differentiated small group lessons in order to help them achieve grade level reading expectations. Interventions will be provided for students who are not demonstrating adequate growth both within the regular classroom and through MTSS. MTSS interventionists will use Fountas & Pinnell Leveled Literacy Intervention (LLI). Classroom teachers will use purchased computer programs, such as Study Island, Freckle, and Moby Max to yield high levels of growth. 4th grade students will attain a RIT score of 210 (OGL- 205-221) in Reading and achieve individual projected growth.

Action Step # 4

Action Step	5th grade students will attain a RIT score of 215 (OGL- 211-227) in Reading and achieve individual projected growth.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	-Reading data is collected for all students (DRA, DIBELS, MAP and APTT pre-/mid-/post- data)
Method for Monitoring Effectiveness	MAP Fall, Winter, and Spring Benchmark Data
Position/Role Responsible	4th and 5th Grade Teachers, Academic Coach, and Family Engagement Coordinator
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)?	

Action Step # 5

Action Step	Teachers earning ESOL FTE segments and at least one administrator at each school with ESOL students will complete at least one self-paced WIDA course for supporting ESOL students in reading and writing.
Funding Sources	N/A
Subgroups	English Learners
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Registration and completion documentation in the WIDA portal
Method for Monitoring Effectiveness	TKES documentation of learned strategies being used with ESOL students

Action Step # 5

Position/Role Responsible	Teachers, Administrator -take one course with documentation in TKES portal
Timeline for Implementation	Yearly

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Those persons involved in planning were regular education and special education teachers from all subject areas (ELA, Math, Science and Social Studies), parents, and school council members. All faculty members were part of Walker County Schools' revision of the strategic plan giving input to develop goals and action steps. Parents provided feedback in meetings and surveys (paper and electronic). The CVE leadership team developed the needs assessment by analyzing various types of data throughout the school year. Teachers and administrators met multiple times to discuss the needs of the school. Next, the administrative team shared the proposed goals and strategies with grade level and support teachers and gathered feedback. Finally, the entire staff meets annually to discuss school-wide goals and data. PLC's met on March 17, 2023 to complete the Comprehensive Needs Analysis and to provide input on strengths and weakness across school programs. Additionally, the School Council and Wellness Team members meet four times each year. In the meetings, stakeholders are provided with current data and trends. The agenda includes discussions of proposed goals and progress toward those goals. In Spring 2023 (May 17, 2023), all community and school stakeholders are invited to join a feedback meeting to provide input regarding our school improvement goals and plan. *Attendance is documented. Our plan is communicated at our Annual Title I meeting and is shared via our website.

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.	Each year, 100% of Chattanooga Valley Elementary teachers are professionally qualified by the State of Georgia and hold a bachelor's degree or higher in the areas of their current teaching positions. Additionally, 100% of paraprofessionals at Chattanooga Valley Elementary meet the state requirements and hold current certificates. Chattanooga Valley Elementary offers professional learning opportunities to help paraprofessionals meet Georgia requirements.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if	District set-aside funds are utilized for providing for students living in local institutions for neglected or delinquent children. The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards are: ● Classroom instruction that reflects a balance of skills, conceptual understanding and problem solving, ● Performance tasks that provide students opportunities to discover new

applicable).	mathematical knowledge through problem-solving,
	● Opportunities for students to converse, discuss and debate using mathematical vocabulary
	● Opportunities for students to represent mathematical solutions in multiple ways (tables, charts, graphs, pictures, symbols, and words)
	● Opportunities for students to connect mathematical ideas to other content areas
	● Opportunities for students to demonstrate their knowledge of abstract relationships using symbols, pictures, manipulatives and explanations.
	At CVE, we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards, through consistent implementation and development of best practices with teachers through ongoing professional learning (with academic coaches, administrators, and teacher leaders). Frequent walkthroughs and observations will provide evidence of use of common best practices in every classroom. We will concentrate efforts on: informational reading (through a variety of texts) to improve Lexiles; reinforcing Science and Social Studies concepts across the curriculum; improving math fact fluency, and writing across the curriculum school-wide in every subject area. CVE will continue to integrate Science and Social Studies curriculum standards into reading and writing instruction, to reinforce students' understanding and elicit higher order responses. Professional learning will be dedicated and aligned to meet identified student needs. Teachers will follow the state curriculum framework and implement standards-based grading practices. The administrative team will conduct multiple classroom observations of instruction. Teachers will observe peers to identify and share best practices. Collaborative planning time will be provided daily, along with frequent professional learning activities throughout the school year. Frequent formative assessments will be given to determine mastery of standards in each academic area. Data collected will be discussed during planning to monitor progress and re-evaluate strategies. Additionally, CVE will implement the APTT model, in order to yield higher levels of student learning by preparing parents to serve as active members of the school learning team (and subsequently building capacity).

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

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Kindergarten teachers communicate with the local preschool teachers in an effort to support the transition from pre-K to Kindergarten. Chattanooga Valley Elementary does not currently house a regular education pre-K class; however, pre-K students who live within our school zone area but attend Cedars Preschool at Flintstone (formerly Flintstone Child Care), Chattanooga Valley Baptist, and Head Start, and other private preschools are invited to tour the school facilities on a specified date. Those parents receive the same forms, brochures, etc. that are sent home with all WCS Pre-K students. Preschool teachers bring rising CVE kindergarteners for a tour each spring. Walker County offers a designated date for student kindergarten registrations, during which time information is provided and summer learning activities are recommended. An open house is held for upcoming kindergarten students and their parents before school starts each year to orient children and families to our school. Guidance counselors assigned to Chattanooga Valley Elementary School and Chattanooga Valley Middle School coordinate transition from the 5thgrade at CVE to the 6thgrade at Chattanooga Valley Middle School (CVMS). Throughout the spring, activities are conducted to assist students in making this transition. Every 5thgrader participates in a tour of CVMS where the CVMS principal provides a welcome and introduction for the upcoming 6thgraders. Orientation meetings are held for parents, to provide necessary information on curriculum, scheduling, and parent involvement activities, and an opportunity to have their questions answered prior to the beginning of school.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Positive discipline practices are utilized in classrooms. Rituals and routines are taught and reviewed in classrooms. MTSS/Response to Interventions is utilized to address student behavioral problems that are recurrent. Teachers utilize discipline plans that recognize positive behaviors and provide frequent feedback to students and parents. 7 Mindsets training has been provided to all certified personnel and the lessons are presented to all students in k-5 through guidance and classroom instruction through the guidance program. We will continue to implement similar lessons in the coming year to support positive behaviors and growth mindsets of our students.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Our CVE School-wide Plan is available electronically on our school website, as well in paper format in our school office. School-wide improvement goals and data are shared in various forums, including, but not limited to: annual Title I meeting, volunteer orientation, school staff meetings, a community-wide input/feedback meeting annually, quarterly School Council meetings, and quarterly Wellness Committee meetings. Our school plan and additional school information is available to stakeholders in language and format that is understandable to the extent practical. Our school includes options on school meeting invitations to indicate "if you require an interpreter to access the information at this meeting. (Marque esta casilla si necesita un intérprete para acceder a la información en esta reunión.)" **"This school annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students."**