



# Comprehensive Needs Assessment 2026 - 2027 School Report



Walton County  
Monroe Elementary

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

|                 | Position/Role       | Name              |
|-----------------|---------------------|-------------------|
| Team Member # 1 | Principal           | Dane Callahan     |
| Team Member # 2 | Assistant Principal | Laci Autrey-Clark |
| Team Member # 3 | Instructional Coach | Lakeya Richardson |
| Team Member # 4 | School Counselor    | Shana Adams       |
| Team Member # 5 |                     |                   |
| Team Member # 6 |                     |                   |
| Team Member # 7 |                     |                   |

#### Additional Leadership Team

|                  | Position/Role                   | Name              |
|------------------|---------------------------------|-------------------|
| Team Member # 1  | 5th Grade Chair                 | Yesi Shaw         |
| Team Member # 2  | 4th Grade Teacher               | Catherine Dockery |
| Team Member # 3  | Music Teacher/PBIS Coach        | Angela Rocca      |
| Team Member # 4  | Specials Chair/PBIS Asst. Coach | Reggie Lumpkin    |
| Team Member # 5  | Special Education Teacher       | Theresa Emmett    |
| Team Member # 6  | Gifted Chair                    | Crystal Williford |
| Team Member # 7  | School Counselor                | Shana Adams       |
| Team Member # 8  | 3rd Grade Teacher               | Rhonda Clark      |
| Team Member # 9  | Media Specialist                | Lisa Pauldo       |
| Team Member # 10 |                                 |                   |

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

Stakeholders

|                 | Position/Role       | Name              |
|-----------------|---------------------|-------------------|
| Stakeholder # 1 | Principal           | Dane Callahan     |
| Stakeholder # 2 | Assistant Principal | Laci Autrey-Clark |
| Stakeholder # 3 | Instructional Coach | Lakeya Richardson |
| Stakeholder # 4 | Counselor           | Shana Adams       |
| Stakeholder # 5 | Parent              | Jarred Clark      |
| Stakeholder # 6 |                     |                   |
| Stakeholder # 7 |                     |                   |
| Stakeholder # 8 |                     |                   |

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | Stakeholders will meet collaboratively to review, discuss, and analyze data from multiple sources: demographic data, student learning data, perceptions data, and school process data to determine our school's areas of strengths and areas of improvement.<br>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### Coherent Instruction Data

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

## Coherent Instruction Data

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

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

## Coherent Instruction Data

| Instruction Standard 2 -Creates an academically challenging learning environment |                                                                                                                                                                                                                                                                                                                                                                    |   |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                     | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).<br><br>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.<br><br>Learning targets are evident throughout the lesson and in student work.                                                                                                            | ✓ |
| 3. Emerging                                                                                                                      | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.                                                                                                                                                                                           |   |
| 4. Not Evident                                                                                                                   | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.                                                                                                                                                                                                    |   |

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

| Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets |                                                                                                                                                                                                                                                                                                                                      |   |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                    | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.<br><br>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.<br><br>Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |   |
| 2. Operational                                                                                                           | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.                                                                                                                                                                                          | ✓ |
| 3. Emerging                                                                                                              | Some students use tools to actively monitor their own progress.                                                                                                                                                                                                                                 |   |
| 4. Not Evident                                                                                                           | Few, if any, students use tools to actively monitor their own progress.                                                                                                                                                                                                                         |   |

## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

| Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction |                                                                                                                                                                                                                                  |   |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                    | Teachers extensively use a systematic, collaborative process to analyze assessment results.<br>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.<br>Instruction is routinely adjusted based on the analysis of assessment results.                                                                  | ✓ |
| 3. Emerging                                                                                                     | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results.                                                               |   |
| 4. Not Evident                                                                                                  | A collaborative process to analyze assessment results does not exist.<br>Instruction is rarely, if ever, adjusted based on the analysis of assessment results.                                                                   |   |

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### 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.<br><br>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.<br><br>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.<br><br>The principal provides an appropriate balance of pressure and support to manage the change process for desired results.                                                         | ✓ |
| 3. Emerging                                                                                           | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.                                                                                                                                                                           |   |
| 4. Not Evident                                                                                        | Administrators initiate few, if any, changes that impact staff performance and student learning.                                                                                                                                                                                                                    |   |

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### 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.<br><br>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).<br><br>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).<br><br>Teachers conduct action research and assume ownership of professional learning processes. |   |
| 2. Operational                                                                                                                                           | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).                                                                                                                                                                                        | ✓ |
| 3. Emerging                                                                                                                                              | Administrators and staff sometimes collaborate to improve individual and collective performance.                                                                                                                                                                                                                                                                       |   |
| 4. Not Evident                                                                                                                                           | Administrators and staff rarely collaborate to improve individual and collective performance.                                                                                                                                                                                                                                                                          |   |

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

## Professional Capacity Data

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

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

## Professional Capacity Data

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning |                                                                                                                                                                                                                                           |   |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                                         | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.<br><br>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 2.7) 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).

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

## Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### 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.<br><br>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).<br><br>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.<br><br>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.<br><br>These rules, practices, and procedures are continually monitored and revised as needed. |   |
| 2. Operational                                                                                                                                      | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.                                                                                                                                           | ✓ |
| 3. Emerging                                                                                                                                         | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.                                                                                                                                        |   |
| 4. Not Evident                                                                                                                                      | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.                                                                                                                              |   |

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

|                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What perception data did you use?<br/>[examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Perception Data (staff, parent, and student)</p> <p>Data Sources: School climate surveys (Staff, Students), End of year anecdotal feedback from teachers, Title I Parent Survey, Tiered Fidelity Inventory (TFI)!--a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What does the perception data tell you?<br/>(perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p> | <p>The school climate survey perception data indicates a strong foundation of trust and instructional clarity between Monroe Elementary staff, students, and families, though it simultaneously exposes critical gaps in student well-being and safety within unstructured school spaces. On the positive side, students highly perceive that their teachers maintain strong instructional scaffolding, with 79% noting that teachers check for understanding almost every day and 78% confirming that clear examples are provided before independent tasks begin. Families mirror this positive perception, with 85% reporting same-day communication responses from teachers and 69% feeling extremely welcome when entering the building. This high level of relational care and instructional predictability stands in sharp contrast to how students perceive unstructured school environments. While 84% of students feel safe inside their classrooms, only 43% report feeling safe in the school restrooms, and nearly a third (33%) explicitly mark restrooms as unsafe or only a little safe. This degradation of perceived safety extends to the playground and lunchroom, where 19% and 14% of students, respectively, signal low safety scores, highlighting a critical need for increased adult proximity and active monitoring in transitional zones. Furthermore, the data reveals a stark paradox between student perceptions of bullying severity and their own comfort levels when seeking adult assistance. Although a majority of 60% report they have never been personally bullied, a substantial 44% of the student body perceives bullying to be very much or an extreme problem at Monroe Elementary. This systemic anxiety is compounded by a clear help-seeking barrier: while 80% of students acknowledge that school adults try to help effectively when bullying is reported, only 31% feel comfortable approaching all school adults for assistance, leaving a quarter of the student body only trusting a select few. These social pressures and safety anxieties appear to heavily impact internal student well-being and stamina. A profound level of emotional fatigue is present within the student body, with 37% reporting that they feel very worried and 31% reporting they feel very sad on a weekly or daily</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>basis. When cross-referenced with attendance data showing that 8% of students miss school due to being too tired and 7% due to problems with peers, these metrics indicate that emotional distress directly impacts school engagement. Fortunately, family communication preferences strongly align with the school's intervention structures, as parents overwhelmingly view text messaging (65%), emails (58%), and physical packets sent home with their child (58%) as extremely effective communication channels, providing the leadership team with a direct, verified pathway to mobilize family support around these school improvement needs.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What process data did you use?<br/>(examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p> | <p>Process Data (school programs, instructional strategies, assessment strategies, and classroom practices)</p> <p>Data Sources: Title I School Improvement Plan, ACCESS 2.0 student data, UFLI, PBIS Discipline Data, Self-Assessment Survey Items Data, 21st Century LEAP data, MAP!</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What does the process data tell you?<br/>(process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p> | <p>Through school programs such as Gifted, Advanced Content, Early Intervention Program (EIP), Special Education, and English to Speakers of Other Languages (ESOL), students are provided challenging and equitable opportunities to foster student success. In addition to the academic programs, Monroe Elementary school students have opportunities to join or participate in the following extra-curriculum activities: 21st Century LEAP after school enrichment program (kindergarten-5th), chorus, band (grades 3rd-5th), Helen Ruffin Reading Team (3rd, 4th &amp; 5th), BETA Club (grades 4th &amp; 5th), and Million Words Read. Exclusive to 5th graders only includes Choosing Healthy Activities and Methods Promoting Safety Program (CHAMPS), Newspaper Club, Art Club, Safety Patrol, and Christian Learning Center (CLC).</p> <p>Positive Behavior Interventions and Supports (PBIS) started during the 2017-2018 school year with continued yearly implementation. Data revealed that additional support was needed for students with multiple ODRs. PBIS Tier 2 was piloted in the 21/22 SY and fully implemented in the 22/23 SY. The PBIS team has worked to make strides in promoting a healthy culture among learners, instructional staff, and other staff. Coupling Responsive Classroom strategies with PBIS has helped to create social norms through explicitly teaching and reinforcing behavioral expectations to all students. According to the PBIS Self-Assessment Survey (SAS) results, MES has improved in the level of implementation from 32% in 2017-2018 to 70,25% in the 22/23 SY. According to the GaMTSS End of Year Data Report shows an increase in the level of school-wide support, teaching behavioral expectations, student rewards, and behavioral distinctions. As a school, we also achieved a Distinguished level based upon: (1) Implementation of Tier I and Tier II; (2) completion of all three tiers for TFI twice this</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

school year; (3) increased the number of students with 0-1 state reportable ODRs from 95.93 during 24SY to 96.03 during 25SY; (4) increased the number of state reportable ODRs from the 24SY to the 25 SY by a count of 4; (5) decreased the number of ISS days the 24SY to 2SY by 23 days; (6) OSS days increased by more than 5%.

#### 21st Century LEAP Students

21st Century Programs serves MES students in grades kindergarten-5th grade. Its primary program goal is to support and increase students' learning by providing daily academic support and enrichment activities that engage students through various academically focused cultural, recreational, technological, and arts activities not normally offered during the regular school day. Student attendance increased over the last five years. According to the student exit surveys, 98% of student behaviors were positively impacted and improved. Data indicated that literacy was a primary focus and a high percentage of students who received the most improved recognition were from the LEAP Program.

#### PBIS Discipline Data (2026)

Based on the three-year longitudinal metrics, the process data highlights an escalating behavioral tracking and disciplinary intervention program at Monroe Elementary:

- **Documented Event Volume:** Documented behavioral events grew from 230 in 2024 to 304 in 2025, then doubled to 585 events in 2026. This shows a significant expansion in staff documentation and active behavior tracking.

- **Target Student Populations:** The percentage of students maintaining zero referrals dropped from 86.89% (2024) and 87.77% (2025) down to 79.91% in 2026. While 2026 saw 55 students with 1 referral and 36 students with 2–4 referrals, the most critical shift was in the chronic tier (5+ referrals), which nearly tripled year-over-year to 41 students (6.24%).

- **Exclusionary Discipline Consequences:** This surge in chronic behavior heavily impacted exclusionary programs. In-School Suspension (ISS) days jumped from 128 (2024) and 109 (2025) to a staggering 306 days in 2026. Out-of-School Suspension (OSS) days followed a similar spike, rising to 131 days in 2026 from a low of 91 days in 2025.

In summary, the process data shows that Monroe Elementary executed a high-volume tracking and containment program that shifted from a stable baseline (2024–2025) into a reactive, high-suspension model in 2026 to manage an expanding group of chronically disruptive students.

!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What achievement data did you use?        | Achievement Data (norm-referenced tests, criterion-referenced tests, standards assessments, teacher-assigned grades, and authentic assessments)!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What does your achievement data tell you? | <p>1. Math Trends (Grades 3–5)Overall, mathematics performance at Monroe Elementary School has shown an encouraging, upward trajectory over the 5-year period, rebounding well after a dip in 2023. School-Wide (All Grades): The overall school math proficiency rate rose from 26.59% in 2022 to 42.35% in 2026. This reflects a significant one-year proficiency jump of 4.05% from 2025 to 2026 , and a 7.58% overall improvement since 2024. Grade 3: 3rd-grade proficiency peaked in 2024 at 43.48%. After a minor dip in 2025 (39.13%) , it climbed back up to its highest level yet in 2026 at 43.82%. Grade 4: 4th grade has been a standout area of growth. In 2022, proficiency was at a low of 18.82%. By 2025, it spiked drastically to 51.14%. While it experienced a slight pullback in 2026 to 48.00% (a one-year drop of -3.14% ) , its long-term growth remains highly positive, showing a 13.59% proficiency increase since 2024. Grade 5: 5th grade struggled heavily in 2023, hitting a low proficiency rate of 12.94%. However, it has seen a robust recovery since then, jumping to 26.47% in 2025 and surging to 34.78% in 2026 —an 8.31% increase in the last year alone.</p> <p>2. Science Trends (Grade 5 Only)Science data is only recorded for the 5th grade and shows a net-positive trend over the five years despite some mid-period volatility. The 2025 Dip and 2026 Recovery: Science proficiency hovered around 25.84% in 2022 , fell to 20.00% in 2023 , climbed to 28.72% in 2024 , and then hit its lowest point in 2025 at 20.59%. Recent Surge: 2026 saw a massive turnaround. The proficiency rate jumped 9.85% in a single year to achieve a 5-year high of 30.43%. Long-Term Progress: Since 2022, overall science proficiency has increased by 4.59% , driven largely by a sharp reduction in "Beginning" learners and a stronger showing in the "Proficient" category.</p> <p>3. Weighted Proficiency ChangesWeighted proficiency rates account for the distribution of students across all levels (giving extra credit for "Distinguished" students and partial credit for "Developing" students). The weighted metrics mirror the positive trajectory of standard proficiency. Math Growth: The school-wide weighted math proficiency rate increased by 6.44% over the last year and is up 3.03% since 2024. Grade 5 saw the highest one-year weighted jump in math at 13.82%. Science Growth: Reflecting the strong 2026 comeback, the 5th-grade weighted science proficiency grew by 7.20% in the last year , leading to an overall positive shift of 3.03% since 2022.</p> <p>Summary of Key Takeaways<br/>Consistent 2026 Momentum: 2026 was a banner year for Monroe Elementary. Both math (school-wide) and science (5th grade) reached their highest proficiency rates of the 5-year period.<br/>4th Grade Math Turnaround: The long-term recovery of 4th-grade math since 2022 (moving from 18.82% to 48.00% proficiency) is the school's most significant multi-year achievement.</p> |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>Shrinking Achievement Gaps: In both subjects, the percentage of students stuck in the "Beginning" tier has generally shrunk over time, shifting more students into the "Proficient" and "Distinguished" categories.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>                                                                                                                                                                                                                                                                         |
| What demographic data did you use?       | <p>Demographic Data (students, staff, the school, and surrounding community)!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| What does the demographic data tell you? | <p>Student demographic data reveals that Monroe Elementary School serves a diverse population of 607 students. Our Free and Reduced lunch rate is 82% as last reported in 2025-2026.</p> <p>Student Race/Ethnicity</p> <p>Hispanic - 14%</p> <p>American Indian -&lt;1%</p> <p>Asian - 4%</p> <p>Native Hawaiian or Other Pacific Islander-&lt;1%</p> <p>Black - 40%</p> <p>White - 33%</p> <p>Multiracial - 9%</p> <p>We have a total of 80 staff members at Monroe Elementary School.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p> |

### 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 3.3.

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

|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Strengths: Monroe Elementary School teachers and leaders have the professional knowledge to meet the academic and social needs of our students. Effective research-based instructional strategies are evident in our daily practices and data is used to inform our instructional practices. Teachers and students agree that students are actively engaged in learning and adequate resources and technology are available to support instruction. Use of flexible student groups are operational in all grade levels, which allows for remediation and enrichment activities to increase student learning. Teachers collaborate to provide informal and formal assessments to monitor student learning. The master schedule will be adjusted and monitored by school administrators to maximize instructional time going into 26-27SY.</p> <p>Challenges: A continued focus remains on the need to increase instructional practices that reflect high expectations for all students (EIP, SED, EL SWD, ED, and African American students). Engage students in more activities that develop their critical thinking and problem solving skills with a focus on real-life experiences. Although MES has updated technology available for all students, a focus on specific use of technology is needed to enhance student learning. In addition, a strong focus on developing students' writing skills is a continued needed and PD on developing our teachers' instructional skills in this area and will continue into the 26-27SY.</p> |
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>            | <p>Strengths: Monroe Elementary School leaders provide tools and resources needed to support student learning; communicates that school's mission and vision regularly with staff, students, and stakeholders; analyzes and uses student data to make educational decisions for students and staff; monitors and evaluates instructional practices; collaborates with staff to identify areas of strengths and areas for growth; supports, plans, and implements professional learning opportunities; provides regular communication with staff and stakeholders; models and communicates high expectations for student learning and professionalism; provides shared decision-making; actively monitors school protocols to maintain a safe and welcoming</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Strengths and Challenges Based on Trends and Patterns

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>learning environment; supports and monitor student discipline; uses assessment data to make informed decisions about student and staff; open door policy which allows staff, students, and stakeholders the opportunity to discuss their concerns.</p> <p>Challenges: Provide more time to allow teachers to collaborate across grade levels and teams; increase team building opportunities; support student discipline; continue to provide professional learning opportunities for staff; continue to plan professional learning based upon staff feedback.!--a=1--!-a=1--!-a=1--</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Strengths: MES staff continues to focus on increasing our pedagogical knowledge and skills to increase student achievement through targeted professional learning opportunities: grade level Professional Learning Communities, District ELA/Reading and Math Ambassadors, RESA training, individual professional learning with our Instructional Coach; WCSD professional training.</p> <p>Challenges: Increased time needed for professional development; staff's capacity/ability/access to use research from various sources such as educational periodicals, research findings, and educational conferences to make informed professional decisions for self-growth; continue to provide peer-to-peer observations (within our school and district).!--a=1--!-a=1--!-a=1--</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Strengths: Monroe Elementary School consistently communicates with parents and the community through print, technology, and school messenger; parents and guardians are provided accurate reports able students' progress; parents/guardians are welcomed and encouraged to participate in their child/ren's education through parent/teacher conferences and by attending monthly school events; parents/guardians are invited to attend academic data meetings to review student process; parents/guardians who speak other languages are have equal access to communication through district interpreter services, Language Line (telephone and virtual), and printed materials in their languages</p> <p>Challenges: Providing parents/guardians opportunities to share their method of participation that best supports them; flexible meeting times to attend school functions.!--a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Strengths and Challenges Based on Trends and Patterns

|                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p><b>Strengths:</b> MES staff and leadership maintains a safe learning environment that supports student learning; clear and consistent expectations have been developed with staff and students' input; routines and procedures for student learning and interactions are consistent and clearly visible throughout the school; MES has a welcoming and attractive campus; resources are readily available for staff, students, and parents/guardians; the master schedule is designed to maximize instructional time for all grade levels and resources classes</p> <p><b>Challenges:</b> A focus on increasing academic rigor to encourage higher use of critical thinking and problem-solving skills is needed; provide students with specific use of technology to explore academic ideas in all content areas; increase student engagement and rigor for SED, EIP, EL, SWD, ED, and African American student to close academic gaps; continue professional learning opportunities targeted to address student emotional &amp; behavioral concerns.</p> |
| <p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>             | <p>Monroe Elementary School has worked to maximize the resources within our building. Through careful planning, the leadership team has been able to secure human, material, and fiscal resources to meet the needs of each learner. MES' SWOT Analysis shows technology resources, Title I funds, tutors, and an Instructional Coach as areas of strength.</p> <p><b>Challenges:</b> Decreasing achievement gaps between SWD, ED, EL, and African American students with White students; using and linking appropriate resources to increase student achievement; funding professional development beyond the school building.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>                         | <p><b>Strengths:</b> MES students are moving toward increasing their academic success. 3rd Grade Math: Strong gains; Proficient/Distinguished improved from 39% to 44%, and Beginning decreased from 27% to 21%. 5th Grade Math: Strong growth; Distinguished increased from 1% to 5%, and Beginning decreased from 43% to 28%.</p> <p><b>Challenges:</b> Increase CCRPI score (as measured by our district ratings); target professional learning to focus on increasing Tier 1 instructional practices in all content areas. Structured literacy interventions and foundational skills support needed in K-3 grades based on MAP achievement data.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |

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

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

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengths  | <p>SED students received individualized instruction to support their academic, social, and emotional needs in the general educational environment and/or in the special education classroom setting; SED, ED, and EL students received daily instruction on their grade level, instructional level, and according to their specific educational needs; SED, ED and EL teachers implemented instruction targeted to the meet the unique needs of each subgroup and aligned to meet the grade specific standards; district and state guidelines are followed to ensure fidelity in identifying and monitoring SED and EL students.</p> |
| Challenges | <p>A strong emphasis and focus is needed to continue to increase student achievement for our SED, ED, and EL students by adapting academic content to increase rigor, improve instructional delivery, and maintain current research-based best practices. Also, as our Free and Reduced lunch numbers increase (ED students), MES staff must continue to implement specially designed instruction consistent not only for ED students, but SED, EL, and all students. MES leadership must continue to monitor instructional practices to ensure achievement gaps are decreased among our SED, ED, and EL students.</p>               |

## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 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 3.2.

## Overarching Need # 1

|                                                 |                                                                            |
|-------------------------------------------------|----------------------------------------------------------------------------|
| Overarching Need                                | Increase student achievement in ELA/Reading (including Lexile and Writing) |
| How severe is the need?                         | High                                                                       |
| Is the need trending better or worse over time? | Better                                                                     |
| Can Root Causes be Identified?                  | Yes                                                                        |
| Priority Order                                  | 1                                                                          |

|                           |                                                                        |
|---------------------------|------------------------------------------------------------------------|
| Additional Considerations | !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|---------------------------|------------------------------------------------------------------------|

## Overarching Need # 2

|                                                 |                                             |
|-------------------------------------------------|---------------------------------------------|
| Overarching Need                                | Increase student achievement in Mathematics |
| How severe is the need?                         | High                                        |
| Is the need trending better or worse over time? | Better                                      |
| Can Root Causes be Identified?                  | Yes                                         |
| Priority Order                                  | 2                                           |

|                           |                                                                        |
|---------------------------|------------------------------------------------------------------------|
| Additional Considerations | !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|---------------------------|------------------------------------------------------------------------|

## Overarching Need # 3

## Overarching Need # 3

|                                                 |                                                                      |
|-------------------------------------------------|----------------------------------------------------------------------|
| Overarching Need                                | Support Academic Success Through Proactive School Climate Management |
| 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 | !-a=1--!-a=1-- |
|---------------------------|----------------|

## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Increase student achievement in ELA/Reading (including Lexile and Writing)

## Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | Qualitative teacher feedback highlights a systemic application bottleneck: students display strong phonics mastery in isolation (Foundations) but struggle to transfer those decoding and encoding skills to independent text blocks or written composition. Data and teacher feedback suggest a need for stronger alignment between foundational reading skills, writing instruction, and application of literacy skills across content areas.                                                                                       |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| This is something we can affect                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Impacted Programs                                            | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

|                      |                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Additional Responses | !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--<br>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------|

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Overarching Need - Increase student achievement in Mathematics

### Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | Internal teacher templates reveal that students are paralyzed by multi-step word problems due to vocabulary translation deficits, lack of computational fluency, and a failure of whole-group strategies transferring down to individual, unassisted execution. Furthermore, teacher-level datasets display extreme internal variance within identical hallways (e.g., an 83th vs. 36th growth percentile variance in 2nd-grade math sections), and 4th-grade audits explicitly confirm that physical manipulative deployment is highly inconsistent from room to room. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program                                   |

|                      |                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|
| Additional Responses | --a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!<br>--a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|

Overarching Need - Support Academic Success Through Proactive School Climate Management

### Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | Qualitative grade-level feedback demonstrates a clear link between student behavior and academic fatigue. Task frustration during unassisted, independent writing or math problem-solving sequences serves as a primary catalyst for escape-driven classroom discipline referrals. Additionally, internal audits reveal that the administrative and logistical burden of attendance tracking (making warning calls, logging compliance fields, tracking dates) places an excessive time tax on teachers, directly subtracting from their capacity to plan complex foundational literacy blocks. |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Root Cause # 1

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This is something we can affect | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Impacted Programs               | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

|                      |                                     |
|----------------------|-------------------------------------|
| Additional Responses | !-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- |
|----------------------|-------------------------------------|



# School Improvement Plan 2026 - 2027



Walton County  
Monroe Elementary

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

|                                                                                           |                                                         |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------|
| District                                                                                  | Walton County                                           |
| School Name                                                                               | Monroe Elementary                                       |
| Team Lead                                                                                 | Dane Callahan                                           |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need as identified in CNA Section 3.2 | Increase student achievement in ELA/Reading (including Lexile and Writing)                                                                                                                                                                                                                                                                                                                                                                      |
| Root Cause # 1                                    | Qualitative teacher feedback highlights a systemic application bottleneck: students display strong phonics mastery in isolation (Foundations) but struggle to transfer those decoding and encoding skills to independent text blocks or written composition. Data and teacher feedback suggest a need for stronger alignment between foundational reading skills, writing instruction, and application of literacy skills across content areas. |
| Goal                                              | By the end of the 2026–2027 school year, Monroe Elementary will increase the percentage of students in grades 3–5 scoring at or above the Proficient level on the Georgia Milestones ELA assessment by 3 percentage points, through targeted early literacy intervention, consistent implementation of phonics instruction in K–2, and structured support in decoding, fluency, comprehension, and writing.                                     |

## Action Step # 1

|                                      |                                                                                                                                                                     |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Fully implement Benchmark Workshop (K–5) as the Tier 1 ELA curriculum, ensuring balanced literacy instruction aligned to the Georgia Standards of Excellence (GSE). |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins           |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities                         |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment                                                                                    |
| Method for Monitoring Implementation | Observations, TKES evaluations, PLCs, Data Reviews, Lesson Plans                                                                                                    |

### Action Step # 1

|                                     |                                                             |
|-------------------------------------|-------------------------------------------------------------|
| Method for Monitoring Effectiveness | Use of Benchmark's formative assessment tools and MAP data. |
| Position/Role Responsible           | Administrators, Instructional Coach, Teachers               |
| Timeline for Implementation         | Weekly                                                      |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | !----comment node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1-- |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Action Step # 2

|                                      |                                                                                                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Maximize the 2-hour ELA Window for Explicit Modeling and Revision.<br>Non-negotiable 20-minute writing block. Rather than teaching isolated grammar drills, this time must be spent on explicit teacher modeling |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins                                                        |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities                                                                      |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment                                                                                                                                 |
| Method for Monitoring Implementation | Walk-through, TKES evaluation, PLCs, Data Views, UFLI progress monitoring, lesson plans                                                                                                                          |

## Action Step # 2

|                                     |                                               |
|-------------------------------------|-----------------------------------------------|
| Method for Monitoring Effectiveness | Increased growth in area of writing.          |
| Position/Role Responsible           | Administrators, Instructional Coach, Teachers |
| Timeline for Implementation         | Weekly                                        |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | !----comment node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1-- |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Action Step # 3

|                                      |                                                                                                                                                                                                                                           |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Use of Fundamental 5 to improve Tier 1 instructional delivery - embed Fundamental 5 (Framing the Lesson, Work in the Power Zone, Frequent Small-Group Purposeful Talk, Recognize and Reinforce, Write Critically) in ELA lesson planning. |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins                                                                                 |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities                                                                                               |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment                                                                                                                                                          |
| Method for Monitoring Implementation | Regular walkthroughs using the Fundamental 5 observation rubric to give feedback and coaching support, PLCs, lesson plans.                                                                                                                |

### Action Step # 3

|                                     |                                               |
|-------------------------------------|-----------------------------------------------|
| Method for Monitoring Effectiveness | Increased growth in the area of Reading       |
| Position/Role Responsible           | Administrators, Instructional Coach, Teachers |
| Timeline for Implementation         | Weekly                                        |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | !----comment node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1--!----comment<br>node---!--a=1--!----comment node---!--a=1-- |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need as identified in CNA Section 3.2 | Increase student achievement in Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Root Cause # 1                                    | Internal teacher templates reveal that students are paralyzed by multi-step word problems due to vocabulary translation deficits, lack of computational fluency, and a failure of whole-group strategies transferring down to individual, unassisted execution. Furthermore, teacher-level datasets display extreme internal variance within identical hallways (e.g., an 83th vs. 36th growth percentile variance in 2nd-grade math sections), and 4th-grade audits explicitly confirm that physical manipulative deployment is highly inconsistent from room to room. |
| Goal                                              | By the end of the 2026–2027 school year, Monroe Elementary will increase the percentage of students in grades 3–5 scoring Proficient or above on the Georgia Milestones Mathematics assessment by 3 percentage points.                                                                                                                                                                                                                                                                                                                                                  |

## Action Step # 1

|                                      |                                                                                                                                                                                                                                           |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Enforce the Concrete-Representational-Abstract (CRA) Sequence via Big Ideas Math. Instruction must systematically transition from concrete manipulation, to representational math drawings, and finally to abstract numerical algorithms. |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins                                                                                 |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities                                                                                               |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment                                                                                                                                  |
| Method for Monitoring Implementation | Walk-through, TKES evaluations, PLCs, Data Reviews, Lesson Plans                                                                                                                                                                          |

### Action Step # 1

|                                     |                                                               |
|-------------------------------------|---------------------------------------------------------------|
| Method for Monitoring Effectiveness | Increased growth in the area of Mathematics.                  |
| Position/Role Responsible           | Administrators, Instructional Coach, Teachers, Math Committee |
| Timeline for Implementation         | Weekly                                                        |

[illegible]

## Action Step # 2

|                                      |                                                                                                                                                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Build teacher capacity in math instruction through PLCS, collaborative planning, and using Fundamental 5 framework to improve the quality of math instruction, particularly small-group purposeful talk and writing critically in math. |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins                                                                               |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities                                                                                             |
| Systems                              | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment                                                                                                                                              |
| Method for Monitoring Implementation | Walk-through, TKES evaluations, PLCs, Data Reviews, Lesson Plans, Math Committee meetings                                                                                                                                               |

## Action Step # 2

|                                     |                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------|
| Method for Monitoring Effectiveness | Increased growth in the area of Mathematics                                          |
| Position/Role Responsible           | Administrators, Instructional Coach, Teachers, Math Committee, Technology Specialist |
| Timeline for Implementation         | Weekly                                                                               |

[illegible]

## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need as identified in CNA Section 3.2 | Support Academic Success Through Proactive School Climate Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Root Cause # 1                                    | Qualitative grade-level feedback demonstrates a clear link between student behavior and academic fatigue. Task frustration during unassisted, independent writing or math problem-solving sequences serves as a primary catalyst for escape-driven classroom discipline referrals. Additionally, internal audits reveal that the administrative and logistical burden of attendance tracking (making warning calls, logging compliance fields, tracking dates) places an excessive time tax on teachers, directly subtracting from their capacity to plan complex foundational literacy blocks. |
| Goal                                              | Reduce schoolwide ODRs by 3% and increase the percentage of parent/guardian contacts within 48 hours of a student crossing 3 unexcused absences.                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Action Step # 1

|                                      |                                                                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Intercept Academic Escape Behaviors via Active Proximity, Targeted Scaffolding, and PBIS Alignment                                                        |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |
| Systems                              | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment                                                                |
| Method for Monitoring Implementation | Administrative walkthroughs assessing use of working in the "Power Zone."                                                                                 |
| Method for Monitoring Effectiveness  | Schoolwide Office Discipline Referrals (ODRs)                                                                                                             |

## Action Step # 1

|                             |                                                     |
|-----------------------------|-----------------------------------------------------|
| Position/Role Responsible   | Principal, Assistant Principal, Instructional Coach |
| Timeline for Implementation | Weekly                                              |

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

## Action Step # 2

|                                      |                                                                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Centralize Logistical Attendance Workflows to Protect Teacher Capacity and Family Relationships                                                           |
| Funding Sources                      | Title I, Part A<br>Title I, Part A SIG<br>Title I, Part C<br>Title I, Part D<br>Title III, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento<br>Perkins |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |
| Systems                              | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment                                                                |
| Method for Monitoring Implementation | Attendance tracking.                                                                                                                                      |
| Method for Monitoring Effectiveness  | Percentage of parent/guardian contacts.                                                                                                                   |

## Action Step # 2

|                             |                                                                           |
|-----------------------------|---------------------------------------------------------------------------|
| Position/Role Responsible   | Attendance Support Team, Principal, Assistant Principal, School Counselor |
| Timeline for Implementation | Weekly                                                                    |

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

## 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).                                                                                                                                                                                                            | The Title I plan was developed with the involvement of members from all stakeholder groups at meetings, by email, and through sharing of documents through Google.!--a=1--!--a=1--                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.                                                                                                                                                                                                                                                       | One-hundred percent of teachers at the school meet Professional Qualifications requirements established by the Walton County School District. Principals will closely monitor teaching assignments to ensure that teachers are only teaching subjects in their field. Each school year (or semester), schedules of at-risk students, particularly low-income (ED) and minority (Black, Hispanic, Asian) will be reviewed to ensure that these students are not repeatedly scheduled into classes taught by the least effective or least experienced teachers in the school.!--a=1--!--a=1-- |
| 3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). | Title I funds are used to employ additional staff (teachers and/or paraprofessionals) who support struggling learners in the areas of Reading and/or Mathematics. These staff may pull students for small-group or one-on-one tutoring or may push into classrooms to provide support. Students may participate in reading resource classes/activities to address decoding or comprehension issues. At present, the school has no students living in institutions for neglected or delinquent children.!--a=1--!--a=1--                                                                     |
| 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                      | N/A – The district does not have any Targeted Assistance Programs.!--a=1--!--a=1--                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------|--|
| description of the measurable scale (point system) that uses the objective criteria to rank all students. |  |
|-----------------------------------------------------------------------------------------------------------|--|

## 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 or preschool special education transition from early childhood education programs to local elementary school programs.!--a=1--!--a=1--!--a=1-- |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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!--a=1--!--a=1--!--a=1-- |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|

|                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | Continued PBIS implementation and professional training with a focus on effective behavior practices, Mindset professional learning, School Counselor conducting classroom guidance lessons, district Behavior Specialist, Mental Health Specialist meetings with students, discipline data reviews, and implementation of Social/Emotional learning strategies.!--a=1--!--a=1--!--a=1-- |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ADDITIONAL RESPONSES

|                                                                                                 |                          |
|-------------------------------------------------------------------------------------------------|--------------------------|
| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | !--a=1--!--a=1--!--a=1-- |
|-------------------------------------------------------------------------------------------------|--------------------------|