



Comprehensive Needs Assessment 2024 - 2025 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 | Laura Curtis |
| 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 | Counselor | Samaria Wright |
| 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 | Renea Wells |
| Stakeholder # 5 | Parent - School Governance Council | Jaime Taylor |
| Stakeholder # 6 | Community Member - School Governance Council | Casey Wright |
| Stakeholder # 7 | Community Member - School Governance Council | Rebecca Woods |
| Stakeholder # 8 | Classified Personnel - School Governance Council | April Morris |

| | |
|--|--|
| 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? | In the Spring of 2024, 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 2024 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 June 20, 2024. |
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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 | <p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p> | |
| 2. Operational | <p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p> | ✓ |
| 3. Emerging | <p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p> | |
| 4. Not Evident | <p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p> | |

Coherent Instruction Data

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

| 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 | <p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p> | ✓ |
| 3. Emerging | <p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p> | |
| 4. Not Evident | <p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p> | |

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

| Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning | | |
|--|---|---|
| 1. Exemplary | <p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p> | |
| 2. Operational | <p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p> | |
| 3. Emerging | <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> | |

Effective Leadership Data

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

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

Effective Leadership Data

| Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process | | |
|--|--|---|
| 1. Exemplary | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> | |
| 2. Operational | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p> | ✓ |
| 3. Emerging | <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> | |

| 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> | |

Effective Leadership Data

| Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed | | |
|--|--|---|
| 1. Exemplary | <p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p> | |
| 2. Operational | <p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p> | |
| 3. Emerging | <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> | |

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

| Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school | | |
|---|--|---|
| 1. Exemplary | 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 | Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students. | ✓ |
| 3. Emerging | Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement. | |
| 4. Not Evident | Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success. | |

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

| School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | |
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| 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 | | |
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| 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).

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| <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>Title I Parent and Family Engagement Survey Stakeholder Meeting Input data Student Survey Data Staff Perceptions Data from PD Interactions on Social Media</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 response from West Green Elementary School parents and stakeholders to this year's survey was notably positive. We saw an increase in participation, with 60 parents completing the survey, up from last year. The survey was promoted through various channels: flyers sent home, announcements on KinVolve, Facebook, listings in our weekly newsletters, availability on the school website, and paper copies available upon request. Parents of students in kindergarten through fifth grades were represented in the responses. Their feedback was overwhelmingly positive, providing constructive suggestions for improvement. A significant majority of parents reported satisfactory receipt of information and communication in their preferred languages. Most responses also indicated that parents felt they had opportunities to provide feedback. The primary obstacle to event attendance cited was the scheduling of events; 59.62% noted evenings, 28.85% noted afternoons, and 11.54% noted mornings were their preferred times for scheduling these events. The most effective communication methods with parents were found to be Newsletters (72.55%), School calendars (68.63%), School Facebook page (45.10%), and Parent portal (43.1%). In response, next school year, we plan to continue offering in-person meetings and activities at these preferred times while also making information available online, such as PowerPoints, workshop activities, home-help tips, and recommended websites. Additionally, we will consider avenues for offering virtual events for parental convenience considering parents' preferred mode of contact. 98% of parents believe the staff of WGES provide students with a well-rounded education including access to an enriched curriculum and educational experience. The survey also indicated a desire for more parental activities focused on Reading (80.39%), Writing (60.78%), Math (60.78%), Homework/Study Skills (49.02%), and Character Building/Self Esteem (43.14%).</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>Periodic Impact Checks SPED/MTSS/Gifted Process for identifying students GMAS/Universal Screening Data Review of Staff Training/PLC feedback Evaluation Process (TKES) Schedules and Support Services Safety Checks</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>TKES - Data indicates that teachers are actively engaging in best practices, collaborative planning, and fostering a positive learning environment. However, meeting the differentiated needs of all student subgroups and providing a challenging academic environment that promotes higher-order thinking remains a challenge. PLCs - The focus remains on highly effective Tier I Instruction, data analysis, literacy, math, writing, student engagement, and differentiation to enhance student achievement. Support Services - Interventionists are dedicated to closing educational gaps. Safety - It is necessary to continuously revise and evaluate the crisis management plan to enhance procedures and communication in response to safety threats.</p> |
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| <p>What achievement data did you use?</p> | <p>The achievement data utilized were ACCESS, CBM, STAR Benchmark Data, Differentiated Boxes, Lexiles, LEXIA, and Georgia Milestones End of Grade Assessment (GMAS) data.</p> |
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| <p>What does your achievement data tell you?</p> | <p>According to Spring 2024 CBM data and GMAS Data most students in K - 5 continued to perform below grade level standards. Literacy continues to be the highest need for students in grades 3 - 5. Based on available GMAS data, our SWD and Black population made the least amount of progress in ELA (math scores have not been released to date). All Students (ED)- Percentage of students scoring at Beginning Learner Level 1 in ELA: 3rd grade - 18%; 4th grade - 13%; and 5th grade - 31% The focus is to increase students from Level 1 and 2 achievement to Levels 3, & 4. GMAS intense remediation, flexible grouping, and access to computer programs available to all students. MTSS and SWD students receive targeted interventions based on deficits identified during Fall, Winter and Spring Universal Screenings.</p> |
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| <p>What demographic data did you use?</p> | <p>SLDS (Mobility Rate, percentage SNAP benefits, Poverty Level) GOSA Report Card (Attendance, Race/Ethnicity, Subgroups, Enrollment) Discipline Data</p> |
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| <p>What does the demographic data tell you?</p> | <p>Students of color and students with disabilities under performed their peers on benchmark data and standardized assessments. Our Hispanic and EL population continue to struggle due to reading and writing deficiencies. The identified subgroups (SWD and Black) continue to have a high percentage of students scoring at the Beginning Learner Level on the GMAS. These students will require additional support to improve their Lexile levels, academic achievement, and behavior. Given West Green's high mobility rate of 18.8%, ensuring consistency in instruction across the district is crucial. Professional Development (PD) should focus on Tier I Instruction, rigor, differentiation, classroom management, writing across the curriculum, the Science of Reading, and personalized learning. Additionally, it is imperative for West Green Elementary to continue developing staff capacity, enhancing best practices, providing social and emotional support to students and staff, maintaining school-wide consistency in rigor. 59.8% of our students receive SNAP benefits, and many arrive at school lacking basic supplies or readiness for learning. WGES is a 100% Title I school.</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

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| <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>The trends and patterns show that continuous analysis of formative and summative data are used to evaluate the effectiveness of instructional methods, strategies, programs and interventions to ensure that all students are receiving instruction designed to improve student achievement. The important trends and patterns that support the identification of student, teacher and leader needs are the PLC team meetings, staff meetings, data meetings and the stakeholders meetings. Analyzing data is a process that determines the best instruction for student to continue making progress.</p> <p>Strengths:</p> <ul style="list-style-type: none"> -Provision of both consumable and non-consumable instructional materials, resources, and technological supports. -Employment of MTSS Interventionists and Paraprofessionals to boost student achievement. -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. -Students are provided interventions that meet specific needs and those interventions are monitored and adjusted as needed. <p>Challenges:</p> <ul style="list-style-type: none"> -There is a need to provide comprehensive training in areas such as standard-based and learning-focused classrooms, the Science of Reading, math instructional strategies, differentiation, new ELA Standards/Curriculum, and writing instruction. -Effective utilization of data in instructional planning, vocabulary teaching, and differentiation to cater to all learners, particularly focusing on students with disabilities and the Black student population across all content areas and grade levels. -Implementing co-teaching strategies. -Implementing Explicit Instruction -Instruction in phonics for grades K-2. -Developing foundational reading skills aligned with the Science of Reading principles. -Addressing learning gaps exacerbated by the COVID-19 pandemic |
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

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| | <ul style="list-style-type: none"> -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. -Technology is utilized pervasively to support student learning, but the focus is on practicing what is learned rather than collaborating, researching, creating, etc. |
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| <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. Leaders will:</p> <ul style="list-style-type: none"> -Continue to monitor and evaluate the performance of teachers and other staff using multiple data sources, -Continue to monitor the use of available resources to support continuous improvement -Building capacity -Ongoing Data analysis -Develop teacher leaders (PLC Team Leaders, Grade level Chairs, Department Chairs, etc.) |
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| <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>Provide on-going training on curriculum alignment, differentiation, rigor, formative assessments, classroom management, Science of Reading, ELA and Math Standards, writing.</p> <ul style="list-style-type: none"> - Grade level, Department and PLC meetings occur weekly/monthly and lead by Instructional Coach - Needs are identified through collaboration, feedback and a variety of data. - Assistant Principal will facilitate periodic data digs to analyze data and make adjustments, vertical/horizontal collaboration, weekly collaborative planning and pedagogy training. - Send faculty/staff to workshops and conferences that focus on academic content and strategies, differentiation and classroom management. - There is a need to improve the instructional strategies through professional learning, understanding Dyslexia, new ELA standards and add-on endorsements for teachers, and high leverage instructional strategies - Continue to address the social-emotional needs of staff and students. - Support new teachers -Continue to offer opportunities for staff to participate in decision making and problem solving in order to increase their professional |
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

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| | <p>capacity</p> <ul style="list-style-type: none"> -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 (via 5x5s and Observations) |
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| <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>West Green 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 are 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>West Green has established several partnerships with community members to foster positive relationships with students and parents. These partnerships encourage parent participation in stakeholder meetings and family engagement activities. The school has recognized the need for ongoing professional learning (PL) for staff on effectively engaging parents through meaningful communication, including digital platforms. Feedback from parents and families has been collected through parent feedback forms, surveys, and in-person conversations.</p> <p>Strengths: Dedicated Parent Engagement Coordinator, Parent-Teacher Conferences, Regular communication via Parent Square, Social Media, Newsletters</p> <p>Challenges: Increasing the number of parents who respond to surveys and feedback forms remains a challenge, Increasing the number of parents attending family events</p> |
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| <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. West Green School consistently offers students and parents opportunities to engage in school activities that enhance the learning environment.</p> <p>Strengths: Fostering a positive school culture and climate, School-wide Parent Conferences, Ongoing implementation and expansion of Social Emotional Learning (SEL) strategies in both academic and physical education settings, Curriculum Nights and other parent workshops</p> <p>Challenges: Providing interventions for behavior for Tier 2/3 students,</p> |
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Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| | Increasing parent participation, Encouraging student self-reflection |
| <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.</p> <p>Minority students underperformed in ELA on GMAS when compared to peers.</p> <p>African American students underperformed significantly when compared to peers. Hispanic students underperformed their peers as well.</p> <p>High percentage of economically disadvantaged students (80%)</p> <p>High percentage of Student with Disabilities (16.3%)</p> <p>High percentage of Minority (49.87%)</p> <p>High Mobility Rate (26%)</p> <p>EL percentage of students (15.5%)</p> <p>West Green must continue to meet the challenge to improve best practices, and maintain school-wide consistency with rigor, and Capturing Kids' Hearts implementation to understand demographic and financial trends.</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 and Science on the GMAS (math scores are pending).</p> <p>Strengths: Inclusion teachers and interventionists are actively working to close academic gaps for struggling students, the instructional coach is assisting teachers in implementing best practices and providing professional learning (PL) to enhance teachers' abilities to create positive and challenging learning environments.</p> <p>Challenges: There is a need for professional development focused on student engagement and creating academically challenging environments, emphasis is needed on academic vocabulary and high leverage practices, improvement is needed in writing and language skills, understanding the Science of Reading, compliance with Dyslexia laws, and the application of explicit instruction, professional development for new Math and ELA standards and curriculum</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. The ACCESS scores show that 29% of ELLs grew more than one band, 31% grew one band, 10% grew less than one band, and 31% 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 ELA. We are awaiting Math scores. Teachers lack the professional knowledge of best practices in using high leverage practices and planning specially designed instruction. Teachers will receive professional learning on high leverage practices and specially designed instruction in the 2024-2025 school year. |
|------------|--|

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 | |
|---------------------------|--|

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 | |
|---------------------------|--|

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 effective Tier 1 instruction |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Assessments are not rigorous enough to match the grade level Achievement Level Descriptors |
| 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 |

Root Cause # 2

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Not enough students scoring proficient or above on grade level assessments in Math

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Lack of effective Tier 1 instruction |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Assessments are not rigorous enough to match the grade level Achievement Level Descriptors |
| 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 | |
|----------------------|--|



School Improvement Plan 2024 - 2025



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 (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 | Lack of effective Tier 1 instruction |
| Root Cause # 2 | Assessments are not rigorous enough to match the grade level Achievement Level Descriptors |
| Goal | Increase the number of students scoring Proficient or Distinguished on the STAR Reading Assessment by 5% in grades 3rd-5th from 23.8% in the Spring of 2024 to 28.8% in Spring of 2025. |

Action Step # 1

| | |
|--------------------------------------|--|
| Action Step | Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement. (one-on-one books for Bookworms Shared Reading) |
| 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)? | |
|--|--|

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. (Subs for High Leverage Practice and Specially Designed Instruction) |
| 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: 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)? | |
|--|--|

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 |

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

Action Step # 3

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

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans. (Listed on charts) |
| 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)? | |
|--|--|

Action Step # 5

| | |
|--------------------------------------|---|
| Action Step | Purchase materials for and promote family involvement. (Home Libraries) |
| 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)? | |
|--|--|

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)? | |
|--|--|

Action Step # 6

| | |
|--------------------------------------|---|
| Action Step | Teachers will administer CBMs (STAR Reading and Math & IDI) 3x year beginning fall 2024 through spring 2025. |
| 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)? | |
|--|--|

Action Step # 6

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

| |
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| |
|--|

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 | Assessments are not rigorous enough to match the grade level Achievement Level Descriptors |
| Root Cause # 2 | Lack of effective Tier 1 instruction |
| Goal | Increase the number of students scoring Proficient or Distinguished on the STAR Math Enterprise Assessment by 5% in grades 3rd-5th from 24.1% in the Spring of 2024 to 29.1% in the Spring of 2025. |

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)? | |
|--|--|

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 |
| 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)? | |
|--|--|

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 |

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

Action Step # 3

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

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Purchase 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)? | |
|--|--|

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)? | |
|--|--|

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)? | |
|--|--|

Action Step # 6

| | |
|--------------------------------------|---|
| Action Step | Teachers will administer CBMs (STAR Reading and Math & IDI) 3x year beginning fall 2024 through spring 2025. |
| 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)? | |
|--|--|

Action Step # 6

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

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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>West Green Elementary sought advice and input from a diverse group including teachers, principals, paraprofessionals, instructional support personnel, parents, community partners, and other organizations. Spring Stakeholder Input meetings were held at the school, complemented by surveys conducted at both the school and district levels. Input was received via email, face-to-face discussions, and meetings. 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 June 2024. 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 YOSS, which allows the Principal to quickly look through all applicants for a specific position. All but one teacher 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. Students whose prior year teacher(s) fell into one of those categories are hand-scheduled within Infinite Campus to ensure, to the degree possible, that students are not placed in an ineffective, out-of-field, or inexperienced teacher's classroom in a subsequent year. The administration also creates teacher schedules that effectively eliminate out-of-field teaching assignments. 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, 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</p> | <p>Our academic goal for 24-25 is to increase the # of students scoring Proficient or Distinguished on the STAR Screening Assessment by 5% in grades K-5 from Spring of 2024 to Spring of 2025 and increase the # of students scoring Proficient or Distinguished on the STAR Math Enterprise Assessment by 5% in grades 1st-5th from the Spring of 2024 to Spring of 2025. In order to reach our goal, we are going to implement the following instructional strategies/methodologies:</p> |

school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

FY25 School Improvement Plan for Goal 1 - Academic Growth

Increase the number of students scoring Proficient or Distinguished on the STAR Screening Assessment by 5% in grades K-5 from Spring of 2024 to Spring of 2025.

| Current Effective Practices (Keep) | Current Ineffective Practices (Change or Stop) | New Effective Practices to Implement (Add) |
|---|--|---|
| Action Step 1 - Instructional Programs & Best Practices/Strategies EATS Framework (consistently follow) Heggerty Bookworms Framework <ul style="list-style-type: none"> Shared Reading IRA Differentiated Groups (DI Box) Saxon Science of Reading <ul style="list-style-type: none"> Vocabulary Building Background Knowledge DEAR Book Buddies Incentives (attendance, flag) | DEAR, change to independent reading in groups Stop Journeys Stop Incentives (flag) Stop D'Nealian | Implementation of new Bookworms (Shared Reading & ELA) Ball and Slick Handwriting-Zaner Blosler Method <ul style="list-style-type: none"> K-2 Saxon Resources 3-5 Handwriting Workbooks SMART goals for STAR assessments |
| Action Step 2 - Professional Learning Needs/Resources Weekly PL Time Wednesday Collaborative Planning Standards Based Classroom Teacher Observations Revisiting Essential Components Sharing Next Steps Differentiated Professional Learning PL Share Folder Instructional Handbook PL calendar | Lesson plans due on Thursdays instead of Mondays | SEATS Framework Assessments Backward Design Specialty Designed Instruction (K-5 teachers, ESOL, Inclusion, Admin, SPED, AC) High Leverage Practices LETRS Training 3rd-5th Cox Campus Modules SMART goal setting PL |
| Action Step 3 - Interventions (Support for at-Risk Students) Wilson Reading SAIL Inclusion ESOL Gifted MTS (academic & behavior) <ul style="list-style-type: none"> MTS Manual Moby Max Essential Skills Purchasing materials for interventions | Moby Max will be strictly used for Tier 2 interventions K-2 Essential Skills will be used for Tier 2 interventions and ESOL Stop Write Score | Reading Eggs-intervention option (20 per grade) Kindergarten IXL Reading |

FY25 School Improvement Plan for Goal 1 - Academic Growth

Increase the number of students scoring Proficient or Distinguished on the STAR Screening Assessment by 5% in grades K-5 from Spring of 2024 to Spring of 2025.

| Current Effective Practices (Keep) | Current Ineffective Practices (Change or Stop) | New Effective Practices to Implement (Add) |
|---|--|---|
| Action Step 4 - Supplies, Technology, & Software Floccabulary Brain Pop & Brain Pop Jr. IXL Study Island Espark Freckle AR Chromebooks to be used for Tier 2 and 3 Inventory of available technology Toners/ink cartridges | Stop Freckle ELA Stop Espark | Lexia Core 5 |
| Action Step 5 - Promote Family Involvement Newsletters Calendars Parent Resource Center Parent Reading Events List for teachers of items available in PKC Print newsletters Fiesta Event Create Parent Involvement calendar Opportunities for parents to sign up to volunteer Staggered event times | Change Kinvo to Parent Square | Multicultural Event Back to School Event <ul style="list-style-type: none"> School supplies Halicuts Winter Wonderland Spring Fling Picture Booths (parent volunteers) |
| Action Step 6 - Implement Data Driven remediation in an effort to close learning gaps. CBM tracking Data Digs <ul style="list-style-type: none"> STAR Stalway to Proficiency Write Score | Stop Write Score Acadence changing to STAR | WIN Time for 3rd-5th Reading |

FY25 School Improvement Plan for Goal 2 - Academic Growth

Increase the number of students scoring Proficient or Distinguished on the STAR Math Enterprise Assessment by 5% in grades 1st-5th from the Spring of 2024 to Spring of 2025.

| Current Effective Practices (Keep) | Current Ineffective Practices (Change or Stop) | New Effective Practices to Implement (Add) |
|--|--|--|
| Action Step 1 - Instructional Programs & Best Practices/Strategies EATS Framework Number Talks Spiral Review Fluency Practice Problem of the Day Flex Groups Implementation of New Units Lesson Components (State terminology) <ul style="list-style-type: none"> Engage (activator) Explore (teaching) Apply (student practice) Reflect (summarize) | | SMART Goals for STAR <ul style="list-style-type: none"> Scaled score SEATS Framework HMH Curriculum |
| Action Step 2 - Professional Learning Needs/Resources Weekly PL Wednesday Collaborative Planning PL Shared Folder Sharing Next Steps Revisiting Essential Components Revisit DOE Instructional Supports PL on Number Talks Differentiated PL Instructional Handbook PL Calendar | | SMART Goal setting PL SEATS Framework PL HMH Curriculum training during pre-planning Touch Math PL <ul style="list-style-type: none"> Roberson & Blanton |
| Action Step 3 - Interventions (Support for at-Risk Students) SAIL Inclusion Touch Math ESOL Gifted MTSS Mobly Max Math Seeds MTSS manual Purchasing materials for interventions | Math Seeds for Kindergarten only Reflex Math-exclude Kindergarten Mobly Max-Tier 2 Intervention only | 3rd-5th Freckle Math Kindergarten IXL Math |

FY25 School Improvement Plan for Goal 2 - Academic Growth

Increase the number of students scoring Proficient or Distinguished on the STAR Math Enterprise Assessment by 5% in grades 1st-5th from the Spring of 2024 to Spring of 2025.

| Current Effective Practices (Keep) | Current Ineffective Practices (Change or Stop) | New Effective Practices to Implement (Add) |
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| Action Step 4 - Supplies, Technology, & Software Reflex IXL Study Island Math Seeds Prodigy Espark Survey teachers about manipulatives needed | Stop ESpark Change Math Seeds to intervention only for 1st & 2nd Grades | Freckle Math 3rd-5th grades Math Seeds- Kindergarten |
| Action Step 5 - Promote Family Involvement Newsletters Calendars Parent Resource Center Parent Math Events Print newsletters List for teachers items available in PRC Parent involvement Calendar Staggered event times | | Survey parents for print or electronic copy of newsletter and Open House |
| Action Step 6 -Data Driven Instruction CBM Tracking Data Digs <ul style="list-style-type: none"> STAR Math MCOMP MCAP Make sure we do county requirements | Change MCOMP & MCAP to reflect county expectations | |

- *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.
- *ELA teachers will implement a structured literacy approach to include

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| | <p>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> <ul style="list-style-type: none"> *Math teachers will implement the Six Components of an Effective Math Lesson: Drill, Review, Instruction, Processing, Application, and Homework. *Continue to utilize Flocabulary to build academic vocabulary and promote student engagement. *Focus on Math Fact Fluency using the following computer programs: Reflex Math, Math Seeds, IXL. *Administer Curriculum Based Measures and literacy and math assessments three times a year to assist in the identification of at-risk students. *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. *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. *The Migrant teacher visits the school on a regular basis to work with students who qualify for migrant services. *Early Intervention Program: EIP students are identified by teachers and receive intervention strategies. *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. |
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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 (STAR 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</p> |
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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.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>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

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| <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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