



Comprehensive Needs Assessment 2022 - 2023 School Report



**Coffee County
Eastside 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	Katherine Woodard
Team Member # 3	Dean of Students	Martellis Curtis
Team Member # 4	Counselor	Heidi Welch
Team Member # 5	Academic Coach	Shae Hare
Team Member # 6	PE Teacher	Richard Mitchell
Team Member # 7	Pre-K Teacher	Susan Carver

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Val Williams
Team Member # 2	First Grade Teacher	Laura Curtis
Team Member # 3	Second Grade Teacher	Leigha Metcalf
Team Member # 4	Third Grade Teacher	Amie Bennett
Team Member # 5	Fourth Grade Teacher	Mae Mae Neugent
Team Member # 6	Fifth Grade Teacher	Ben Paulk
Team Member # 7	Media Specialist	Angelina Koster
Team Member # 8	Referral Coordinator	Kelly Semeyn
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	SGC Parent Representative	Kimberly Jacskon
Stakeholder # 2	SGC Parent Representative	Kendra Williams
Stakeholder # 3	SGC Certified Teacher Representative	Roxie Taylor
Stakeholder # 4	SGC Certified Support Staff	Courtney Carr
Stakeholder # 5	SGC -Classified Support Staff	Shavette Johnson
Stakeholder # 6	SGC Community Member	Samanta Garcia- Pilgrim's
Stakeholder # 7	SGC Community Member	Chris Calhoun- St. Marks United Methodist Church
Stakeholder # 8	PTO President- Parent	Christy Evans Manning

<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>Meetings were held to elicit feedback for revising our Title I School Improvement Plan, our Parent Involvement Plan, and our Parent/Teacher/Student Compacts. School administrators met with the Leadership Team and the School Governance Council. In addition, the academic coach/parent involvement coordinator met with parents to ask for suggested revisions to all three plans in order to better meet the needs of all students and stakeholders. Notifications of the revisions meeting were dispersed in English and Spanish to families and community members via fliers, text messages, social media, and the school website. In addition, an invitation to attend the revisions meeting was displayed on the school's webpage. Another important source of feedback utilized in the revision of the Parent Involvement Plan was the Parent Needs Survey completed in March of 2022. All feedback obtained from parents and community members was taken into consideration.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> ● School Parent Needs Survey ● Parent Perception Survey ● Professional Learning Needs Assessment Survey
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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>Based on analysis of perception data at Eastside Elementary School, several conclusions were drawn. The community and parental perception of the school climate is positive. We are a Five-Star climate score. Parental surveys have consistently yielded these results.</p> <p>As it relates to instruction, the Coffee County Schools Parent Perception Survey showed that 84% of parents surveyed said their children see a relationship between what they are studying and the real world, 93% of parents believe that the teachers at Eastside Elementary School have high expectations of students, over 93% of parents surveyed believe technology and additional resources are used to enhance learning.</p> <p>The survey results showed that 88% of parents believe that teachers and administrators at Eastside Elementary School treat all students with respect, and over 96% of parents noted that the community respects our teachers and administrators. Additionally, over 91% of parents surveyed in the Parent Perception Survey noted that the school provided a safe and orderly learning environment for their child. We will continue our focus of working to continue as a Five-Star climate school.</p> <p>The 2022 Parent Needs Survey for Eastside Elementary indicated that parents felt reading (72.73%) was the most important activity needed to help their child or children succeed in school. Math and Writing were also listed in the top 5 activity needs. Additionally, Character Building was also indicated as a high-priority need for our school. Eighty percent agreed that our Family Nights are effective for encouraging family involvement in their child’s education. With information gleaned from the Parent Needs survey, monies will be set aside to support Family Nights and purchase resources for topics of interest that will be housed in the Parent Resource Center. Data from this survey correlates with our school-wide data.</p> <p>In looking closely at the Professional Learning Needs Assessment Survey, teachers noted that Early Literacy, Math, and Reading were targeted needs for professional development in an effort to enhance capacity to further support students in the classroom. Percentages for these content areas are as follows, 44.6% Early Literacy, 41.1% Math, and 37.5% Reading. A school-wide</p>
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	<p>awareness is evident as teachers also noted that TKES professional learning training that would enhance instructional effectiveness would be a focus on standards 4: Differentiation, 5: Assessment Strategies, and 8: Academically Challenging Environment. Additionally, 30.6% of teachers indicated that professional development in using Illuminate for Assessments would enhance their capacity for further support students. Another 14.3% of teachers indicated a need for professional development in more advanced reporting features of Illuminate. This information will be used as we focus on professional learning during the 22-23 school term.</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>	<ul style="list-style-type: none"> ● PBIS Meeting Minutes ● Parent/teacher Conferences ● Collaborative and Vertical Planning Agendas ● MTSS Meeting Notes ● Master Schedule ● Daily Instructional Schedules ● iCampus
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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>Currently, we are working to become an operational Tier 2 PBIS school. We have implemented all requirements of Tier 1 and have been identified as operational. We are now focusing on requirements for a Tier 2. (Check-in Check-Out etc.) At Eastside Elementary, we review discipline data from I-Campus and SWIS to identify problem behaviors, locations, times, etc. This data is used to inform decision making regarding discipline and to alleviate future discipline.</p> <p>Regular attendance is a challenge. We have a high number of students that have missed fifteen or more days of school each year. Of our 585 students enrolled at year end, 189 were truant 15 days or more. When taking into consideration the range of days (15-63 days) missed for students with 15+ absences, this equates to 32% of our student body missing between 8-35% of all instruction. Another 23% of students were absent between 10-14 days, and yet another 25% of students missed between 6-9 days of instruction in FY22. In total, 80% of Eastside students missed more than 5 days of school this year.</p> <p>Over the past four years, discipline data at Eastside Elementary School shows a steady decline in office discipline referrals (ODRs). Our discipline data showed we decreased from 339 referrals in FY19, to 288 in FY20, to 249 office referrals in FY21, and finally to 142 ODRs in FY22. The 142 referrals in FY22 were submitted on just 88 students. When comparing discipline data by grade level, fourth grade had the highest percentage (37%) of the overall referrals with the remaining grades in Kindergarten through fifth ranging from 9.5%-25% of the referrals.</p> <p>When reviewing Subgroup data by proportion to student enrollment, the data revealed that of the 314 students identified as Black/African American, 18% have at least one referral. Of the 64 students identified as Hispanic/Latino, 8% have at least one referral. Of the 176 students identified as White, 7% have at</p>
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	<p>least one referral. Of the 28 students identified as Multiracial, 18% have at least one referral. This information will be used as we focus on PBIS, social-emotional learning, and professional learning during the 22-23 school term.</p> <p>There is also an effort across the school to make sure student needs are met regardless of their learning style and achievement level. This is evident through MTSS meeting minutes/notes and Tier 2 & Tier 3 meetings. All students that are Tier 3 in the MTSS process are pulled three times per week for additional instructional support in the areas of reading and math by our SAIL teacher. Additionally students that are identified as gifted are pulled one day per week via the Quest Program for acceleration.</p> <p>Vertical planning and collaborative meetings allow teachers to work together from different grade levels to discuss current trends and new instructional strategies and resources to better serve our student population.</p> <p>Our Daily Schedule/Master Schedule shows that time is allotted in Early Literacy, Math, and Reading. Required services such as lunch and Physical Education are allotted also. Scheduling is key as we work to meet the needs of our students in all areas, with a focus on Early Literacy, Reading and Math, as identified through data analysis, our meeting minutes, and additional documentation.</p>
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What achievement data did you use?	<ul style="list-style-type: none"> ● STAR Reading Scores ● GMAS Scores ● Discipline Data ● Wellness Meeting Agendas/Meeting ● PBIS Meeting Agendas/Minutes ● Curriculum-Based Measures
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What does your achievement data tell you?	<p>GMAS Data shows a need for improvement in ELA/Reading across grades 3 through 5. Third Grade ELA GMAS scores show 76% of students who took the assessment were performing at the Beginning Learner or Developing Learner stage (Scores of 1 & 2). Fourth Grade GMAS ELA data appropriates that 79% of students who took the exam were performing at Beginning Learner or Developing Learner Stage (scores of 1 & 2) Fifth Grade GMAS ELA data assumes that 71% of students who took the exam are Beginning or Developing Learners.</p> <p>FY22 was the first year of implementation with the Renaissance STAR Reading assessment. Test data that assesses 5 domains of reading and provides a scaled score for students in grades 2-5. It is evident that reading levels vary by grade, but the assessment data reveals reading comprehension as an area of focus. STAR Reading data reveals that an average of between 41-55% of students in grades second through fifth are reading basic or below grade-level compared to national norms. When comparing to state, criterion referenced norms, STAR Reading data reveals that an average of between 71-76% of students in grades</p>
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second through fifth are reading basic or below grade-level. STAR Reading scores yield a need in Early Literacy and ELA/Reading to support fluency and comprehension.

Our CBM scores also show a large percentage of students that are below the 25th percentile. We will continue to strive as a school to increase the number of students performing at proficient or advanced. Oral Reading Fluency data varies by grade level, but we are aware that fluency does impact comprehension. We also recognize that fluency skills build upon other Early Literacy skills, such as phonemic awareness, phonological awareness, and phonics.

- Grade 2- 51% of students scored at or below the 24th percentile, and another 20% are below grade level. There are 29% of second grade students reading at or above grade level.
- Grade 3- 41% of students scored at or below the 24th percentile, and another 24% are below grade level. There are 34% of third grade students reading at or above grade level.
- Grade 4- 36% of students scored at or below the 24th percentile, and another 29% are below grade level. There are 34% of fourth grade students reading at or above grade level.
- Grade 5- 24% of students scored at or below the 24th percentile, and another 35% are below grade level. There are 41% of fifth grade students reading at or above grade level.

Our GMAS data also shows a need in Mathematics as well. Third Grade Mathematics GMAS scores show 70% of students who took the assessment were performing at the Beginning Learner or Developing Learner stage (Scores of 1 & 2). Fourth Grade GMAS Mathematics data appropriates that 65% of students who took the exam were performing at Beginning Learner or Developing Learner Stage (scores of 1 & 2) Fifth Grade GMAS Mathematics data indicates that 76% of students who took the assessment are Beginning or Developing Learners.

Similarly to our Reading CBM data, our Math CBM scores also show a large percentage of students that are below the 25th percentile. We will continue to strive as a school to increase the number of students performing at proficient or advanced levels. Math computation data varies by grade level, but we are aware that math computational fluency does impact application of math skills and concepts.

- Grade 1- 43% of students scored at or below the 24th percentile, and another 26% are below grade level. There are 32% of first grade students computing at or above grade level.
- Grade 2- 33% of students scored at or below the 24th percentile, and another 22% are below grade level. There are 45% of second grade students computing at or above grade level.
- Grade 3- 14% of students scored at or below the 24th percentile, and another 24% are below grade level. There are 62% of third grade students computing at or above grade level.
- Grade 4- 25% of students scored at or below the 24th percentile, and another 44% are below grade level. There are 31% of fourth grade students computing at or above grade level.
- Grade 5- 28% of students scored at or below the 24th percentile, and another 17% are below grade level. There are 55% of fifth grade students

	<p>computing at or above grade level.</p> <p>Data from all of the sources indicate that reading and math will be areas of school-wide focus, and as a result School Improvement goals have established through the needs identification and root cause analysis process.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● iCampus (CBM Data, Discipline Data, Demographics, Illuminate, SWIS Data)
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<p>What does the demographic data tell you?</p>	<p>Our total enrollment number is 585. Of that 585, we serve 297 male students and 288 female students. When looking at ethnicity data, our student population is comprised of 314 African American, 181 Caucasian, 55 Hispanic, 28 Multi-Racial, 5 Asian, and 2 American Indian students.</p> <p>Below are our school's percentages.</p> <ul style="list-style-type: none"> ● 49% Male ● 51% Female ● 54% African America ● 31% Caucasian ● 9% Hispanic ● 5% Multi-Racial ● 1% Asian ● 1% American Indian <p>During the 2021-2022 school term, above 90% of our students are considered economically disadvantaged. Additionally, during the 21-22 school term, 5% percent of students were labeled as gifted while 14% were identified as receiving Special Education Services.</p> <ul style="list-style-type: none"> ● 18 students served through self-contained ● 39 students served through inclusion ● 15 students receiving speech services ● 55 students received Gifted services <p>Of the 79 (14%) of students receiving services, 63 students (11%) have an IEP for academics and 43 students (8%) have an IEP for speech. There are 28 (5%) students with IEPs that require services for both speech and academics. Approximately 2% of our population is migrant with 13 students being served last year, and 29 students (5%) receive ESOL services.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Working in the collaborative teams, and the professional learning that occurs throughout the year, has enabled teachers to be intentional about their lesson planning and provide more academically rigorous lessons. Staff and parents agree that most teachers demonstrate effective teaching practices that impact student learning, use technology to enhance learning, and provide students with timely data driven interventions to support learning needs. Assessments are aligned with curriculum standards, teachers regularly use a collaborative process to analyze assessment results and use the results to monitor student progress and inform instruction.</p> <p>Challenges: Professional Learning will still focus on high leverage teaching practices. We will use the collaborative team design by answering the following four questions: 1. What is it we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency? We will place more on professional learning for higher quality of instruction, use of data to drive instruction, a deeper understanding of content standards, and student needs based on use of assessments.</p> <p>As noted, there is a continued need for improvement in closing the gaps for SWD, ED, and Black students based achievement data. Schedules will be tweaked to allow as much support in the classroom as possible. We have seen in the data how the collaborative teams and collaboration between homeroom teachers and support teachers help close the achievement gaps, so we want to continue that work to improve across all areas.</p> <p>Schedules will also include instructional coach support, which will include observations and feedback and modeling lessons as needed to improve Tier I instruction. As part of the school goals this year, and also stated above, professional learning will focus on providing students with specific, timely, and descriptive feedback on their performance so that they can learn to actively monitor their own progress. Support personnel will support student goals in literacy within the push-in and pull out programs so that student goals are generalized throughout the day.</p> <p>On-going training and support will be provided for induction teachers. Best practices will be monitored with all staff. The Academic Coach will support all grade levels equitably to conduct the coaching cycle of teaching, modeling, observing, and providing feedback to K-5 teachers to cultivate collective teacher efficacy, a 1.57 effect size with student growth.</p>
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Strengths and Challenges Based on Trends and Patterns

<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>Staff and parents agree that administrators regularly build and sustain positive relationships with all stakeholders to foster the success of students and staff. Special events and treats are planned throughout the year for both students and staff with visitors regularly commenting on the kind and happy staff and students and friendly helpful atmosphere. The staff feels that there is more consistency and flexibility in making changes when needed; we act and adjust more intentionally. A common vision and mission has been developed and shared with continuity at Eastside Elementary where kids come first and Every Child can SOAR! Our goal is to teach our Eagles to be Show Respect, Obey Safety Rules, Act Responsibly, and React Positively. Staff at Eastside align their work to these simple mantras. Our "Big Goals" this year are to increase student success by focusing our efforts on Literacy and Quality Tier I Instruction in every class/Collective Teacher Efficacy. We use data to drive not only our instruction but also our behavior and social emotional learning. Clear communication and oversight can be improved to assure that rules, policies, schedules and procedures that have been developed are followed and implemented. Our goal is to increase our Leadership Team's Effectiveness to strike a balance between a focus on school operations and student learning, as well as, create a more dynamic and consistent system for shared decision-making and problem solving utilizing the input of all staff.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Eastside has a quality staff and we consistently look for ways to encourage teachers to take leadership roles. Our team leaders are encouraged by admin to step into a leadership role. Teachers and administration have open dialogue about school improvement. Eastside has a committed and collaborative staff that want to learn and improve their craft. Working hand in hand with leadership teams to focus on the most important learning with the same gradual release we use in our classrooms will provide the opportunity for lasting change and collective teacher efficacy. Time and scheduling are consistent challenges as school leaders work together to refine the most important professional development and schedule this throughout the year to support staff. We want our teacher leaders to have time to stay ahead of the learning that they are teaching; this is critical to sustain change as they are in the trenches daily leading their colleagues.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student,</p>	<p>Eastside tries to provide a welcoming, family friendly environment that encourages partnerships between staff and families. Teachers call and invite parents to events such as literacy nights and conferences. In addition, we communicate with parents through Class DoJo, Peachjar, our School's website, Facebook, and Kinvo. Our Local School Council is very active as well as our PTO Board in encouraging parent participation and voice. We anticipate our family and community engagement to increase greatly as we move back to in</p>

Strengths and Challenges Based on Trends and Patterns

<p>teacher, and leader needs?</p>	<p>person events this year. Challenges: EES turnout is very high for the first night but declines a little at each of the next meetings/events. We have built more activities and incentives into this years' family nights as parents have asked for additional relevant content. We are also offering varied times for parental involvement activities. In addition, each teacher will keep iCampus updated weekly. With the assistance of a Family Engagement Coordinator, additional communication will be sent via monthly newsletter, social media posts, and posted on the school's website.</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>Strengths: We are making progress in the areas that were previously emerging specifically related to student's setting and working towards goals. We are making strides to provide a supportive and well-managed environment that is conducive to learning. We have plans in place to ensure that rules, practices, and procedures that maintain a safe, orderly learning environment are implemented. Based on the parent survey data, a large number of parents strongly agree when answering questions about a positive and respectful interaction between school and home. Our grade levels work together to create grade level behavior expectations and consistent consequences through PBIS. Behavior incidences have decreased for the past three years, but there is still work to be done in this area. We have provided a great deal of support for our students this year, specifically our Tier 2 and Tier 3 students with behavioral and emotional needs. We also provide professional learning opportunities for our staff including PBIS and Automatic RTI for Behavior. Eastside continually looks for ways to recognize and celebrate student and staff success. We are motivated to continue to make improvements in this area. We have a "Shout Out- Giving Grady's" bulletin board, Employee of the Month, and appreciate staff by giving individual notes and choosing special days where we provide lunch or a treat at least once a month. Students are recognized at Nine Week SOAR assemblies for academic growth, attendance, and character.</p> <p>Challenges: Although staff and parents indicate that there is a well-managed environment conducive to student learning, students report that students don't behave in classrooms so that teachers can teach. We have made great strides in this area due to the intentional focus and training received as a staff with PBIS implementation, and will continue with phase three this year with the implementation of Check-in/Check-out behavior interventions. Continuing to intentionally teach our standards using highly effective strategies and collaborating as team members and support staff will help increase our overall rating with academically challenging environments.</p>
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Strengths and Challenges Based on Trends and Patterns

<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>Eastside demographic strengths include a diverse student population where students can learn about different cultures. Another strength is the commitment of the staff to all of the students at Eastside both academically and socially emotionally. We have many business partners that support our school. In addition, we have several churches and organizations that support our students and families such as, Called to Care, Families Together, and multiple churches. These businesses and organizations give us the opportunity to meet the needs of students in a variety of ways including food, clothing, school supplies, and other important school community needs.</p> <p>Challenges: Demographic challenges include ongoing training for staff to be able to meet the needs of our diverse student population and their families, as well as, increasing collective teacher efficacy building wide to support quality instruction for all students. We have a high economically disadvantaged and special education population of students. We provide family support in a variety of ways: academic support, translation, food, clothing, counseling, transportation, childcare, behavioral support and parent education to name a few. These services require additional staff that are not provided in sufficient numbers to accommodate the needs. Administration, special education staff, EIP staff, and our support staff are stretched thin each day to meet student needs and often the other students do not receive their fair share of services and instruction. The addition of a Dean of Students for our school and a Behavior Specialist for the county has helped support/relieve the stress of having high numbers of discipline referrals with ED and SPED students. We continue to need help to support the behavioral and academic needs of Eastside students. Parent and staff training will continue to be a focus area.</p>
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<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>Strengths: Our teachers and support staff are using researched proven programs in an effort to close academic gaps, especially the gap we've seen since COVID. The curriculum-based measures show an upward trend. Our Students with Disabilities, African American learners, and economically disadvantaged students consistently score lower on the Georgia Milestones, Universal Screening, and on the Reading Inventory.</p> <p>Challenges Although we experienced a tremendous drop in all students' progress after COVID, our students are showing tremendous growth. Quality instruction and high expectations are critical and must be crafted to the individual needs of the students more intentionally than ever before. Support teachers must take a lead role with their case loads to follow the Instructional Framework with planning, teaching, monitoring and reflecting. Collaborating Team planning provides the opportunity for teachers to plan together using best practices with coach and admin support. Every effort must be made to include support staff to collaborate with their co-teachers to ensure continuity in lessons for the ED, SWD, and black subgroups. Students with severe behavioral challenges disrupt the learning environment in every grade level. Support staff have been instrumental in improving this problem, but we still have a long way to go.</p>
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Strengths and Challenges Based on Trends and Patterns

	Staff professional learning is planned for this year in behavior management through the Check-in/Check-out intervention. Parent education on parenting, communication and how to provide academic support at home is needed.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	Eastside teachers are receiving support from the Academic Coach and Administrators to team with homeroom teachers for quality instruction to their caseload in ELA and Math. The School Referral Coordinator is providing support with review of IEP's, attending challenging IEP meetings to model for EES teachers, reviewing placement and providing individual guidance. The ELL Team is increasing parental support with parent meetings and providing more translated school communication for families. The Media Center is providing more books in Spanish for students. The EL Team is pushing in to support Science and Social Studies to support
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Challenges	An increase in ED and SWD students has put an increased demand on support staff and teachers to meet not only the gap with academics but the social emotional and behavioral needs of the students. An increase in students with some very challenging behaviors and gaps in academics has placed an increased demand for services from support staff, counseling, social worker, and administration. It is important to make time for inclusion, ESOL, Gifted and other support staff to plan collaboratively with content teachers. We have a high number of teachers with less than three years experience. This creates a challenge for administrators and the Academic Coach to support all the teachers as much as needed.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase Student Achievement in ELA, Math, Science, and Social Studies
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	Eastside had over 200 students attend school virtually the first nine weeks and ended FY 21 with 70 students still learning virtually. The lack of attendance was a tremendous problem in FY21 due to COVID. Teachers were unable to provide small differentiated reading and math groups and students were distanced to maintain as much space as possible within the classroom. All scores went down tremendously from FY19 to FY21. The majority of our students scored Beginning or Developing Learner in all content areas on the GMAS in FY 21. Although, we are showing tremendous growth, this continues to be an area of great concern.
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Overarching Need # 2

Overarching Need	Maintain a 5-Star Climate
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	Although discipline referrals have decreased over the past three years, Eastside still serves many students that have severe emotional and behavioral needs in addition to having significant learning gaps. We have 71 students with special needs and many of these students account for a high percentage of our discipline referrals, especially level 3 and 4 offenses that require ISSP or OSS. In addition, Eastside has 11 teachers with less than three years experience.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase Student Achievement in ELA, Math, Science, and Social Studies

Root Cause # 1

Root Causes to be Addressed	Newer teachers lack the capacity of Tier I best practices, successful intervention strategies, and effective remediation.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students are not reading enough (for pleasure, on-grade level, and challenging text)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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Root Cause # 3

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

Additional Responses	
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Overarching Need - Maintain a 5-Star Climate

Root Cause # 1

Root Causes to be Addressed	Tier 1 Classroom Management Expectations are not consistent in every classroom
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students do not consistently follow the behavior expectations and interventions facilitated across the building.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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Root Cause # 3

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

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of implementing professional learning skills and concepts that focus on character building (self -awareness, social awareness, self-management, relationship skills, and responsible decision making)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

<p>Impacted Programs</p>	<p>IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :</p>
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<p>Additional Responses</p>	
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School Improvement Plan 2022 - 2023



**Coffee County
Eastside Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Student Achievement in ELA, Math, Science, and Social Studies
Root Cause # 1	Gaps in learning exist with many students at a foundational level.
Root Cause # 2	Newer teachers lack the capacity of Tier I best practices, successful intervention strategies, and effective remediation.
Root Cause # 3	Students are not reading enough (for pleasure, on-grade level, and challenging text)
Goal	<p>Increase the percentage of students moving from Level 1 to a Level 2, from Level 2 to a Level 3, and a Level 3 to a level 4 in all content areas on the Georgia Milestones by 5% and the percentage of students mastering expected grade-level benchmarks on the Informal Decoding Inventory in grades K-2.</p> <p>3rd Grade ELA GMAS Decrease level 1s from 54% to 49%; Increase 2s to 3s-22% to 27%; 3s to 4s-18% to 23%</p> <p>3rd Grade Math GMAS Decrease level 1s from 16% to 11%; 2s to 3s-54% to 59%; 3s to 4s-22% to 27%</p> <p>4th Grade ELA GMAS Decrease level 1s from 51% to 46%; 2s to 3s-28% to 33%; 3s to 4s-11% to 16%</p> <p>4th Grade Math GMAS Decrease level 1s from 22% to 17%; 2s to 3s-43% to 48%; 3s to 4s-24% to 29%</p> <p>5th Grade ELA GMAS Decrease level 1s from 27% to 22%; 2s to 3s-44% to 49%; 3s to 4s-23% to 28%</p> <p>5th Grade Math GMAS Decrease level 1s from 43% to 38%; 2s to 3s-32% to 37%; 3s to 4s-17% to 22%</p> <p>5th Grade Science GMAS Decrease level 1s from 41% to 36%; 2s to 3s-28% to 33%; 3s to 4s-24% to 29%</p> <p>2nd Grade Informal Decoding Inventory - increase the percentage of students mastering fluency and comprehension from 57% to 62%.</p> <p>1st Grade Informal Decoding Inventory -increase the percentage of students mastering vowel teams from 52% to 57%.</p> <p>Kindergarten Informal Decoding Inventory- increase the percentage of students mastering CVC words 85% to 90%.</p>

Action Step # 1

Action Step	Purchase supplies for and implement instructional programs and strategies that support best practice and promote student achievement in a blended learning environment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	TKES Observations Lesson Plans / Learning Paths Virtual Classroom for Professional Learning Data-Driven Decision-Making Professional Learning
Success Criteria for Impact on Student Achievement	Staircase to Proficiency Growth Data CBM Growth Data STAR Reading Growth GMAS Achievement Data Beacon Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Purchase and implement materials needed for academic coach to collaboratively plan with teachers 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
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Success Criteria for Implementation	Documents from Professional Learning where data was analyzed Title Budget Requisitions Virtual Classroom for Professional Learning
Success Criteria for Impact on Student Achievement	Staircase to Proficiency Growth Data CBM Growth Data STAR Reading Growth GMAS Achievement Data Beacon Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Weekly

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

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
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	School-Wide Scheduling Assessment Data Multi-Tiered Systems of Support Documentation Wellness Team/PBIS Tier 2 Meeting Documentation
Success Criteria for Impact on Student Achievement	Staircase to Proficiency Growth Data CBM Growth Data STAR Reading Growth GMAS Achievement Data Beacon Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, School Counselor
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	Administrators will purchase needed technology, software, and supplies to enable teachers and support staff members 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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans TKES Observations Computer program usage reports Title Budget Requisitions
Success Criteria for Impact on Student Achievement	Staircase to Proficiency Growth Data CBM Growth Data STAR Reading Growth GMAS Achievement Data Beacon Data Software Reports
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Media Specialist
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)?	N/A
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Action Step # 5

Action Step	Purchase materials for and provide differentiated professional learning for teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Professional Learning Documentation Title Budget Requisitions Virtual Classroom for Professional Learning
Success Criteria for Impact on Student Achievement	Staircase to Proficiency Growth Data CBM Growth Data STAR Reading Growth GMAS Achievement Data Beacon Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Weekly

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

Action Step # 6

Action Step	Purchase materials for and promote parent involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Success Criteria for Implementation	Communication with Parents Title Requisitions for Parent Resource Room/Family Events Parent Survey Results
Success Criteria for Impact on Student Achievement	Parent Survey Results Parent Participation Percentages from family events
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Maintain a 5-Star Climate
Root Cause # 1	Lack of implementing professional learning skills and concepts that focus on character building (self -awareness, social awareness, self-management, relationship skills, and responsible decision making)
Root Cause # 2	Students do not consistently follow the behavior expectations and interventions facilitated across the building.
Root Cause # 3	Teachers lack the capacity of how to support students affected by trauma, poverty, lack of parenting, and crisis.
Root Cause # 4	Tier 1 Classroom Management Expectations are not consistent in every classroom
Goal	<p>Maintain the school’s 5 Star Climate Rating by decreasing the percentage of office discipline referrals in each grade-level by 5%.</p> <p>Maintain the school’s 5 Star Climate Rating by decreasing the percentage of students with office discipline referrals in each grade-level by 5%.</p> <p>Kindergarten- from 9.5% to 4.5% First Grade- from 10% to 5% Second Grade-from 10.2% to 5.2% Third Grade-from 14% to 9%. Fourth Grade- from 37% to 32% Fifth Grade-from 25% to 20%</p>

Action Step # 1

Action Step	Purchase and provide resources to teachers that promote positive social and moral student behavior.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Success Criteria for Implementation	PBIS Tier 1 and Tier 2 meeting documentation Wellness Team meeting documentation

Action Step # 1

Success Criteria for Implementation	SWIS discipline data
Success Criteria for Impact on Student Achievement	Check in-Check Out Data Discipline Data Student Survey Results Staff Survey Results Parent Survey Results SWIS Data Class DoJo Reports
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Counselor, Teachers
Timeline for Implementation	Weekly

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

Action Step	Address the needs of the "whole child" by continuing to implement a student advocacy plan and wellness committee, and also meeting monthly with the Tier 2 PBIS team.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student Advocacy Plan Wellness Committee/PBIS Tier 2 Documents List of students taking home food bags Motivational Recess Schedule

Action Step # 2

Success Criteria for Impact on Student Achievement	Discipline Referrals Student Survey Results Counseling Referrals
Position/Role Responsible	Principal, Assistant Principal, Counselor, Academic Coach, Teachers
Timeline for Implementation	Monthly

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

Action Step	Implement an awards committee that establishes a system for student recognition to spotlight educational excellence and students' positive relationships with one another. Purchase needed supplies for implementation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Awards Committee Documentation
Success Criteria for Impact on Student Achievement	Discipline Data Student Survey Results Staff Survey Results SWIS Data Agenda/Sign in Sheets
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Counselor, Attendance Clerk/Enrollment, Teachers

Action Step # 3

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

Action Step	Implement a system of recognition/celebrations for faculty and staff members to spotlight educational excellence and positive relationships with students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	School Climate Rating from faculty and staff Student Surveys Documentation of Recognition
Success Criteria for Impact on Student Achievement	Discipline Data SWIS Data Survey Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Counselor, Teachers
Timeline for Implementation	Monthly

Action Step # 4

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

Action Step	Purchase and implement materials needed for academic coach to collaboratively plan with teachers to examine behavior data and adjust classroom management practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Documents from Professional Learning where data was analyzed Title Budget Requisitions Virtual Classroom for Professional Learning
Success Criteria for Impact on Student Achievement	SWIS Data iCampus Discipline Data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Varied depending on assessment data analyzed during professional development beginning Fall of 2021 and continuing through Spring 2022

Action Step # 5

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Meetings were held to elicit feedback for revising our Title I School Improvement Plan, our Parent Involvement Plan, and our Parent/Teacher/Student Compacts. School administrators met with the Leadership Team and the School Governance Council. In addition, the academic coach/parent involvement coordinator met with parents to ask for suggested revisions to all three plans in order to better meet the needs of all students and stakeholders. Notifications of the revisions meeting were dispersed in English and Spanish to families and community members via fliers, newspaper articles, and the school website. In addition, an invitation to attend the revisions meeting was displayed on the school's webpage. Another important source of feedback utilized in the revision of the Parent Involvement Plan was the Parent Needs Survey completed in March of 2022. All feedback obtained from parents and community members 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 system personnel director begins working with principals early each year to determine possible areas of need; for example, will staff in a particular grade or content likely retire at the end of the year? The director then works with a recruitment team, beginning as early as November, to attend job fairs in Georgia and Florida, recruiting for those areas of need. The district also holds its own Job Fair each year, attracting candidates from all over the Southeast. With board approval, Job Fair candidates can be offered a letter of commitment on site by the principal of any one of the schools. Teachers are placed in schools according to a school or program's needs. Each principal tries to balance the experience levels within grades or teams or content areas, so that no one area is predominately inexperienced. Once teachers have been hired, induction becomes a team effort with central office staff from the SIA department, working with principals, to provide new teachers with a two-day New Teacher Academy. This orientation to the system includes sessions on behavior management, co-teaching, and professionalism. Each new teacher is assigned a trained mentor who works with the new teacher throughout the year. Based on the principal's confidence in the new teacher's skills and effectiveness, a mentor may be assigned for an additional year's induction.</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 22-23 is to decrease the number of students scoring level 1 on GMAS and increase the percentage of students moving from a level 2 to 3, and level 3 to 4 in all tested subject areas by 5%. In order to reach our goal, we are going to implement the following instructional strategies/methodologies: *Teachers will base all instruction on the Georgia Standards of Excellence and adhere to pacing guides *Teachers will meet weekly with grade level teams to create/review student</p>

<p>school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>assessment data and instructional plans; differentiated lesson plans will be developed based on the results of data analysis to ensure all students have the foundation they need before moving on to new learning</p> <p>*All teachers will utilize the instructional framework that incorporates research-based best practices every day, every lesson</p> <p>*Flexible groups will be incorporated as needed in all subject areas to provide differentiated instruction based on data analysis for remediation, acceleration, and enrichment</p> <p>*K-2 teachers will provide daily systematic phonics instruction using the Saxon Phonics program.</p> <p>*ELA teachers will implement the Bookworms Interactive Read Aloud and Shared Reading instructional plans that require a daily written response to text.</p> <p>*Teachers will provide differentiated reading instruction using the Differentiated Instruction Box and the Walpole guide for flex group instruction.</p> <p>*ELA teachers will conduct mock writing assessments in preparation for the Georgia Milestones writing components</p> <p>*Continue implementation of iRead, Reading Eggs, Study Island, System 44, Read 180 programs, BrainPop, Moby Max, IXL, Illuminate, Beacon, and STAR assessments</p> <p>*Continue to utilize Flocabulary to build academic vocabulary and promote student engagement</p> <p>*Focus on Math Fact Fluency using the following computer programs: Math Seeds, Reflex Math, and IXL</p> <p>*Focus more on application in 4th and 5th grade math</p> <p>*Administer Curriculum Based Measures and DibelsNext literacy assessments three times a year to assist in the identification of at-risk students</p> <p>*A part-time intervention specialist will be hired to provide ELA interventions and collect data for MTSS purposes.</p> <p>*Title I funds pay the salary of the academic coach/parent involvement coordinator who provides professional learning to teachers, models effective instructional strategies in classrooms, supports new teachers, coordinates the After School Program, and runs the Parent Resource Center</p> <p>*The Migrant teacher visits the school on a regular basis to work with students who qualify for migrant services</p> <p>*Early Intervention Program: EIP students are identified by teachers and receive intervention strategies</p> <p>*ESOL teachers serve students to ensure they are successful in the regular classroom</p> <p>*The Coffee County School System has policies and procedures in place to remove barriers for homeless children, and counseling services are available at the school level and within the community</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Multi-Tiered Support System (MTSS) is a learning process that matches general education classroom instruction to each student's learning needs. Educators respond to a student's academic and/or behavior challenge with the right amount of intensity in classroom learning supports. These instructional techniques are called interventions. Educators respond with instructional interventions through a four-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 (CBMs)- DibelsNext for literacy, Acadience Comp for math computation- 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. Students performing between the 25-100th percentiles for their grade level these CBMs based on National Norms are considered to be in Tier 1, and do not require interventions to be successful in the regular standards-based classroom. Students performing between the 10th-25th percentiles on CBMs continue differentiated methods of instruction by classroom teachers for a total of 8 weeks. If a 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. Students 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 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 if evaluation for Tier 4 (Special Education Services) is warranted. Response to Intervention Teams meet regularly, and parents are notified of student progress. Parents are invited to MTSS meetings, so they can assist the team in determining next steps for students. Parental consent must be given in order for students to be tested by a school psychologist.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Early Learning has become a focus for the Coffee County School System and efforts are being made to assist parents in preparing small children for future learning. Eastside has a representative on the county level team to help facilitate and communicate needs for transition from Pre-K to kindergarten. Head Start and other local Pre-K centers visit the school in the spring for a tour. This allows students to become acquainted with the facility. An Open House is provided at all schools prior to the beginning of the new school term to allow parents and students to visit with teachers and administrators. In addition, meetings are held between Pre-K and Kindergarten Teachers to discuss transition activities.</p>
<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; andIncreased 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>
<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>Eastside is implementing Positive Behavior Interventions and Supports. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.</p> <p>The Eastside PBIS Tier 1 Team has established a "school-wide rules and expectations" matrix that details expected behaviors in the common areas of the school. Expectations/rules for each location have been posted throughout the school, and the first week of school is devoted to teaching the school-wide expectations/rules to students via lesson plans developed by PBIS Team Members. In addition to the lesson plans, videos are available for teachers to use as teaching tools. In the videos, students model appropriate and inappropriate behaviors in common areas of the school including the cafeteria, playground, hallway, restroom, media center, and drop off/pick up locations.</p>

	<p>Beginning the third week of school, students will be presented Class DoJo points or tickets if they are observed following school expectations. Specific guidelines on how to acknowledge correct behavior have been reviewed with all school employees who will be required to give out at least two "Class DoJo points" a day. Students/Classes who earn points will be allowed to cash them in for prizes/rewards listed on the grade level Acknowledgment Systems.</p> <p>A key component of PBIS is the discipline flowchart. Specific behaviors have been defined and identified as classroom-managed versus office-managed, and detailed steps for addressing behavior problems are provided. There are numerous steps that must be taken before a student is referred to the office, including re-teaching the specific rule that has been broken and making contact with parents.</p> <p>The PBIS Tier 1 Team will meet monthly to review behavior referral data and to determine next steps to decrease office referrals. Any students who are determined to be responsible for excessive referrals will be targeted by the team and behavior interventions will be initiated.</p> <p>As a result of our implementation of PBIS, we expect to see a decrease in office discipline referrals that remove students from the classroom and take valuable time away from teachers, other students, and administrators.</p> <p>In addition, we will implement PBIS on the Bus.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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