



Comprehensive Needs Assessment 2023 - 2024 School Report



**Coffee County
West Green Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Amy Vining
Team Member # 2	Assistant Principal of Instruction	Kawana Moffett
Team Member # 3	Academic Coach	Shelly Lott
Team Member # 4	Media Specialist	Brianna Coleman
Team Member # 5	teacher	Jennifer Bryan
Team Member # 6	teacher	Cora Aman
Team Member # 7	teacher	Allison Camp

Additional Leadership Team

	Position/Role	Name
Team Member # 1	teacher	Jenna Harper
Team Member # 2	teacher	Kayla Wilson
Team Member # 3	teacher	Jaime Taylor
Team Member # 4	teacher	Marisol Rivas
Team Member # 5	ESOL	Maria Nito
Team Member # 6	PE	Blake Smith
Team Member # 7	Classified	April Morris
Team Member # 8	Referral Coordinator	April Harrell
Team Member # 9		
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	Principal - School Governance Council	Amy Vining
Stakeholder # 2	Parent Involvement - School Governance Council	Shelly Lott
Stakeholder # 3	Parent - School Governance Council	Lori Peterson
Stakeholder # 4	Parent - School Governance Council	Stella Leavens
Stakeholder # 5	Parent - School Governance Council	Suzan Justice
Stakeholder # 6	Community Member - School Governance Council	Casey Wright
Stakeholder # 7	Community Member - School Governance Council	Craig Jump
Stakeholder # 8	Classified Personnel - School Governance Council	Donna Mercer

<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>In the Spring of 2023, parents and/or guardians were provided the opportunity to provide feedback and make suggestions/recommendations concerning the Title 1 program within the school via a survey. The survey was shared via Kinvolve and social media sites. In the Spring of 2023 the School Governance Council also had the same opportunity to provide input and make recommendations for change via a survey. The WGES Leadership Team, under the direction of the principal and assistant principal for instruction, provided input for the revision of the plan during the Leadership Retreat held on July 18th of 2023.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	✓
4. Not Evident	<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		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	<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>	✓
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The Parent Needs Survey and Parent Perception Survey administered in 2023 were utilized.</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The perception data revealed that parents/guardians deem parent teacher conferences, family engagement activities, parent workshops and the parent resource center as effective. Furthermore, teachers have high expectations of students and provide students with educational opportunities using a variety of resources and technology. Moreover, students are treated with respect and all have the same chance for a good education. Parents/guardians see our school as a safe, friendly place with a positive learning environment.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The process data utilized were parent and student participation in family engagement activities.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The topics of family engagement activities are based upon responses given to the Parent Needs Survey. Family engagement activities were planned based upon parent request and held virtually in the evening time. The 2023 Parent Needs Survey reflects that parents want to learn more about how to help their children with reading, writing, science and math, homework/study skills, and character/self-esteem building. Based upon survey results, these activities need to be held at various times.</p>
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<p>What achievement data did you use?</p>	<p>The achievement data utilized were CBM, Differentiated Boxes, Lexiles and GMAS data.</p>
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<p>What does your achievement data tell you?</p>	<p>Kindergarten students are not mastering the skills needed to be at instructional level for First Sound Fluency. 1st grade students are not mastering the skills needed to be at instructional level for NWF WWR. Higher percentage of students are on instructional level in oral reading fluency and math computation fluency; however, the need exists to increase the number of students scoring above instructional level. Students' independent reading levels in K-2 did not increase as expected. ELA, Math, and Science are areas of concern on GMAS. Majority of students are not prepared according to ELA, Math, and Science scores.</p>
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<p>What demographic data did you use?</p>	<p>Subgroup data was utilized.</p>
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<p>What does the demographic data tell you?</p>	<p>Minority students and students with disabilities under performed their peers in ELA and Math on GMAS. Students with disabilities underperformed their peers in ELA, Math, and Science.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Students are provided with supportive and well-managed environments conducive to learning. Common expectations for standards, curriculum, assessment, and instruction are evident. Language of the standards is used pervasively and students are provided feedback and the opportunity to monitor their own learning. Analyzing assessment data and adjusting instruction accordingly occurs; however, it is not a collaborative effort. Lessons are planned using a variety of research based strategies and the state standards, but the level of rigor expected of the standards is not evident in most classrooms. Students are provided interventions that meet specific needs and those interventions are monitored and adjusted as needed. Technology is utilized pervasively to support student learning, but the focus is on practicing what is learned rather than collaborating, researching, creating, etc.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A common vision and mission are shared by all stakeholders and staff work continuously to support and improve the school for the betterment of students. Administrators prioritize providing a safe, welcoming environment as well as building and sustaining relationships with all stakeholders. Staff are encouraged to participate in decision-making and problem solving. Administrators support the individual needs of staff and use available resources to support improvement. The leadership team felt that new administration needed to focus on the following: Monitoring and evaluating the performance of teachers and other staff using multiple data sources, as well as, monitor the use of available resources to support continuous improvement.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Staff are offered opportunities to participate in decision making and problem solving in order to increase their professional capacity. Professional learning is planned in a variety of formats based upon need to support staff. Staff are expected to implement professional learning and are provided the opportunity for feedback and coaching. The impact of professional learning needs to be monitored more frequently.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school has created a positive, welcoming environment conducive to student learning. The school openly communicates with all stakeholders in a variety of formats. Academic expectations and current achievement levels are routinely shared with families. Family and community engagement is built through numerous relationships and decision-making processes and a process is in place to connect families with an array of agencies and resources. Throughout the year the school assists families in increasing their capacity to help their children with a variety of topics.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Teachers have created supportive and well-managed classrooms conducive to learning. School-wide as well as classroom rules and expectations have been created, communicated and implemented. The school has established a culture of trust and respect that promotes positive interactions and a sense of community as well as supports the achievement needs of students. Students monitor their own progress and student achievements and accomplishments are recognized. More work needs to be done in the area of creating academically challenging learning environments.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school is fiscally responsible. Funds are used to provide needed resources. Minority students underperformed in ELA on GMAS when compared to peers. African American students underperformed slightly when compared to peers. Hispanic students outperformed their peers.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Students are underperforming on ELA CBMs in kindergarten and 1st grade. A high percentage of students are performing at instructional level in oral reading fluency and math computation fluency, but the percentage performing above grade level expectations is slim. The majority of students scored at the beginning and developing learner levels in ELA, Math, and Science on the GMAS.</p>

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

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

Strengths	West Green's student with disabilities and ELL subgroups are growing. SWD scored at the beginning learner level on GMAS. in ELA and Math. The ACCESS scores show that 24% of ELLs grew more than one band, 41% grew one band, 13% grew less than one band, and 18% showed no progress.
Challenges	ELL and SWD struggle with reading fluently on grade level and lack vocabulary and comprehension skills necessary for understanding text. The majority of ELL and SWD scored at the beginning and developing learner levels on GMAS in Math and all students scored at those levels in ELA.

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	not enough students scoring proficient or above on grade level assessments in ELA
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	not enough students scoring proficient or above on grade level assessments in Math
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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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 - not enough students scoring proficient or above on grade level assessments in ELA

Root Cause # 1

Root Causes to be Addressed	Lack of consistency in communicating the use and implementation of a common instructional framework.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lacking basic phonological awareness.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	
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Overarching Need - not enough students scoring proficient or above on grade level assessments in Math

Root Cause # 1

Root Causes to be Addressed	Weak number sense
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of fluency in basic skills
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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School Improvement Plan 2023 - 2024



**Coffee County
West Green Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	West Green Elementary School
Team Lead	Amy Vining
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	not enough students scoring proficient or above on grade level assessments in ELA
Root Cause # 1	Students lacking basic phonological awareness.
Root Cause # 2	Lack of consistency in communicating the use and implementation of a common instructional framework.
Goal	Increase the number of students scoring proficient or above on grade level assessments by 5% in ELA from Fall 2023 to Spring 2024.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES observations, Lesson Plans, Data-Driven Decision-Making Professional Learning Agendas, Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data Multi-tiered Systems of Support Documents Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans TKES observations Computer Program Usage Resports Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 4

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

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with Parents/Guardians Parent Survey Results Title 1 Budget/Requisitions Family Involvement Activities/Sign In
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2023 through spring 2024.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM Administration Schedule CBM results
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	not enough students scoring proficient or above on grade level assessments in Math
Root Cause # 1	Lack of fluency in basic skills
Root Cause # 2	Weak number sense
Goal	Increase the number of students scoring proficient or above on grade level assessments by 5% in Math.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES Observations Lesson Plans Data-driven Decision-making professional learning agendas Title 1 budget/requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation Title 1 budget/requisition
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Purchase materials for and provide support for at-risk students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data Multi-tiered systems of support documents Title 1 budget/requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans TKES observations computer program usage reports Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 4

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

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with parents/guardians Parent survey results Title 1 Budget/Requisitions Family Activities Agenda/Sign-in
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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Action Step # 6

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2023 through spring 2024.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM administration schedule CBM results
Method for Monitoring Effectiveness	80%
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Meetings were held to gather feedback for Title I School Improvement Plan revision. At that time, the opportunity to provide feedback and make suggestions/recommendations concerning the Title I program within the school was provided. The academic coach/parent involvement coordinator also gathered suggested revisions to the SIP, Parent Involvement Plan, and Parent/Teacher/Student Compacts. The School Governance Council had the same opportunity to provide input and make recommendations for change. The plan was updated and revised during the Leadership Retreat in July 2023. All feedback provided was taken into consideration.</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 Coffee County School System Human Resources Department participates in numerous recruitment events and shares results and findings with building leaders. The district also holds its own job fair each year. The Principal at West Green Elementary is trained in using Applitrack, which allows the Principal to quickly look through all applicants for a specific position. All teachers at West Green Elementary are highly qualified, therefore the school ensures that low-income and minority children enrolled in the school are not served by ineffective, out-of-field teachers. We support and work to retain teachers and continue to develop our experience base. The retention of highly qualified teachers depends on a mentoring program for all new teachers. Each new teacher is assigned a highly qualified experienced teacher who is in the same content and/or grade level. The mentor meets with the new teacher weekly/monthly to address topics from a specific agenda with the new teacher. The teacher also has the assistance and support of the Academic Coaches in the county. In addition, to maintain our highly qualified teachers, we strive to improve teacher morale through the use of Staff Shout-Outs, recognition of staff accomplishments, morale boosters, socials, monthly nights out for staff, reception for new staff, recognition of birthdays, etc.</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>Our academic goal for 23-24 is to increase the # of students scoring proficient or above on grade level assessments by 5% in ELA and Math. In order to reach our goal, we are going to implement the following instructional strategies/methodologies: New Administration Team will: 1. Create a school-wide schedule with staggered flex group times to accommodate the push-in models for Inclusion and ESOL. 2. Create consistent daily schedules for each teacher that include West Green's Instructional Framework/Components 3. Create Professional Learning Calendar to teach/review ALL components of the Instructional Framework 4. Update West Green's Instructional Handbook to include embedded</p>

	<p>tools/resources for teachers to use.</p> <p>li dir="ltr"Create 5 x 5 "Look Fors" to match professional development calendar and next steps</p> <p>li dir="ltr"Create a Professional Learning "Shared" folder in Google highlighting the essential components of the instructional framework.</p> <p>*All teachers will utilize the instructional framework that incorporates research-based best practices every day, every lesson. *Flexible groups will be incorporated as needed in all subject areas to provide differentiated instruction based on data analysis for remediation, acceleration, and enrichment.</p> <p>*ELA teachers will implement a balanced literacy approach to include interactive read aloud, shared reading, writing, and differentiated flexible groups Teachers will provide differentiated reading instruction using the Differentiated Instruction Box and the Walpole guide for flexible group instruction.</p> <p>*Math teachers will implement the Six Components of an Effective Math Lesson: Drill, Review, Instruction, Processing, Application, and Homework.</p> <p>*Continue to utilize Flocabulary to build academic vocabulary and promote student engagement.</p> <p>*Focus on Math Fact Fluency using the following computer programs: Reflex Math, Math Seeds, IXL, Basic Skills.</p> <p>*Administer Curriculum Based Measures and Acadience literacy and math assessments three times a year to assist in the identification of at-risk students.</p> <p>*Administer county-wide ELA and Math benchmarks via Beacon and/or Illuminate in grades 3-5 and Study Island Science/Social Studies cumulative assessments in grades 3-4; instruction will be adjusted based on analysis of assessment data.</p> <p>*Title I funds pay the salary of the academic coach/parent involvement coordinator who provides weekly professional learning to teachers, models effective instructional strategies in classrooms, supports new teachers, coordinates the After School Program, and runs the Parent Resource Center.</p> <p>*The Migrant teacher visits the school on a regular basis to work with students who qualify for migrant services.</p> <p>*Early Intervention Program: EIP students are identified by teachers and receive intervention strategies.</p> <p>*The Coffee County School System has policies and procedures in place to remove barriers for homeless children, and counseling services are available at the school level and within the community.</p>
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<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>Multi-Tiered Support System (MTSS) is a learning process that matches general education classroom instruction to each student's learning needs. Educators respond to a student's academic and/or behavior challenge with the right amount of intensity in classroom learning supports. These instructional techniques are called interventions. Educators respond with instructional interventions through a three-tier instructional-support process called the Georgia Student Achievement Pyramid of Interventions. Delivery of interventions at each tier is based on the student's success in meeting standards. Interventions intensify at each escalating tier. Teachers, in consultation with parents, administrators, and pupil services personnel, work together to identify eligible children in need of MTSS interventions.</p> <p>Curriculum Based Measures (Acadience for literacy and math) are administered three times a year (fall, winter, spring) and the results of these assessments are analyzed by Professional Learning Communities using the Coffee County Formula for Response to Intervention Between Tiers. A student performing at the 25th to the 100th percentile on Curriculum Based Measures on grade level based on National Norms are considered to be in Tier 1, and do not require interventions to be successful in the regular standards-based classroom. A student performing between the 10th-25th percentile on CBMs continue differentiated methods of instruction by classroom teachers for a total of 8 weeks. If the student is successful, he or she will remain in Tier 1. If not, the student will be moved to Tier 2 and he/she will receive an intervention in a small group setting. A student performing at or below the 10th percentile on CBMs should be moved to Tier 2 after receiving differentiated instruction for a minimum of 4 weeks without success. If the student is making progress in Tier 2, he/she will remain in tier 2 or return to tier 1. If the student is not responding to the Tier 2 intervention after a minimum of 6 weeks, then the student will be moved to Tier 3 where he/she will receive a one-on-one and/or small group intervention strategy for a minimum of 12 weeks. If the student has been through Tier 1, 2, and 12 weeks intervention in Tier 3, but continues to be at or below the 10th percentile on the CBM assessment and the Rate of Improvement is less than average, the teacher will proceed to make a referral to the Student Support Team Committee for evaluation to determine eligibility for Tier 4 (Special Education Services). Response to Intervention Teams meet regularly, and parents are notified of student progress. Parents are invited to all MTSS meetings so they can assist the team in determining next steps for students. Parental consent must be given in order for students to be tested by a school psychologist.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Kindergarten transition activities are provided for students who presently are enrolled in the Pre-K Program. Kindergarten lead teachers and Pre-K lead teachers work together to plan various transition activities such as:</p> <ul style="list-style-type: none"> ● Visitation in Kindergarten classrooms in the school ● Seasonal sponsored special events Pre-K students join Kindergarten students to participate in activities together. ● Ready for Kindergarten Backpacks (10) are available in the Parent Resource Room for parents to check out and utilize ● A Transition Packet is given to every parent for their Pre-K child during the final Parent Conference in Pre-K held in May. The packet contains: A list of Dolch and Frye Sight Words, Numerals to 25 review, writing practice, a paperback book, Kindergarten Here We Come!, a calendar for June and July with various activities to have the Pre-K child participate in free of charge in preparation for kindergarten, Kindergarten Preps (website for kindergarten readiness) and a list of books about Kindergarten/School located at the local county library available for checkout. <p>Students Who Do Not Attend Coffee County Public Pre-K but will be attending Kindergarten the following school year</p> <ul style="list-style-type: none"> ● A visitation invitation is sent by the county to local Private Pre-K Programs to invite their students who will be attending public kindergarten the following year to come for a visit in the kindergarten classroom as well as join the class for lunch. ● Kindergarten Registration is held annually for public school kindergarten for those not attending public Pre-K ● Parents may set up a time/appointment to bring their Pre-K student to school to visit in a Pre-K or Kindergarten classroom whether they have attend school prior to kindergarten or not. ● Kindergarten Transition packets are available in the school office as well as the county Enrollment Center. These packets contain the same information as noted earlier ● Elementary Open House and County Orientation are held for both Pre-K and Kindergarten students.
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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>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>West Green Elementary is implementing Capturing Kids' Hearts schoolwide. This initiative will provide all staff with tools for building stronger relationships and creating a positive culture. Stronger relationships and mutual trust between staff and students will lead to higher engagement and fewer discipline issues. We will continue to use the best practices of PBIS. West Green has common behavior expectations that are consistent throughout the school, a behavior matrix is in place, and students sent to the office for disciplinary reasons have gone through a specific process of behavior redirection, intervention, and multiple parent involvement opportunities prior to visiting the office for behavior infractions. The administrators at West Green Elementary employ a series of specific alternatives (student conference, student counseling, parent conference, etc.) to removal from the classroom to keep all groups of students in school/class as much as possible. Every effort is made to keep from removing students from instruction.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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What is a School-Parent Compact?

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards.

Jointly Developed

The parents, students, and staff of West Green Elementary School developed this school- parent compact. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, observe, or participate, please contact

Mrs. Shelly Lott at
shelly.lott@coffee.k12.ga.us
or (912) 384-2032.

If you have questions regarding your child's education, please contact your child's teacher at (912) 384-2032.

Building Partnerships

Join us throughout the year for various opportunities!

We look forward to seeing you!

- Open House
- Title 1 Meetings
- Parent/Teacher Conferences
 - PASS Training
- Family Engagement Events
- Parent Resource Center
- Volunteering/Observing
 - Honors Programs

Communication about Student Learning

West Green Elementary School is committed to frequent two-way communication with families about student learning and success .

Some of the ways you can expect us to reach you are:

- Newsletters with instructional websites and parent resources listed
 - Calendars
- Parent-Teacher Conferences
 - Weekly Folders
 - Emails
 - Notes
 - Phone Calls
 - Parent Portal
 - School Website
- School Facebook Page
 - Peach Jar
- Family Engagement Events
 - Kinolved

West Green Elementary School

➤ ➤ 106 School Circle Road
West Green, GA 31567
912-384-2032



K, 1, & 2
2023-2034

Principal, Mrs. Amy Vining
amy.vining@coffee.k12.ga.us

Assistant Principal, Mrs. Kawana Moffett
kawana.moffett@coffee.k12.ga.us

Family Engagement Coordinator,
Mrs. Shelly Lott
shelly.lott@coffee.k12.ga.us

Visit our website:

<https://westgreenelem.ga.cce.schoolinsites.com/>

Teachers, Parents, Students - Together for Success

Our Mission: Destination Graduation for College, Career, and Life

Our Vision: Creating a stronger community through an equitable and excellent education for every student.

Reading

As a school, we will ...

- Provide parents with resources and strategies on classroom weekly newsletters and monthly newsletters from the Parent Resource Center aimed at improving foundational reading skills.
- Provide library books for students to read at home.
- Provide materials for students to practice foundational reading skills at home and at school.
- Provide a family engagement event focused on improving foundational reading skills.

As a parent, I will ...

- Regularly read aloud to my child, modeling good fluency practices provided by the teacher.
- Regularly listen to my child read his or her library books.
- Practice foundational reading skills with my child using materials provided by the teacher.
- Attend Family Engagement events to learn additional strategies to enhance my child's foundational reading skills.
- Make sure that my child is present and on time to school on a daily basis.

As a student, I will ...

- Share and review instructional resources sent home by my teacher with my family.
- Practice oral reading fluency by reading my library books.
- Use the materials provided by my teacher to practice foundational reading skills.
- Bring home information about Family Engagement Events.

Foundational Reading Skills

Kindergarten: Phoneme Segmentation Fluency, Nonsense Word Fluency, Letter Naming Fluency

1st Grade: Nonsense Word Fluency, Oral Reading Fluency (read on level text orally with accuracy, appropriate rate (58 words per minute), and expression)

2nd Grade: Oral Reading Fluency (read on level text orally with accuracy, appropriate rate (93 words per minute), and expression)

Our Goals for Student Achievement

2023-2024 District Goals

The Board of Education sets goals for the entire district.

ELA:

During the 2023-2024 school year, Coffee County Schools will increase the percentage of students scoring at or above the Developing level on all English/ Language Arts End of Grade/End of Course assessments.

Math:

During the 2023-2024 school year, Coffee County Schools will increase the percentage of students scoring at or above the Developing level on all Mathematics End of Grade/End of Course assessments.

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West Green Elementary School will:

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- Increase the number of students scoring proficient or above on grade level assessments by 5% in Math from Fall 2023 to Spring 2024.
- Implement consistent, data-driven remediation in an effort to close the learning gap.

Math

As a school, we will ...

- Provide parents with resources and strategies on weekly classroom newsletters and monthly newsletters from the Parent Resource Center aimed at improving foundational math skills.
- Provide opportunities for students to practice grade level math skills in class.
- Provide math materials for students to practice foundational math skills at home and at school.
- Provide a family engagement event focused on improving foundational math skills.

As a parent, I will ...

- Use the resources and strategies for improving foundational math skills provided by my child's teacher.
- Practice foundational math skills with my child using materials provided by the teacher.
- Attend Family Engagement events to learn additional strategies to enhance my child's foundational math skills.
- Make sure that my child is present and on time to school on a daily basis.

As a student, I will ...

- Share and review instructional resources sent home by my teacher with my family.
- Use the materials provided by my teacher to practice foundational math skills.
- Bring home information about Family Engagement Events.

Foundational Math Skills

Kindergarten: Quantity Discrimination (compare 2 numbers between 1 and 10); Next Number Fluency and Number Identification

1st Grade: Addition and Subtraction Fluency within 20 using mental strategies; Addition and Subtraction Fluency within 100 using strategies based on place value

2nd Grade: Addition and Subtraction Fluency within 20 using mental strategies; Addition and Subtraction Fluency within 100 using strategies based on place value

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West Green Elementary School

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912-384-2032



Grades 3,4, & 5
2023-2034

Principal, Mrs. Amy Vining
amy.vining@coffee.k12.ga.us

Assistant Principal, Mrs. Kawana Moffett
kawana.moffett@coffee.k12.ga.us

Family Engagement Coordinator,
Mrs. Shelly Lott
shelly.lott@coffee.k12.ga.us

Visit our website:

<https://westgreenelem.ga.cce.schoolinsites.com/>

Reading

As a school, we will ...

- Provide parents with resources and strategies on weekly classroom newsletters and monthly newsletters from the Parent Resource Center aimed at improving targeted grade level reading skills.
- Provide a family engagement event focused on improving grade level reading skills.
- Provide students with library books to read for 20 minutes each night.

As a parent, I will ...

- Use the instructional resources and strategies provided on the weekly newsletters and from the Parent Resource Center.
- Attend Family Engagement events to learn additional strategies to enhance my child's reading skills.
- Read for 20 minutes each night with my child using the library books provided.
- Make sure that my child is present and on time to school on a daily basis.

As a student, I will ...

- Share and review instructional resources and strategies sent home by my teacher with my family.
- Bring home information about Family Engagement Events.
- Read each night for 20 minutes using my library books and the strategies I learned in class.

Targeted Reading Skills for Grades 3-5

3rd, 4th, and 5th Grades:

Oral Reading Fluency (read with sufficient accuracy and fluency to support comprehension) and Vocabulary

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Math

As a school, we will ...

- Provide parents with resources and strategies on weekly classroom newsletters and monthly newsletters from the Parent Resource Center aimed at improving targeted grade level math skills.
- Provide a family engagement event focused on improving grade level math skills.
- Provide materials for students to practice grade level math skills at home and at school.

As a parent, I will ...

- Use the instructional resources and strategies provided on the weekly newsletters and from the Parent Resource Center.
- Attend Family Engagement events to learn additional strategies to enhance my child's math skills.
- Practice grade level math skills with my child using materials provided by my child's teacher.
- Make sure that my child is present and on time to school on a daily basis.

As a student, I will ...

- Share and review instructional resources and strategies sent home by my teacher with my family.
- Bring home information about Family Engagement Events.
- Use the materials provided by my teacher to practice grade level math skills.

Targeted Math Skills for Grades 3-5

3rd Grade: Operations and Algebraic Thinking (addition, subtraction, multiplication, and division)

4th Grade: Operations and Algebraic Thinking (addition, subtraction, multiplication, division, factors, and multiples)

5th Grade: Operations and Algebraic Thinking (write and interpret numerical expressions; analyze patterns and relationships)