



# Comprehensive Needs Assessment 2019 - 2020 School Report



**Taylor County  
Taylor County Upper Elementary**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	JoLynn Moncrief	Principal
Team Member # 2	Lezley Anderson	Assistant Principal/Pre-K Director
Team Member # 3	Sallie Addison	Academic Coach
Team Member # 4	Laura Whitaker	Counselor
Team Member # 5	Teresa Davis	SST/RTI Coordinator/School and LEA Family Engagement
Team Member # 6	Lane Bentley	6th Grade Math Teacher
Team Member # 7	Patrice Green	5th Grade ELA Teacher

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Dana Smith	4th Grade ELA/Social Studies Teacher
Team Member # 2	Theresa Tucker	3rd Grade ELA/Social Studies Teacher
Team Member # 3	Sharon Harris	Special Education Teacher
Team Member # 4	Charlotte Shorts	Connections Teacher
Team Member # 5	Gwynese Dugger	Academic Paraprofessional
Team Member # 6	LaTonja Turner	Title I, Title IV, Title V,
Team Member # 7	Felicia Purdy	Curriculum/Title II Director
Team Member # 8	Laura Martin	Media Specialist
Team Member # 9	Tonya Guinn	Gifted Coordinator
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Susan Peed	Parent
Stakeholder # 2	Jodi Pandolfi	Parent
Stakeholder # 3	Lonnie Holder	City of Reynolds Police Chief
Stakeholder # 4	Eliana Brown	Student
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	Meaningful feedback is obtained via email, in person, surveys, and phone conferences. The chairperson ensures that sign in sheets, agendas, and notes are taken throughout the needs assessment process.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

<b>Curriculum Standard 2 - Designs curriculum documents and aligns resources with the intended rigor of the required standards</b>		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	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	✓
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning</b>		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

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

<b>Instruction Standard 3 - Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</b>		
<b>1. Exemplary</b>	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	
<b>2. Operational</b>	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

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

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

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



Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

<b>Assessment Standard 5 - Implements grading practices that provide an accurate indication of student progress on the required standards</b>		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

Leadership Standard 1 - Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	✓
<b>4. Not Evident</b>	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

<b>Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning</b>		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	✓
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

<b>Leadership Standard 7 - Monitors and evaluates the performance of teachers and other staff using multiple data sources</b>		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	✓
<b>4. Not Evident</b>	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

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

Effective Leadership Data

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

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



## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

<b>Professional Learning Standard 1 - Aligns professional learning with needs identified through analysis of a variety of data</b>		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 - Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	✓
<b>4. Not Evident</b>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 - Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<p>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.</p>	✓
<b>3. Emerging</b>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
<b>4. Not Evident</b>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school		
<b>1. Exemplary</b>	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	✓
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

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

<b>School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</b>		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	✓
<b>4. Not Evident</b>	<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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

What perception data did you use?	Results from Parent, Student, and Staff Surveys
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What does the perception data tell you?	<p>Personnel Survey: Over all personnel rate the school average in school climate. Personnel believe that the school is moving in the right direction. They believe that personnel need more training in the areas of school discipline and RTI to improve the overall school climate. Student Survey: Georgia Student Health Survey scores indicate key findings are positive. Students are positive about going to school. Parent Survey: Parents report positive feelings toward their child’s school. Parents are pleased that they receive a newsletter with so much information concerning the school. They believe the school resource centers are helpful. They believe additional efforts to make parents feel welcomed would be helpful. Parents are concerned that instruction is not rigorous enough.</p>
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What process data did you use?	AdvancED reports, TKES Feedback, Interviews
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What does your process data tell you?	<p>Rate of inexperienced teachers is lower than the state. Teacher retention rate higher than the state. No teachers out of field. CCRPI scores have consistently increased since 2012; however, scores declined in 2017. Successful recruiting processes: job fairs, human resources coordinator, Teach GA.</p> <p>Strengths for retaining and training: 1. Mentoring and Coaching program to support instructional improvement for all staff members. 2. Strategic framework for instruction 3. Curriculum director with district design team establishes instructional focus, pacing, and plan for study groups - weekly professional learning 4. Grade level collaborative planning 5. Content specific job embedded professional learning including procedures for analyzing data and creating and monitoring targeted academic performance goals; training on strategies to support goals 6. Off site Content Training 7. Conferences 8. RESA Training 9. PL based on needs. Needs include: 1. Implement new unit plans for social studies and science 2. Instructional planning to include more differentiation and use of assessment data 3. Focus on vertical alignment 4. Continue to implement PBIS strategies 5. RTI has been implemented and we want to continue a focus on this process 6. Ensure consistent implementation of instructional strategies learned in PL 7. Implement student-centered learning activities</p>
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What achievement data did you use?	Georgia Milestones and CCRPI Report
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What does your achievement data tell you?	<p>CCRPI scores have consistently increased since 2012; however, scores declined in 2017. Overall CCRPI scores only measured mathematics and language arts. Students were only tested in the 5th grade for science and social studies. TCUES fifth grade students scoring at developing or above was 72.9% in science. Overall, these long-range trends support the premise that current strategies are working. We intend to continue what we are doing and maintain a philosophy of continual improvement. We plan to implement strategies to increase rigor for literacy and math instruction to address the declining scores for 2017.</p>
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What demographic data did you use?	Permanent Records, Census, and Department of Labor Reports, Interviews
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What does the demographic data tell you?	<p>Our families are from a social economic background of poverty and low education levels. The unemployment levels are high and median incomes are low. People have to drive an hour to get to work. Our students have a lack of exposure to enrichment situations. Our students have many needs; social, emotional, and academic.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> 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>The trends and patterns reveal that our grading practices have improved and most of our teachers are differentiating instruction based on student needs. Other trends and patterns show that many of our teachers lack a repertoire of effective, research-based practices in instructional planning and delivery, and in assessment and analysis that positively impact students' learning; and, very few of our teachers have common expectations or understanding in this regard due to a lack of resources and professional development.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The trends and patterns reveal that our school leadership values relationships, shared decision-making, support based on targeted needs and through provision of resources, and continuous improvement through data-based feedback and documentation. Other trends show that we have only partial stakeholder input for developing our vision, mission and improvement plan. Although our administrators have some systems in place to analyze data to improve student achievement, the goals and strategies in our plan are only occasionally monitored. Our challenges are evident in communicating expectations for change through sustainment of efforts and maintained removal of barriers.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The pervasive pattern of collaboration between staff and administration is the central theme to, and ultimately the indicator of, successful improvement of professional capacity, both individually and collectively. The trends and patterns demonstrate that the professional capacity of and development opportunities for staff are determined through: multiple sources of data, input from staff, and based on specific needs. There are expectations for implementation and adequate resources and systems are in place to support and sustain best practices from professional learning. Our challenges are evident in the purposeful engagement of staff in multiple learning designs and the provision of feedback with coaching after implementation.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The universal theme of communication is evident throughout the strengths and challenges of family and community engagement. Our data shows trends and patterns of one-way communication initiated by the school and confirms that the school needs to monitor the structures to ensure interactive and reliable components. Additionally, while we have made some progress toward building the capacity of our stakeholders and making our environment more welcoming and encouraging, there remains opportunity for encouraging families and the community to connect with our school by providing chances for them to participate in, collaborate with and work at school events and alongside improvement efforts as we continue to connect them with resources to meet their needs.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The patterns reveal that our students are supported at our school; however, there seems to be a dichotomy between the amount or level of social-emotional support versus behavioral support. The central theme throughout this system is the extent to which we support our school family members, students and staff. As our shift toward meeting the needs of the whole child has increased, as evidenced through the experiences provided, the sense of community established, and the comprehensive services in place, our attention to ensuring we maintain basic orderliness and consistently enforce universal expectations for healthy behavioral norms has waned. Behavioral supports are our challenge as we need an increase in commitment to positive interactions while ensuring our students develop soft skills, such as problem solving, collaboration, self-monitoring, effort, and tolerance. We need to address the challenge through communication and consistent implementation of norms with continual monitoring and revision as needed.</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>Our families are from a low socioeconomic background with low education levels. Unemployment rates are high and median incomes are low. Our citizens depend on occupations that require them to drive an hour or more just to get to work. Most of our students lack exposure to enrichment opportunities and parents/guardians are often unable to provide such due to economic hardship and/or insufficient time. Many of our students qualify for free/reduced lunch and all of our students are served free breakfast and lunch through the community eligibility provision. Many of our students come from one-parent households, live with multi-generational family members, and are mobile throughout the school year. Most of our parents attended our schools as students and share in the social, emotional, and/or academic needs of their children. The demographic and socioeconomic trends demonstrate a divide between many of our students and the staff members who serve them.</p>

Strengths and Challenges Based on Trends and Patterns

<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>Although CCRPI scores declined in 2018, 4th Grade Math showed the highest growth in the state. Overall CCRPI scores only measured mathematics and language arts. Students were only tested in the 5th grade for science and social studies. Seventy-one percent of TCUES students scored at developing or above in math in 2018. Overall, these long-range trends support the premise that current strategies are working. We intend to continue what we are doing and maintain a philosophy of continual improvement. We plan to implement strategies to increase rigor for literacy and math instruction to address the declining scores for 2018.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p>Strengths</p>	<p>1. Special Education: All IDEA funds are used for personnel. The special education teachers are professionally qualified to work with all exceptional, disability areas. The support staff, paraprofessionals, are paid with IDEA funds and are trained and qualified. These personnel provide strong nurturing support for our students with disabilities. GAA scores met all curriculum areas. Students with disabilities in the inclusion setting showed great growth in math and reading in 2018.</p> <p>2. Economically Disadvantaged Children: Most of our students meet this distinction; therefore, all services provided are essentially for economically disadvantaged. Title I-A has been used to address needs of at-risk students through provision of an academic coach, family engagement and intervention specialist, paraprofessionals, technology equipment and adaptive software, counseling support and services, and other resources and supplies.</p> <p>3. English Learners: NA</p>
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<p>Challenges</p>	<p>1. Special Education: It is hard for Taylor County Upper Elementary School to meet student needs with current funding. One special education teacher per grade level would greatly help support special needs students. Currently we have one special education teacher serving two grade levels and multiple content areas. Interventions for specific disabilities are addressed with the help of computer software designed for students' specific needs. The restrictions due to lack of personnel cause us to have fewer options for supports based on students' needs. Students who need it are served only one segment of resource model per day. All other services are provided through collaborative and</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<b>Challenges</b>	consultative models, which inhibits students from receiving the intensive services they need. 2. Economically Disadvantaged Children: Funding cuts have prohibited us from having the additional personnel needed to provide truly supplemental intervention services. 3. English Learners: NA
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	Increase Lexile scores
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	
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##### Overarching Need # 2

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

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Increase Lexile scores**

**Root Cause # 1**

Root Causes to be Addressed	Our school lacks a system for effective school instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Lack of research-based practices in instructional planning and delivery and in assessment and analysis; lack of common expectations or understanding among teachers; lack of resources and professional development
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**Root Cause # 2**

Root Causes to be Addressed	Our administrators need to monitor the goals and strategies in our plan regularly and consistently communicate expectations for change and improvement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Need to ensure a student learning community with supportive learning to improve
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Root Cause # 2

Additional Responses	academic achievement; need to consistently monitor multi-tiered system of supports and provision of interventions and enrichment
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Root Cause # 3

Root Causes to be Addressed	Our staff needs feedback with coaching after implementing research-based best practices from professional learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Lack of purposeful engagement of staff in multiple learning designs
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Root Cause # 4

Root Causes to be Addressed	Our staff needs to provide positive student interactions and behavioral supports
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Lack consistent enforcement of universal expectations for healthy behavioral norms; lack of communication and consistent implementation of norms with continual monitoring and revision if needed; need to ensure students develop soft skills
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## Root Cause # 5

Root Causes to be Addressed	Our school needs to provide opportunities for two-way communication and collaboration with our families and community
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Lack of encouragement for families and community to connect with school through opportunities to participate and work in school events; need to encourage families and community to collaborate with school on improvement efforts; need to monitor the communication structures in place to ensure there are interactive components that are reliable
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### Overarching Need - Increase number sense

## Root Cause # 1

Root Causes to be Addressed	Our school lacks a system for effective school instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Lack of research-based practices in instructional planning and delivery and in assessment and analysis; lack of common expectations or understanding among teachers; lack of resources and professional development
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Root Cause # 2

Root Causes to be Addressed	Our administrators need to monitor the goals and strategies in our plan regularly and consistently communicate expectations for change and improvement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Our staff needs feedback with coaching after implementing research-based best practices from professional learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Lack of purposeful engagement of staff in multiple learning designs
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Root Cause # 4

Root Causes to be Addressed	Our staff needs to provide positive student interactions and behavioral supports
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 4

Additional Responses	Lack consistent enforcement of universal expectations for healthy behavioral norms; lack of communication and consistent implementation of norms with continual monitoring and revision if needed; need to ensure students develop soft skills
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Root Cause # 5

Root Causes to be Addressed	Our school needs to provide opportunities for two-way communication and collaboration with our families and community
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Lack of encouragement for families and community to connect with school through opportunities to participate and work in school events; need to encourage families and community to collaborate with school on improvement efforts; need to monitor the communication structures in place to ensure there are interactive components that are reliable
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# School Improvement Plan 2019 - 2020



**Taylor County  
Taylor County Upper Elementary**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Taylor County
School Name	Taylor County Upper Elementary
Team Lead	JoLynn Moncrief

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" 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 Lexile scores
Root Cause # 1	Our staff needs to provide positive student interactions and behavioral supports
Root Cause # 2	Our administrators need to monitor the goals and strategies in our plan regularly and consistently communicate expectations for change and improvement
Root Cause # 3	Our staff needs feedback with coaching after implementing research-based best practices from professional learning
Root Cause # 4	Our school lacks a system for effective school instruction
Root Cause # 5	Our school needs to provide opportunities for two-way communication and collaboration with our families and community
Goal	The percentage of TCUES students scoring developing/proficient on the GA Milestones/EOG ELA tests will increase 3% at the end of the 2019-2020 school year.

Action Step # 1

Action Step	Implement pervasive lesson practices using new curriculum/resources
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, GaDOE Standards-based Classroom Instructional Frameworks, Benchmark Literacy & LLI Implementation Checklists, Path Blazer Reports
Position/Role Responsible	Principal, Coach, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	RESA, BBB Enterprises
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Action Step # 1

What partnerships 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)?	RESA, BBB Enterprises
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Action Step # 2

Action Step	Build professional capacity
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation Checklist, Focus Walk, Lesson Plans, Agendas
Position/Role Responsible	Principal, Coach, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	RESA, BBB Enterprises
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Action Step # 3

Action Step	Provide a positive and supportive learning environment
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS Rewards Reports, Behavior Incidents & Resolutions Reports, Agendas, Coaching Cycle, Focus Walk
Position/Role Responsible	Principal, Coach, Counselor, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	PBIS Rewards, RESA, PTO
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Action Step # 4

Action Step	Improve communication to and connection with families and community
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	
Position/Role Responsible	Principal, Media Specialist, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	Newspaper, Family Connections, PTO
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase number sense
Root Cause # 1	Our staff needs to provide positive student interactions and behavioral supports
Root Cause # 2	Our school lacks a system for effective school instruction
Root Cause # 3	Our administrators need to monitor the goals and strategies in our plan regularly and consistently communicate expectations for change and improvement
Root Cause # 4	Our staff needs feedback with coaching after implementing research-based best practices from professional learning
Root Cause # 5	Our school needs to provide opportunities for two-way communication and collaboration with our families and community
Goal	Percentage of TCUES students scoring developing/proficient on the GA Milestones/EOG Math Tests will increase 3% at the end of the 2019-2020 school year

Action Step # 1

Action Step	Implement pervasive lesson practices using new curriculum/resources
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, GaDOE Standards-based Classroom Instructional Frameworks, Number Talks Implementation Checklist, Path Blazer Reports
Position/Role Responsible	Principal, Coach, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	RESA, Columbus Math Collaborative
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Action Step # 1

What partnerships 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)?	RESA, Columbus Math Collaborative
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Action Step # 2

Action Step	Build professional capacity
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation Checklist, Focus Walk, Lesson Plans, Agendas
Position/Role Responsible	Principal, Coach, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	RESA, Columbus Math Collaborative
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Action Step # 3

Action Step	Provide a positive and supportive learning environment
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS Rewards Reports, Behavior Incidents & Resolutions Reports, Agendas, Coaching Cycle, Focus Walk
Position/Role Responsible	Principal, Coach, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	PBIS Rewards, RESA, PTO
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Action Step # 4

Action Step	Improve communication to and connection with families and community
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Calendar, Facebook Page, Communication Folders
Position/Role Responsible	Principal, Media Specialist, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	Newspaper, Family Connections, PTO
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Parents and community partners were offered the opportunity to complete surveys regarding how to improve instruction by gearing questions towards perceived needs. Teachers complete an equity survey each year in which they report professional learning completion and needs. Principals and district staff provide input during routine administrative meetings, school and district effectiveness checklists, and feedback forms via websites.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The district seeks to hire teachers that are professionally qualified. All teachers participate in on-going professional learning to increase their effectiveness as a classroom teacher. Out-of-field teachers are required to compose a plan to work towards obtaining in-field certification. Inexperienced teachers are enrolled in the Induction program which includes being assigned a mentor and professional learning sessions above and beyond what experienced teachers receive.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>TCUES is school wide title 1. The school provides standards-based instruction based on the Georgia Standards of Excellence in Language Arts, Mathematics, Science and Social Studies. Technology plays an important part in the instruction. TCUES relies upon the guidance of the academic coach, school leadership and design teams. The strong collaboration ensures equity of instructional effectiveness. The Title I program will fund an academic coach, paraprofessionals, district youth intervention specialist, technology tools and software, and other instructional materials and supplies. The program will address Language Arts, Math, Science, and Social Studies for all grades in the school. Strategies used will address differentiation, higher order thinking skills, social emotional needs, and PL to support research based instructional strategies.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop</p>	<p>NA</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>The district provides several support activities for students transitioning from pre-kindergarten at TCUES to kindergarten at TCPS:</p> <ol style="list-style-type: none"> <li>1. Pre-kindergarten students visit kindergarten classes several times during the school year</li> <li>2. Pre-kindergarten and kindergarten teachers participate in joint curriculum meetings two times per year</li> <li>3. Pre-kindergarten staff is in constant contact with parents to begin the process of parents supporting the education of their child early in the education career</li> <li>4. Meeting is set up for parents to register their child for kindergarten. Parents are also provided guidelines telling them how kindergarten will be different from pre-kindergarten.</li> <li>5. Assessment at end of pre-kindergarten to identify needs</li> </ol>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
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**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.**

The Taylor County Schools' Discipline Policy, a hierarchy of strategies using positive reinforcement, are implemented to keep discipline problems down at TCUES. When discipline issues do occur, staff use research-based strategies to deal with the issues constructively and prevent escalation and re-occurrence. District personnel collaborate with schools to review discipline data during monthly leadership meetings to reduce the over use of discipline practices that remove students from the classroom.

ADDITIONAL RESPONSES

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

The school's improvement plan will incorporate short-term action plans to effectuate each action step.