



Comprehensive Needs Assessment 2021 - 2022 School Report



**Coffee County
Satilla 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	Lee Mobley
Team Member # 2	Assistant Principa	Carla Rish
Team Member # 3	Dean of Students	Valeicia Sirmans
Team Member # 4	Academic Coach/Parent Engagement Coordinator	Brandon Bush
Team Member # 5	Counselor	Shirlene Graham
Team Member # 6	SPED Referral Coordinator	Glenda Newton
Team Member # 7	Media Specialist	Angela Booth

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Paraprofessional	Tiffany Batten
Team Member # 2	Teacher	Brandy Cook
Team Member # 3	Teacher	Sara Spivey
Team Member # 4	Teacher	Leah Knowlton
Team Member # 5	Teacher & Parent	Amy Paulk
Team Member # 6	Teacher	Takita Wilcox
Team Member # 7	Teacher	Kim Tatum
Team Member # 8		
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	Parent / School Gov Member	Anterius Vickers
Stakeholder # 2	Parent / School Gov Member	Pedro Baltazar
Stakeholder # 3	Parent / Teacher / School Gov Member	Amy Paulk
Stakeholder # 4	Teacher / School Gov Member	Amy Hunkapiller
Stakeholder # 5	Parent / Paraprofessional / School Gov Member	April Stevens
Stakeholder # 6	Community Member / School Gov Member	Philip Corbean
Stakeholder # 7	Community Member / School Gov Member	Matt Baker
Stakeholder # 8	Student	To Be Determined

<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>Satilla Elementary School provides a variety of opportunities for stakeholders to provide meaningful input. Parents, teachers, students, & community members are selected and/or elected to serve on our School's Leadership Team and Governance Council. These team members regularly provide input driving decisions concerning student data - driving Instruction, staffing, & budget. We also provide multiple parent workshops during the year. These workshops provide opportunities for parents to provide feedback concerning the development and revision of our School Improvement Plan.</p>
--	---

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	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. 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.	
2. Operational	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. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
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	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.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>In previous years, Satilla Elementary School has used Georgia's School Climate Survey and Coffee County's Spring Parent Perception Survey to gain insight from stakeholders. However, since the school climate survey from the DOE was waived, Satilla Elementary School used the data from the district's spring survey. In addition, Satilla Elementary School sought input from stakeholders during scheduled Title 1 revision meetings.</p>
--	--

<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>Satilla Elementary School utilized Coffee County's Parent Spring 2021 Perception Survey to gain information regarding school climate issues. According to the data:</p> <ul style="list-style-type: none"> ● 90% of parents/students see the correlation between what they are studying and the real world. ● 98% of our teachers have high expectations of their students. ● 91% of parents agree that our school recognizes the potential of all students and support their learning. ● 92% of parents agree that Satilla uses a variety of resources to enhance learning. ● 88% of parents agree that Teachers and Administrators treat all students with respect ● 98% of parents agree that the community respects our teachers and administrators. ● 92% of parents agree that they feel welcome at Satilla. ● 93% of parents agree that Satilla is clean and safe. ● 94% of parents agree that Satilla effectively uses all financial resources available. ● 88% of parents agree that community members have an opportunity to provide input on important school decisions. ● 92% of parents agree that the quality of our schools is consistent with our community's values. ● 97% of parents agree that our school focuses on our district's mission "Destination Graduation for College, Career, and Life". ● 87% of parents agree that our school board members work together to support the district's efforts to improve student achievement.
--	---

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Unfortunately, due to COVID-19 restrictions this past year, many of our clubs/activities were limited by state and local guidelines (i.e. show choir, archery, etc.). However, our counselor was able to provide services to individual students and small groups as needed improving the emotional health of students.</p> <p>Students at Satilla were able to continue participating in Science Technology Engineering Art and Math (STEAM). Informal data was developed by STEAM teachers from their students based on the experiences provided.</p>
--	--

<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>Satilla's STEAM teachers promote autonomy and effective engagement in the way their programs are conducted. For example, both teachers informally solicit student input to create lessons and activities for students. For example, the art teacher chose to do a units of study on music and photography. From the questions students asked and their prior knowledge, the art teacher was able to determine younger students preferred/excelled in their learning with music, where as the older students preferred the photography unit. More specifically, the informal data revealed older female students preferred the photography unit more that male students. Male students were more inclined to learn from tactile experiences about the camera, instead of auditory teaching and modeling. This prompted the art teacher to possibly develop a "choice class" in the future.</p> <p>Satilla's STEAM teacher's classroom instruction and purchasing of more supplies/materials is also fueled by data from students soliciting input. Initially, the school had one 3-D pen. However, after students were allowed to try it out and create items, the interest grew in creating more projects. From that, the STEAM teacher created challenges amongst the students in creating and designing objects to be drawn/created by the 3-D pen; thus the need to purchase more the STEAM lab. In addition, the teacher also determined female students preferred to draw images of characters while male students preferred to build and create images and pieces.</p>
--	---

<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> • Satilla Elementary School implemented and designed a basic "Data Tracking System" seven years ago. However, over time the teacher input has modified and improved the system greatly. The Satilla Data Room's (housed in the conference room) walls are encompassed with ELA data (K-5), phonemic awareness/phonics data (K-2), math data (1st-5th), science and social studies data (3rd-5th). The walls are a living document, as teachers update three times per year, monthly, by nine weeks, or yearly. In addition, universal screener data is disaggregated three times/year, allowing teachers another data source to study for student learning and instruction. Finally, GMAS data is reflected upon yearly.
--	--

What does your achievement data tell you?

In previous years, Satilla's student achievement data hosted in Satilla's Data Room has been reflective of the GMAS. However, going into FY22, the administration and staff feel this year's data was skewed as it was most difficult to administer some assessments to virtual learners. Virtual teachers expressed concerns with the amount of coaching parents provided to students while examining Math Inventory, Reading Inventory, Science & Social Studies benchmarks, as well as phonemic awareness/phonics assessments. The virtual teachers stated, when at home learners were able to come to the school for assessments, they perceived there to be more validity in the assessment results.

Foundational skills are essential for primary grades and student learning and growth. Satilla Elementary School's universal screeners data (DIBELS) is shown below.

- 56% of kindergarteners scored on grade level or above on LNF Spring Benchmark.
- 64% of kindergarteners scored on grade level or above on the PSF Spring Benchmark.
- 56% of Kindergarteners scored on grade level or above on the NWF-CLS Spring Benchmark.
- *Holly Lane Data: Teachers entered spring data on the CBM sheet for the district. However, this data was not calculated at the time. The administration of the school has reached out to the Coffee County Director of Information Systems for assistance in obtaining this data.*
- 29% of first graders scored on grade level or above on the DORF Spring Benchmark.
- 54% of second graders scored on grade level or above on the DORF Spring Benchmark.
- 29% of first graders scored on grade level or above on the NWF-CLS Spring Benchmark.
- 32% of first graders scored on grade level or above on the WWR Spring Benchmark.
- 40% of first graders scored on grade level or above on the NWF-CLS Spring Benchmark.

IDI

- 38% of first graders scored on grade level or above on the IDI NSF Spring Benchmark.
- 41% of first graders scored on grade level or above on the IDI RW Spring Benchmark.

Acadience Math Benchmark scores for M-Comp:

- Thirty-six percent of first grades scored on grade level or above.
- Sixty-seven percent of second grade scored on grade level or above.

Acadience Early Numeracy Scores:

- Teachers entered spring data on the CBM sheet for the district. However, this data was not calculated at the time. The administration of the school has reached out to the Coffee County Director of Information Systems for assistance in obtaining this data.

According to Satilla Elementary School's FY21 data from the school's in house data tracking system, findings support overall student growth. This data is consistent with previous years' trending data showing that as students advance through grade levels, Lexile scores do likewise.

- The Scholastic Reading Inventory data reveals 23% of first graders cored proficient or advanced.
- Fifty percent of second graders scored proficient or advanced.
- Fifty-four percent of third graders scored proficient or advanced.
- Seventy-one percent of fifth graders scored proficient or advanced.

Current FY21 Spring GMAS Data below shows a drop from previous years' efforts. The Satilla Leadership team, perceived students' absences with COVID-19 excuses, lack of

	technology and resources at home, poor coaching from parents of quarantined/virtual learners, insufficient parent monitoring of virtual learners, all played a role in less than ideal performance of students. In addition, the previous year's school shutdown has created more of an achievement gap.
--	--

What demographic data did you use?	ICampus / SLDS
------------------------------------	----------------

What does the demographic data tell you?	<p>Our current demographic data indicates the following:</p> <p>Total Enrollment:</p> <ul style="list-style-type: none">● 698 <p>Gender:</p> <ul style="list-style-type: none">● Male: 51%● Female:49% <p>Ethnicity:</p> <ul style="list-style-type: none">● Black: 231 (33%)● Hispanic:185 (27%)● White:251 (36%)● Multiracial:30 (4%) <p>SWD:</p> <ul style="list-style-type: none">● 90 (13%) <p>ELL:</p> <ul style="list-style-type: none">● 88 (13%) <p>ED</p> <ul style="list-style-type: none">● 100%
--	--

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>Professional learning and collaborative planning are essential in establishing coherent instruction schoolwide. Through these data-driven meetings, teachers and staff are able to provide intentional, rigorous learning experiences. According to the data from the parents needs survey, most stakeholders believe teachers provide effective learning experiences impacting student progress and achievement. Grade level teacher will collaborate weekly for accountability with instruction and assessments reflecting upon schoolwide and grade level content initiatives, as well as ways to utilize technology, and creativity to enhance learning. Weekly professional learning consists of professional development of teachers regarding GSE, county/school initiatives, research-based practices, data digs and discussions regarding formal and informal assessments, as well as MTSS, self efficacy, writing, vocabulary, reading instruction differentiation, and noted topics by the administration, academic coach, and teacher's reflection of expectations. In addition to classroom assessment and MTSS data digs, staff will also study GMAS and CBM data will be closely studied to remediate and accelerate as needed. Prior to FY 21, Satilla Elementary School was established as a "Beating the Odds" school and students were making gains, as well as closing the achievement gap. Unfortunately, COVID-19 mandatory shutdowns and quarantines, many students' learning gaps increased. Therefore, there is a significant need for all learners' gaps to close. Collaborative planning and professional learning will encourage teachers to target deficiencies and accelerate learning. In addition, the school staff has also noted significant gaps with reading. Most students enter Satilla with little to no reading or language experiences, due to the socio-economic status of the students. The trend for many years has been that students struggle in the primary grades, increasing MTSS percentages, and then gain traction during 3rd-5th grade. In an effort to combat the problem, Satilla began using Saxon Phonics in Kindergarten and First 3 years ago. Since then there has been a consistent, strategic phonics based instruction in kindergarten and first and students were beginning to make traction, until the pandemic. As the administrators studied the data and obtained feedback from teachers, they discerned something different had to be done. In an effort close some of the achievement gaps, the administration purposed the idea of having teachers educate those students who did not quite meet promotion requirements or those who barely did and place them in a class where the teacher would be given the autonomy to do whatever the student needed to try to get on grade level. Teachers came to the</p>
--	--

Strengths and Challenges Based on Trends and Patterns

	<p>administration and volunteered for the challenge. There will be two 1st grade classes and three 2nd grade classes.</p> <p>Third through fifth grade teachers will continue to collaborate regarding student learning, progress, and achievement in ELA, Writing, and Mathematics. This will allow for continuity and help move students.</p> <p>Student engagement and interest will continue to be determining factors in creating and designing lessons and activities. Professional learning will be continued for all teachers regarding project based learning, and utilizing Illuminate, BEACON, and other technology instructional resources.</p> <p>For FY22 school year, Satilla has three novice teachers. Mentors have been strategically assigned to these teachers to insure support and hopefully aide in teacher retention. Mentors will check-in often as well as provide support as needed.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Satilla's administrators strive to create an environment for staff and students that allows for teacher autonomy and shared decision making. They rely heavily on input from the school's leadership team and staff, students' feedback, school governance council, and the community. The Satilla administration seeks to fill vacant spots through the input from potential candidates' peers. Satilla new hires are decided upon by a panel representative of all grade levels, certified, and classified, ethnicity, and at times school governance council members. These representatives discuss with their peers regarding qualities sought after in a candidate. When new hires are in place, the administration strategically places mentors with the new hires to encourage and guide them. In addition, the administration allows for teacher autonomy of standards-based resources, materials, and instructional practices to insure all students learn. Teachers are encouraged to do what their students need in order to succeed. The administration encourages staff members to foster relationships with one another in order to maintain the "Bulldog Family" atmosphere. It is the goal of Satilla to create an atmosphere where all feel welcome.</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>Satilla Elementary School's staff is a highly qualified. The administrators seek opportunities to encourage teachers and staff to participate in leadership roles. Professional learning, collaborative planning, and data/MTSS planning days occur weekly, led by the administration, dean, and academic coach. These leaders seek teacher input from the student achievement and behavior data to make educated decisions about instruction, as well as social-emotional support. In addition to the "during school day" professional learning, vertical grade level content planning, Math Mondays, and Satilla Seminars will take place after school monthly. These meetings are teacher-led and feedback is encouraged. During the summer, Satilla staff members participate in content planning days to create content initiatives for the following school year, as they reflect on data and experiences from the previous school year. The content initiatives will be reviewed throughout the school year during vertical</p>

Strengths and Challenges Based on Trends and Patterns

	<p>planning/content team planning days. Since Georgia is transitioning to new standards in FY23, "Math Mondays" will provide teachers the opportunity to decompose standards to truly know and understand them. In addition, this will provide them with the necessary knowledge of what textbook options would be the best resource. "Satilla Seminars" will be new to the Satilla calendar this year. These schedule dates are opportunities for expert teachers to share strategies with their peers, or create materials that will positively impact student learning. Satilla administration and leadership team are excited to host multiple opportunities to grow professional capacity, however, time and COVID-19 could be potential challenges.</p>
--	---

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>One of Satilla's underlying, common threads is the need for creating supportive learning environments. As a result Satilla's staff believes students, parents, community members and staff, should "feel" it when they walk through the front doors. The school is the heart and hub of the Satilla community, and has been. Satilla's staff understands many parents did not have great school experiences as students, and in an effort to change that mindset, Satilla strives to make others feel welcome. Therefore, each year, the faculty and staff nominate and vote on a theme for the next school year. Halls are decorated, and hashtags are made in an effort to appeal to Satilla's parents. Satilla's staff has noted since creating this wall to wall atmosphere each year, parents and guardians' tensions ease as they meet the staff for the first time. Prior to school beginning, the staff generally takes out the "Snow Cone" trailer and gives away free snowclones to students and community members. In addition, the school uses this opportunity to give away books, or replenish books in the designated book drops- as many students do not have adequate transportation to go to the public library. The "Back to School Parade" provides just one more opportunity for the staff to see students in the summer and to begin to engage parents. Satilla's staff (certified and classified) can often be found attending games, baptisms, birthday parties, etc. in an effort to establish and maintain relationships with students and families.</p> <p>Communication is key to effective parent engagement Since most parents are considered digital natives, Satilla uses social media (Facebook), the school website, Kinvo, and PeachJar to communicate/notify parents. Social Media efforts are maintained throughout the summer and holidays to keep parents engaged. Parents are encouraged to attend ELA & Math parent workshops, and family night events. Although trends from the past to point to a growth in parent engagement, COVID-19 restrictions have limited the number of guests for parent activities. However, this has encouraged our faculty and staff to learn more about how to use technology to connect with parents in a live manner, and are able to archive videos parents can return to for information or how to help their child at home. Parent Portal, the parent access of iCampus, provides parents with students' grades and attendance. Satilla continues to seek input from the PTO and School Governance Council in an effort to continue an upward trend in Family and Community Engagement.</p>
---	---

Strengths and Challenges Based on Trends and Patterns

<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>Satilla's staff and faculty believe a supportive, positive, and well-managed learning environment is key to learning. Satilla believes that when a "Bulldog Family" member walks through the door, they should know their student is safe and cared for. In an effort to encourage this, the administration and leadership team encourage input on implementation. In an effort to create an environment conducive to learning, Satilla's staff and students have common expectations. All staff and students are expected to follow the school-wide behavior expectation plan, PAWS (P - Prepare to Learn, A-Act Responsibly, W-Work as a Team, S-Show Respect) as well as the Core Essential Character Word of the Month. Students and staff are celebrated for demonstrating positive character. Each month a classified and certified staff member are recognized for their efforts, as well as one student per homeroom. By fusing the expectations for staff and students, there is an accountability forefront to model desired behaviors. We are excited to begin FY22 with the addition of a Dean of Students. This position will provide teachers, parents, and students with the knowledge and skills to grow our PBIS program and character education program, Core Essentials (Satilla's Overarching Need #4). Since implementing "Bulldog Bucks", Satilla's discipline has shown a decline in the number of referrals. In addition creating zones on the playground, and having scheduled recess time with students' own teachers have also led to lower discipline issues. Satilla will continue to implement PBIS and Automatic RTI for students with chronic behavior issues. Professional learning and booster trainings for Automatic RTI and PBIS will be held for students and staff and will be shared with parents. Since learning is our core business, Satilla will continue to provide training/resources for staff in order to create safe, supportive learning environments, in a proactive manner. In addition, staff will receive professional learning promoting student and staff self efficacy - encourage students to take risks, project based learning, technology enhancement, data-driven , writing, and vocabulary instruction. In order for teachers to teach and support effectively, they themselves need to be students.</p>
---	---

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Satilla's student population is almost equally diverse in ethnicity. The current population of students is 36% Caucasian, 33% African American, and 27% Hispanic, with 13% of students identified as ELs and 13% of students identified as students with disabilities. However, poverty and low socioeconomic background are the common bonds of all students, as Satilla is classified as 100% economically disadvantaged. Despite the challenges associated with our students' backgrounds, staff and community stakeholders - including faith based groups, community businesses and partners rise to the challenge of meeting physical, social-emotional, and academic needs. Satilla's "Dogger General" is just one way the staff and stakeholders provide for these needs. In addition, local churches provide treats, materials, and supplies for Satilla's staff and students. As new students enroll in Satilla, there is noted upswing in the number of students with social-emotional behavior concerns. The need for personnel to assist with proactive and punitive behavioral strategies is on the</p>
---	---

Strengths and Challenges Based on Trends and Patterns

	rise. Satilla's new Dean of Students will provide needed support, as well as the additional district behavior specialist. In addition, as Satilla strives to help all learning, more social-emotional behavioral training would be beneficial for staff and parents.
--	--

<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>Developing and maintaining expectations for students, teachers, and leaders is essential for progress and gains in student achievement. Satilla students are encouraged to reflect on their academic strengths and weaknesses by creating goals, and rise to the high expectations of their teachers. Likewise, teachers too have a set of expectations to guide them in creating effective, quality lessons with standards-based, data driven instruction. These instructional components are critical to student growth, especially from the pandemic fallout. Prior to the FY21 school year, Satilla's student achievement was trending in growth of student performance. Unfortunately, for the FY22, GMAS data shows a decline in the number of students performing in the proficient and distinguished learner bands. This fall, Satilla will begin conducting "data digs" identifying what skills and knowledge needs to be remediated or accelerated in order to improve and increase student performance.</p>
---	---

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

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

<p>Strengths</p>	<p>Satilla's teachers and staff receive support from the Principal, Assistant Principal, and Academic Coach, providing quality instruction to ELA and math caseloads. Inclusion, resource, and regular education teachers collaborate and participate in co-teaching professional development. The SPED Referral Coordinator provides continual support for teachers through intentional review of IEPs, representation as the LEA during IEP meetings, modeling and support during IEP meetings, SPED placement reviews, and professional learning for SPED teachers and paraprofessionals based on concerns noted in IEP reviews, meetings, etc. Students needs are first and foremost met. Some students have "breaks" or "walks" around the campus for timeouts and sensory breaks, as well as have manipulatives to assist when overwhelmed. This efforts are provided by the SPED Referral Coordinator and administration.</p> <p>Satilla's gifted program has grown some over the years. The current gifted teacher is enthusiastic and willing to learn. The academic coach and gifted teacher collaborate regularly. In addition, gifted teachers meet often district-wide. The staff has noted an excitement for students to attend gifted</p>
-------------------------	--

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

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

	<p>classes.</p> <p>Satilla's ELL program has highly qualified and supportive teachers. Students are eager to learn, and their parents willingly attend parent workshops/engagement nights to support students, teachers, and the school in general. Documents are translated for families and an interpreter is generally present at meetings/workshops. The ELL teachers provide instruction through "push-in" and "pull-out" settings, in order to provide quality instruction for their students.</p> <p>All teachers are committed to the challenges associated with economically disadvantaged students - presented here at Satilla. Their desire is to see students succeed, by setting and reaching goals, and knowing they are loved. Satilla teachers strive to meet physical and social emotional needs so learning and progress will occur.</p>
--	--

<p>Challenges</p>	<p>As mentioned previously, Satilla's administrative team strives to promote a cohesive learning and supportive environment throughout the school for staff and students. However, challenges are present. The onset of FY21 brought self-contained SWD back to Satilla. During the school year, the Referral Coordinator noted less than efficient planning and structure with lesson planning and probing. For FY22, SPED teachers will have scheduled meeting times to discuss student data, lesson planning, and IEP related issues. Another challenge for Satilla is represented by challenging behavioral issues, and at times social-emotional health. One of the most significant challenges facing Satilla is the effects of students' socio-economic status. Most students enter Satilla with little to no pre-school, early literacy, or math experiences, thus creating significant academic gaps for students. Unfortunately, mandatory quarantines and shutdowns increased the gaps. Having enough "time" for effective collaboration between general ed, SPED, ESOL, and gifted teachers presents challenges with cohesive learning, planning, and collaboration throughout the building for the administration and staff, prompting the challenge for administrators, and the academic coach to support all instructional staff.</p>
--------------------------	--

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 the number of students reading on or above grade level according to the STAR assessment and/or GMAS.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Increase the number of third-fifth grade students scoring proficient or exemplary in all subject areas of the Georgia Milestone Assessment - decreasing levels 1 and 2.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need # 3

Overarching Need	Increase basic foundational math and reading skills for Kindergarten through second grades
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	All students increase physical, social, emotional, and positive behavioral skills affecting student achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase the number of students reading on or above grade level according to the STAR assessment and/or GMAS.

Root Cause # 1

Root Causes to be Addressed	Students in grades third-fifth did not have a systemic phonics program in the primary grades.
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	
----------------------	--

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
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	
----------------------	--

Overarching Need - Increase the number of third-fifth grade students scoring proficient or exemplary in all subject areas of the Georgia Milestone Assessment - decreasing levels 1 and 2.

Root Cause # 1

Root Causes to be Addressed	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, due to low socioeconomic backgrounds.
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

Root Cause # 1

Impacted Programs	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	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
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	
----------------------	--

Overarching Need - Increase basic foundational math and reading skills for Kindergarten through second grades

Root Cause # 1

Root Causes to be Addressed	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, due to low socioeconomic backgrounds.
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	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
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 :

Root Cause # 2

Additional Responses	
----------------------	--

Overarching Need - All students increase physical, social, emotional, and positive behavioral skills affecting student achievement

Root Cause # 1

Root Causes to be Addressed	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, or life experiences due to low socioeconomic backgrounds.
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	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	COVID-19 quarantine and shutdown mandates interrupted students' social/emotional progress and growth, due to not having access to resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No

Root Cause # 2

<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>
--------------------------	---

<p>Additional Responses</p>	
-----------------------------	--



School Improvement Plan 2021 - 2022



**Coffee County
Satilla Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Satilla Elementary School
Team Lead	Lee Mobley

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input 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 the number of students reading on or above grade level according to the STAR assessment and/or GMAS.
Root Cause # 1	Students in grades third-fifth did not have a systemic phonics program in the primary grades.
Root Cause # 2	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
Goal	Fifty percent of all 2nd-5th grade students will score on grade level or higher according to the STAR Reading Assessment and/or Georgia Milestone Assessment System.

Action Step # 1

Action Step	Monitor Kindergarten through fifth grade total words read from Accelerated Reader and iRead (Kindergarten).
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
Method for Monitoring Implementation and Effectiveness	Monitor Monthly goal sheets, data analysis, "Bulldog Babysitters' Club"
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher, Paraprofessional
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)?	N/A
--	-----

Action Step # 2

Action Step	Purchase supplies to utilize with Satilla's Data Tracking System in the Data Room - K-2 Phonemic Awareness/Phonics, 2nd-5th Reading Lexile Progress
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
Method for Monitoring Implementation and Effectiveness	Data Digs - Data tracked and moved every nine weeks
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Quarterly

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
--	-----

Action Step # 3

Action Step	Continued Implementation of System 44/Read 180 (3rd-5th Grades), and iRead (K-2).
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

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Weekly teacher collaboration on instruction & Data - iRead, System 44, Read180
Position/Role Responsible	Principal, Assistant Principal, 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)?	N/A
--	-----

Action Step # 4

Action Step	Employ interventionist(s) for struggling students
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
Method for Monitoring Implementation and Effectiveness	Teacher monitoring within the classroom - Time/Progress
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
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)?	N/A
--	-----

Action Step # 5

Action Step	Implement school-wide vocabulary focus for K-5th grade; including content rich literature in K-5th grades (e.g. Science & Social Studies)
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
Method for Monitoring Implementation and Effectiveness	Observations, teacher collaborations (vertical & grade level), lesson plans
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 6

Action Step	Continue using Bookworms resources
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
Method for Monitoring Implementation and Effectiveness	Observations, teachers collaborations (vertical & grade level)
Position/Role Responsible	Principal, Assistant Principal 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)?	N/A
--	-----

Action Step # 7

Action Step	Continued implementation of Growing Readers
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
Method for Monitoring Implementation and Effectiveness	Observations, teacher collaboration, lesson plans

Action Step # 7

Position/Role Responsible	District Staff, Principal, Assistant Principal, Academic Coach, Teacher
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)?	N/A
--	-----

Action Step # 8

Action Step	Continued implementation of DIBELS screeners diagnostic screeners and data tracking in K-5th grades.
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
Method for Monitoring Implementation and Effectiveness	Monitor progress & MTSS data
Position/Role Responsible	Principal, Assistant Principal, Teachers, Paraprofessionals,
Timeline for Implementation	Others : BOY, MOY, EOY

Action Step # 8

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
--	-----

Action Step # 9

Action Step	Provide intervention reading programs & MTSS to close achievement gaps and provide foundational skills
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
Method for Monitoring Implementation and Effectiveness	MTSS data digs & observations
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
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)?	N/A
--	-----

Action Step # 10

Action Step	The Academic Coach will assist and facilitates and assists with all instructional initiatives.
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
Method for Monitoring Implementation and Effectiveness	Professional Learning (Sign-In Sheets, Minutes, & Agendas)
Position/Role Responsible	Assistant Principal & Academic Coach
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)?	N/A
--	-----

Action Step # 11

Action Step	Provide professional learning for Reading - Growing Readers, Balanced Literacy Block, Bookworms, Vocabulary Instruction)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity

Action Step # 11

Method for Monitoring Implementation and Effectiveness	Observations, Professional Learning (Sign-In Sheets, Agendas, Minutes)
Position/Role Responsible	Principal, Assistant Principal, 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)?	N/A
--	-----

Action Step # 12

Action Step	Host Leadership Team Retreat for the following fiscal year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-In, Agenda, Meeting Minutes
Position/Role Responsible	Leadership Team
Timeline for Implementation	Yearly

Action Step # 12

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
--	-----

Action Step # 13

Action Step	Conduct vertical planning with content/grade level teams
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Implementation & Review of Content Initiatives
Position/Role Responsible	Principal, Assistant, Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 14

Action Step	Provide vocabulary professional development
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Observations & Professional Learning (Sign-in sheet, agenda, minutes)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : throughout the year

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
--	-----

Action Step # 15

Action Step	Provide writing professional development (in house & outside consultants)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning (Sign-in, agenda, meeting minutes) & Observations

Action Step # 15

Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : Throughout year

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
--	-----

Action Step # 16

Action Step	Increase instructional competency for reading comprehension skills (i.e. inference skills) and lexiles
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Observations & Professional Learning (agendas, sign-in sheets, meeting minutes)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : BOY, MOY, EOY

Action Step # 16

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
--	-----

Action Step # 17

Action Step	Host Family Fun Reading Workshop
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
Method for Monitoring Implementation and Effectiveness	Agenda, Sign-in Sheet, Photos
Position/Role Responsible	Principal, Assistant Principal, Parent-Family Engagement Coordinator, Teacher
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
--	-----

Action Step # 18

Action Step	Provide a variety of communication avenues connecting the school and the home
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
Method for Monitoring Implementation and Effectiveness	Parent attendance to family activities, social media posts, newsletters, Kinvo
Position/Role Responsible	Principal, Assistant Principal, Parent-Family Engagement Coordinator
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)?	N/A
--	-----

Action Step # 19

Action Step	Host Family Title 1 Night
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
Method for Monitoring Implementation and Effectiveness	Agenda, sign-in, meeting minutes

Action Step # 19

Position/Role Responsible	Principal, Parent-Family Engagement Coordinator
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
--	-----

Action Step # 20

Action Step	Host Parent Resource Center Open House
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
Method for Monitoring Implementation and Effectiveness	Sign-in, Agenda, Photos
Position/Role Responsible	Parent-Family Engagement Coordinator
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
--	-----

Action Step # 21

Action Step	Host Writing Workshops (K-5th) & GMAS Q&A
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
Method for Monitoring Implementation and Effectiveness	Sign-in, Agenda, Meeting Minutes
Position/Role Responsible	Principal, Assistant Principal, Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 22

Action Step	Parent Engagement Coordinator schedules, facilitates parent events, and assists parents in the Parent Resource Center.
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

Action Step # 22

Method for Monitoring Implementation and Effectiveness	Parent Resource Center Check-outs, sign-in sheets, agendas, photos
Position/Role Responsible	Academic Coach/Parent Engagement Coordinator
Timeline for Implementation	Others : Throughout school year

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
--	-----

Action Step # 23

Action Step	Continue to incorporate/maintain science and social studies reading materials to increase content knowledge
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
Method for Monitoring Implementation and Effectiveness	Administrative & Peer Observations
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Twice Yearly

Action Step # 23

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
--	-----

Action Step # 24

Action Step	Maintain classroom libraries for all content areas (i.e. social studies & science).
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
Method for Monitoring Implementation and Effectiveness	Observations (Administrative & Peer)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Twice 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
--	-----

Action Step # 25

Action Step	Implement enhanced learning with students and/or teacher technology equipment, software, & supplies as needed.
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
Method for Monitoring Implementation and Effectiveness	Stakeholder feedback
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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
--	-----

Action Step # 26

Action Step	Maintain supplies to support & supplement instruction
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

Action Step # 26

Method for Monitoring Implementation and Effectiveness	Teacher/staff feedback
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 27

Action Step	Provide support for Project Based Learning (PBL) in K-5.
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
Method for Monitoring Implementation and Effectiveness	Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal, Academic Coach Teacher, Paraprofessional, Counselor
Timeline for Implementation	Others : Throughout Year

Action Step # 27

<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>	<p>Community partnerships through grade level/classroom guest presenters</p>
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of third-fifth grade students scoring proficient or exemplary in all subject areas of the Georgia Milestone Assessment - decreasing levels 1 and 2.
Root Cause # 1	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, due to low socioeconomic backgrounds.
Root Cause # 2	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
Goal	15% of third-fifth grade students will increase in proficient or exemplary learners (Levels 3 & 4) in all subject areas on the GMAS while decreasing levels 1 & 2.

Action Step # 1

Action Step	Continue utilizing and placing assessments in Illuminate when appropriate
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
Method for Monitoring Implementation and Effectiveness	Benchmarks will be tracked in Satilla's Data Room.
Position/Role Responsible	Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Quarterly

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
--	-----

Action Step # 2

Action Step	Class and grade level data & goals will be tracked through data digs and studying the data in the data room
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
Method for Monitoring Implementation and Effectiveness	Schoolwide data digs.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : At then end of each 9 weeks

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
--	-----

Action Step # 3

Action Step	Use intervention programs & differentiation strategies to close achievement gap in all subject areas
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Data Digs Probed & tracked through MTSS data monthly Study higher achieving students and allow them to go to Gifted Classes
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Gifted Teacher, MTSS Interventionist
Timeline for Implementation	Others : Bi-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)?	N/A
--	-----

Action Step # 4

Action Step	Use "Number Talks", STEAM Electives - Creativity & Science Labs
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
Method for Monitoring Implementation and Effectiveness	Project Based Learning Activities Student and teacher feedback.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Paraprofessionals
Timeline for Implementation	Weekly

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)?	N/A
--	-----

Action Step # 5

Action Step	Second through fifth grade students will use System 44 & Read 180.
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
Method for Monitoring Implementation and Effectiveness	Data digs Teacher Collaboration
Position/Role Responsible	Assistant Principal, 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)?	N/A
--	-----

Action Step # 6

Action Step	Maintain STEAM labs - Creativity Lab & Science/Technology Exploratory Lab; include project based learning
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
Method for Monitoring Implementation and Effectiveness	Student and teacher feedback, and project based learning evidence.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher, Paraprofessional
Timeline for Implementation	Others : Speakers - Twice Yearly; Weekly - Instructional Labs

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
--	-----

Action Step # 7

Action Step	Mirror first through fifth grade assessments and classroom activities like the GMAS - including constructed & extended responses (orally or written) when appropriate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 7

Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Vertical grade level/content teams collaboration, observations, data digs
Position/Role Responsible	Academic Coach, Teachers
Timeline for Implementation	Others : Twice Yearly - BOY & EOY

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
--	-----

Action Step # 8

Action Step	Implement instructional programs (including, but not limited to) - Study Island, USA Test Prep, Moby Max, IXL, Reflex Math, Reading Eggs, Math Seeds, STEMScopes, US Studies Weekly, Flocabulary, Brainpop, Wordly Wise
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
Method for Monitoring Implementation and Effectiveness	Observations and teacher collaborations
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

Action Step # 8

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
--	-----

Action Step # 9

Action Step	Continue focus on math success with Kindergarten through fifth grade students - using STAR Math, Math Inventory, or progress monitoring probes/benchmarks
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
Method for Monitoring Implementation and Effectiveness	Observations, Nine Weeks' Data Digs
Position/Role Responsible	Assistant Principal, Academic Coach, Teacher
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
--	-----

Action Step # 10

Action Step	Teacher (expert) facilitated/guided professional learning to strengthen content team instruction & assessments
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
Method for Monitoring Implementation and Effectiveness	Collaborative planning (Sign-in sheets, agenda, meeting minutes) Seminars
Position/Role Responsible	Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 11

Action Step	Targeted professional learning for struggling learners in all content areas (ELA, Math, Science, & Social Studies) following data digs
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 11

Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Data tracking/discussion of Satilla's Data Tracking System Collaborative Planning Meetings
Position/Role Responsible	Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Per Nine Weeks

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
--	-----

Action Step # 12

Action Step	Attend Annual Science & Social Studies Conference (3rd - 5t Grade Teachers, Academic Coach)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Conference Redelivery (Sign-in, Agenda, Meeting Minutes)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 12

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
--	-----

Action Step # 13

Action Step	Attend RESA offered content focused professional development workshops
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Redelivery of workshop content (Sign-in, agenda, meeting minutes)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step # 14

Action Step	Academic Coach will facilitate and assist with all instructional initiatives.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning, Grade Level/Content Collaboration Meetings (Agendas, meeting minutes, & sign-in sheets)
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
--	-----

Action Step # 15

Action Step	Host STEAM Parent/Family Engagement Night
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
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets & Agenda

Action Step # 15

Position/Role Responsible	Principal, Assistant Principal, Academic Coach/Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 16

Action Step	Host GMAS Parent Workshop
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
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets and Agendas
Position/Role Responsible	Principal, Assistant Principal, Academic Coach/Parent-Family Engagement Coordinator, Third-Fifth Grade Teachers
Timeline for Implementation	Yearly

Action Step # 16

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
--	-----

Action Step # 17

Action Step	Provide a plethora of communication avenues connecting school to home
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
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets from Workshops/Activities Response data from Kinvo & Social Media
Position/Role Responsible	Parent-Family Engagement Coordinator
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)?	N/A
--	-----

Action Step # 18

Action Step	Host Content Based Family Nights/Workshops
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
Method for Monitoring Implementation and Effectiveness	Sign-in, Agendas, Photos
Position/Role Responsible	Parent-Family Engagement Coordinator
Timeline for Implementation	Others : Throughout the year

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
--	-----

Action Step # 19

Action Step	Utilize content/vertical grade level planning meetings (Summer after school year to analyze data from previous year, and plan for upcoming school year)
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

Action Step # 19

Method for Monitoring Implementation and Effectiveness	Sign-in Sheets, Agendas, Meeting Minutes
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Summer (2nd Semester)

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
--	-----

Action Step # 20

Action Step	Host Leadership Team Retreat (Summer)
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
Method for Monitoring Implementation and Effectiveness	Sign-in sheet, agenda, meeting minutes
Position/Role Responsible	Leadership Team Representatives
Timeline for Implementation	Others : On-going

Action Step # 20

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
--	-----

Action Step # 21

Action Step	Implement enhanced learning with student and/or teacher technology equipment, software, & supplies as needed.
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
Method for Monitoring Implementation and Effectiveness	Feedback from teachers, students, and staff
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Paraprofessionals
Timeline for Implementation	Others : On-going throughout the year

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
--	-----

Action Step # 22

Action Step	Maintain supplies to supplement & support instruction
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
Method for Monitoring Implementation and Effectiveness	Teacher and staff feedback
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Staff
Timeline for Implementation	Others : Ongoing throughout the year

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
--	-----

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase basic foundational math and reading skills for Kindergarten through second grades
Root Cause # 1	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, due to low socioeconomic backgrounds.
Root Cause # 2	COVID-19 quarantine and shutdown mandates interrupted student learning and progress.
Goal	Kindergarten - Second Grade students will increase their basic foundational math and reading skills by 15%.

Action Step # 1

Action Step	Track student progression through iRead, universal screeners, and/or reading first in Satilla's Data Tracking System.
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
Method for Monitoring Implementation and Effectiveness	Time/Progression from program
Position/Role Responsible	Principal, Assistant Principal, 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)?	N/A
--	-----

Action Step # 2

Action Step	Continue using Bookworm Resources as applicable
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
Method for Monitoring Implementation and Effectiveness	Observations, teacher collaborative planning, student progress
Position/Role Responsible	Principal, Assistant Principal, 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)?	
--	--

Action Step # 3

Action Step	Calculate total words read through Accelerated Reader
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
Method for Monitoring Implementation and Effectiveness	Setting Goals & Charting Progress

Action Step # 3

Position/Role Responsible	Principal, Assistant Principal, 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)?	N/A
--	-----

Action Step # 4

Action Step	Align instruction/practice to DIBELS format assessment
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
Method for Monitoring Implementation and Effectiveness	Observations Data Digs of students' benchmark progression
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 5

Action Step	Continue kindergarten through fifth grade vocabulary focus
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
Method for Monitoring Implementation and Effectiveness	Observations, teacher collaborations, vertical content/grade level teams
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher
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)?	N/A
--	-----

Action Step # 6

Action Step	Continue writing focus utilizing Dr. Zoi Writing Strategies and/or 360 Writing by Raczynski
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 Professional Capacity

Action Step # 6

Method for Monitoring Implementation and Effectiveness	In house Trainings/Redeliveries (Sign-in Sheets, Agendas, Meeting Minutes) Vertical Planning Observations
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : Monthly/Per Nine Weeks

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
--	-----

Action Step # 7

Action Step	Continue implementing DIBELS screeners
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
Method for Monitoring Implementation and Effectiveness	Data Digs after each administration.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

Action Step # 7

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
--	-----

Action Step # 8

Action Step	Continue ELL Language Screener assessment from WIDA
Funding Sources	Title I, Part A
Subgroups	English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	ESOL teachers monitor student progress prior to and following ACCESS test.
Position/Role Responsible	Assistant Principal, Academic Coach, ESOL Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 9

Action Step	Implement STAR Math and/or Math Inventory online assessment (Kindergarten-fifth grades)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Data Tracking System Data Digs
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 10

Action Step	Academic Coach facilitates and assists with all instructional initiatives.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning Minutes, Agendas, Sign-In Sheets
Position/Role Responsible	Academic Coach
Timeline for Implementation	Weekly

Action Step # 10

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
--	-----

Action Step # 11

Action Step	Conduct ELA & Math Content Team/Vertical Planning (Teacher/Admin-Led)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-In Sheets, Agendas, Minutes
Position/Role Responsible	Principal, Assistant Principal, 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)?	N/A
--	-----

Action Step # 12

Action Step	Selected staff attend Reading/ELA and/or Math Conferences
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Conference Redelivery (Sign-in Sheet, Agenda, Meeting Minutes)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step # 13

Action Step	Track foundational ELA/Math data utilizing DIBELS Number Sense Assessment, Math Inventory and/or STAR Math, Math Benchmarks, BEACON
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity

Action Step # 13

Method for Monitoring Implementation and Effectiveness	Satilla's Data Tracking System
Position/Role Responsible	Pincipal, Assistant Principal, Academic Coach, Teacher
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 14

Action Step	Provide professional learning utilizing Illuminate for developing assessment rigor, Informal Decoding Inventory, and Phonemic Awareness assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Vertical/Grade Level Planning - Sign-in sheets, Agendas, Meeting Minutes
Position/Role Responsible	Assistant Principal, Academic Coach, Teachers, Technology & Assessment Specialist
Timeline for Implementation	Others : Twice Yearly - MOY & EOY)

Action Step # 14

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
--	-----

Action Step # 15

Action Step	Host Parent Reading Family Fun Night/Workshops
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
Method for Monitoring Implementation and Effectiveness	Sign-in, Agenda, Photos
Position/Role Responsible	Principal, Assistant Principal, Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 16

Action Step	Provide a variety of communication avenues connecting the school and home
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
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets from Parent Engagement Events Data Response from Social Media/Google Meets
Position/Role Responsible	Principal, Assistant Principal, Parent-Family Engagement Coordinator, 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)?	N/A
--	-----

Action Step # 17

Action Step	Host EOSL Family Engagement Nights/Workshops
Funding Sources	Title I, Part A
Subgroups	English Learners
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent sign-in sheets, agendas, photos
Position/Role Responsible	Principal Assistant Principal, Parent-Family Engagement Coordinator, ESOL Teachers
Timeline for Implementation	Others : Twice Yearly

Action Step # 17

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
--	-----

Action Step # 18

Action Step	Host Dr. Seuss Family Fun Week
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
Method for Monitoring Implementation and Effectiveness	Sign-in sheets, Agendas, Photos
Position/Role Responsible	Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 19

Action Step	Host Writing Workshops & STEAM Family Night/Workshops
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
Method for Monitoring Implementation and Effectiveness	Sign-In Sheets, Agendas, Photos
Position/Role Responsible	Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	STEAM: Possible Coffee High School or South Georgia State College Students/Teachers
--	---

Action Step # 20

Action Step	Host Math Workshops
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
Method for Monitoring Implementation and Effectiveness	Sign-in sheets, Agendas, Photos

Action Step # 20

Position/Role Responsible	Parent-Family Engagement Coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 21

Action Step	Implement enhanced learning with student and/or teacher technology equipment, software, & supplies as needed.
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
Method for Monitoring Implementation and Effectiveness	Feedback from teachers, students, and staff
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Paraprofessionals
Timeline for Implementation	Others : On-going

Action Step # 21

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
--	-----

Action Step # 22

Action Step	Maintain supplies to supplement & support instruction
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
Method for Monitoring Implementation and Effectiveness	Feedback from teachers, staff, and students
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Staff
Timeline for Implementation	Others : Ongoing

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
--	-----

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	All students increase physical, social, emotional, and positive behavioral skills affecting student achievement
Root Cause # 1	The majority of Satilla's students entering pre-K and kindergarten have either limited or no exposure to early literacy experiences and math experiences, or life experiences due to low socioeconomic backgrounds.
Root Cause # 2	COVID-19 quarantine and shutdown mandates interrupted students' social/emotional progress and growth, due to not having access to resources.
Goal	100% of all students kindergarten through fifth grade will participate in focused activities to increase physical, social/emotional, and positive behavioral skills affecting student achievement.

Action Step # 1

Action Step	Continue Positive Behavior Interventions and Supports (PBIS)
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
Method for Monitoring Implementation and Effectiveness	Monthly meetings tracking discipline data (sign-in sheets, agenda, meeting minutes)
Position/Role Responsible	All Satilla Staff and Bus Drivers
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)?	N/A
--	-----

Action Step # 1

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

Action Step # 2

Action Step	Continue strategically planned and focused physical activities
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
Method for Monitoring Implementation and Effectiveness	Teacher/student feedback Discipline Data
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor, Teachers, Paraprofessionals
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
--	-----

Action Step # 3

Action Step	Implement Career Awareness Lessons, Character Development Program (PAWSOME), Core Essentials, etc.
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
Method for Monitoring Implementation and Effectiveness	Nine Week Celebrations Lesson Plans
Position/Role Responsible	Satilla Staff
Timeline for Implementation	Others : Ongoing

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
--	-----

Action Step # 4

Action Step	Implement Student Advocacy Team
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

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Monthly student meetings Student goal cards
Position/Role Responsible	Satilla Staff
Timeline for Implementation	Others : BOY, MOY, EOY

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
--	-----

Action Step # 5

Action Step	Continue Wellness Committee
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 Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Goal Sheets, Meeting Minutes
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor, School Nurse Social Worker
Timeline for Implementation	Others : As needed

Action Step # 5

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

Action Step # 6

Action Step	Continue strategically planned and focused physical activities
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
Method for Monitoring Implementation and Effectiveness	Student discipline data Teacher/student feedback
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor, Teachers, Paraprofessionals, School Social Worker
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)?	N/A
--	-----

Action Step # 7

Action Step	Continue Core Essentials
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 Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Observation of expectations and relationships throughout the school
Position/Role Responsible	Satilla Staff & Bus Drivers
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)?	N/A
--	-----

Action Step # 8

Action Step	Facilitate PBIS Reward System
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 8

Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	PBIS Team Meetings (Sign-in, Agenda, Meeting Minutes) Teacher/Student Feedback
Position/Role Responsible	Satilla Staff & Bus Drivers
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)?	N/A
--	-----

Action Step # 9

Action Step	PBIS Booster Training for all staff members
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
Method for Monitoring Implementation and Effectiveness	Observation of implementation Lesson Plans
Position/Role Responsible	Satilla Staff & Bus Drivers
Timeline for Implementation	Others : BOY & MOY

Action Step # 9

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
--	-----

Action Step # 10

Action Step	Lead coach attend Physical Education Conference
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
Method for Monitoring Implementation and Effectiveness	Implementation of activities from conference
Position/Role Responsible	PE Teacher & Paraprofessional
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
--	-----

Action Step # 11

Action Step	Provide PBIS professional learning
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets, Agenda, Meeting Minutes
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor, Academic Coach, teachers, Paraprofessionals
Timeline for Implementation	Others : BOY, MOY

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
--	-----

Action Step # 12

Action Step	Provide a variety of communication avenues connecting the school and the home
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

Action Step # 12

Method for Monitoring Implementation and Effectiveness	Sign-in sheets, agendas, photos
Position/Role Responsible	Parent Engagement Coordinator
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)?	N/A
--	-----

Action Step # 13

Action Step	Provide Parent/Student "Get Moving!" Workshop
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
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets, Agenda, Photos
Position/Role Responsible	Parent-Family Engagement Coordinator, PE Staff
Timeline for Implementation	Others : December

Action Step # 13

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
--	-----

Action Step # 14

Action Step	Parent-Family Engagement Coordinator assists with scheduling family events.
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
Method for Monitoring Implementation and Effectiveness	Sign-in sheets, agendas, minutes, photos, schedules, etc.
Position/Role Responsible	Parent-Family Engagement Coordinator
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)?	N/A
--	-----

Action Step # 15

Action Step	Implement enhanced learning with student and/or teacher technology, equipment, software, & supplies as needed.
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
Method for Monitoring Implementation and Effectiveness	Feedback from teacher, students, & staff
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor, Parent-Family Engagement Coordinator
Timeline for Implementation	Others : Twice yearly: BOY & MOY

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
--	-----

Action Step # 16

Action Step	Maintain supplies to supplement & support instruction
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

Action Step # 16

Method for Monitoring Implementation and Effectiveness	Teacher, staff, & student feedback
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Dean, Counselor, Teachers, Paraprofessionals
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
--	-----

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.

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.

There are many initiatives in place to ensure ALL students receive an effective education. The Coffee County School System has established its own mentor program. This mentor program provides newly hired teachers with exemplary mentors. These mentors guide, support, and help produce effective educators that will remain in the Coffee County School System until retirement.

The TKES evaluation process also helps guide and support teachers through administrative observations, as well as helping set professional/personal goals during the school year. These teachers continue to work towards the goals set through school-wide and individual professional learning.

Through many mentor initiatives, Satilla strives to hire and maintain exemplary teachers who will effectively mold students socially, academically, physically, etc. in order to create a well-rounded student who becomes a productive citizen.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

Satilla Elementary strives to produce successful students who will set goals, develop the work ethic to reach those goals, thrive in exploratory learning, and overall become the best of themselves that they can be during school and later in life. These goals not only include personal growth, but academic growth in all subject areas. The Satilla Staff continues to be committed to all school-wide goals including the following for the 2021-2022 school year....

School-wide goals...

1. Vocabulary focus in all content areas including Tier 2 and Tier 3 words. This will improve high performing students, average students, ELL students, as well as students with disabilities.
2. All students will set goals in all subject areas and communicate academic and social concerns through Satilla's Advocacy Program and the PBIS initiative.
3. All goals set by the students and teachers will be tracked and analyzed

	<p>throughout the year.</p> <p>4. All students will participate in Satilla' s STEAM initiative and produce innovative projects as well as exposure to a variety of physical activity opportunities.</p> <p>5. All students will participate in multiple Project Based Learning opportunities throughout the year, as well as participate in local community member partnerships within their grade level and classrooms.</p>
--	--

<p>4 If applicable, provide a description of how teachers, in constation 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 mtiple (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>Students in second through fifth grades take a Reading Inventory assessment every 9 weeks. This Reading Inventory assessment provides students with a Lexile score that helps teachers identify struggling reading students. These targeted students receive a systematic reading program, such as System 44 or Read180. The System 44 program focuses on improving phonics skills, while the Read180 program targets improving reading comprehension and vocabulary. These programs are available for students in 3rd-5th grades.</p> <p>Students in Kindergarten through fifth grade will take the Math Inventory Assessment which will help track students struggling with number sense and basic math computation. This assessment will be given 3 times a year and will help guide teachers in meeting students targeted needs.</p>
---	---

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>Satilla Elementary school continues to support Coffee County's initiative Early Literacy Program. Coffee County provides opportunities for parents of upcoming Prek students to participate in readiness programs as well as a county-wide Prek orientation before school starts. Satilla continues to make available the Parent Resource Center for parents of all grade levels, including preschool students. Satilla Elementary consistently seeks to partner with parents in order to help prepare students for early learning and throughout each child's school journey.</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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
<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>Satilla Elementary School strives to keep students in the classroom and at school. Through the development and implementation of the school's PBIS plan, teachers and staff must follow the protocol of the jointly developed flow chart. Teachers are to inform all students, regardless of ethnicity well pertaining to expectations and procedures, praising students openly and reprimanding privately in a swift and diplomatic way. Satilla's "Bulldog Buck" system allows students to be rewarded for desired behaviors. In addition, each grade level submits and expectations and consequence plan to the administration. These plans outline desired behaviors and consequences of undesirable behaviors.</p>

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	N/A
---	-----

Satilla Elementary School

Parental Involvement Policy and
Plan for Shared Student Success



2021-2022 School Year

*Satilla Elementary School
Mr. Lee Mobley, Principal
5325 Old Axson Road
Douglas, GA 31535
(912) 384-2602*

<http://satillaelem.ga.cce.schoolinsites.com> & Facebook

Plan Revised June 7, 2021

What is Title 1?

Satilla Elementary is identified as a Title 1 school as part of the Elementary and Secondary Act of 1965 (ESEA). Title 1 is designed to support State and local school reform efforts tied to challenging state academic standards reinforce and enhance efforts to improve teaching and learning for students. Title 1 programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title 1 schools must jointly develop with all parents a written parental involvement policy.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Satilla Elementary will provide opportunities to improve parent engagement to support student learning. Satilla Elementary values the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Satilla Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

Satilla Elementary School invited all stakeholders to attend several meetings in the winter and spring months to review and revise this parental involvement policy, as well as the school wide plan, our school-parent compact and the parental involvement budget. Funds are used for staffing, Parent Engagement Coordinator, communication, and supplies. The plan is posted on our school Web site and FaceBook page, as well as through Peachjar. Parents are able to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by the Parent/School Communication folder to ask parents for their suggestions on the plan and the use of funds for parental involvement.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Satilla Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, a paper copy of the plan is distributed to each student. The plan is also posted on the school Web site and on Facebook. In addition, copies of the plan are emailed through Peachjar. Additional copies are available at the Annual Title 1 Meeting, in the Parent Resource Center and at Satilla Elementary School's front office.





#SeeYouAtSatilla

2021-2022 District Goals

- ⇒ The Coffee County School System will increase the percentage of students scoring at the Developing level or above in English Language Arts on the Georgia Milestones End of Grade (EOG) Assessment.
- ⇒ The Coffee County School System will increase the percentage of students scoring at the developing level or above in Mathematics on the Georgia Milestones End of Grade (EOG) Assessment.

2021-2022 School Goals

- ⇒ Goal 1 - 50% of 2nd-5th grade students will score on grade level or higher according to the Reading Lexile Inventory, Math Inventory, and/or GMAS.
- ⇒ Goal 2 - 15% of 3rd-5th grade students will increase from previous year in proficient learner or higher (levels 3-4) in ALL subject areas on GMAS.
- ⇒ Goal 3- K-2 students will increase their basic phonemic awareness/phonics foundation, as well as 15% increase in math number sense & basic computation.
- ⇒ Goal 4- 100% of all students in K-5 will participate in focused activities to increase physical, social emotional, and positive behavioral skills effecting academic achievement.

School-Parent Compacts

As part of this plan, Satilla Elementary and our families developed a school-parent compact, which is an agreement that parents, teachers, and students will work together to make sure all our students reach grade level standards. The compacts are reviewed annually based on feedback from parents, students, and teachers during Spring revision meetings. Satilla will use these compacts throughout the year as an agreement to “W” - Work as a Team! Copies are provided to each parent and are available on the school website, Facebook, and through Peachjar.

Satilla Elementary will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement and success in the Georgia Standards of Excellence. . Some meetings are held during the morning, afternoon, or evening. Please check your child's communication folder and Facebook for times and reminders of events!

School-wide Open House — Aug. 2021 TBA

We invite you to come meet your child's teacher and learn about expectations for the school year.

Family Reading Night—Sept. 3, 2021

Come share in the joy of reading and work along side your child on Accelerated Reader.

Annual Title I Meeting – Sept. 3, 2021

We invite you to an evening of learning and sharing about our Title I program, including our parental involvement policy, the school-wide plan, the school-parent compacts, and parents' requirements. Invitations will be e-mailed and posted in the school newsletter and social media. You may even hear some special songs!

ESOL Fiesta—Sept. 3, 2021, & Jan. 27, 2022

TBA We invite ESOL parents to come learn about the ESOL Program—topics include ACCESS Testing and WIDA standards.

Parent-Teacher and Student-led Conferences – 9/14/21 & 2/8/22

Scheduled updates on your child's progress.

Parent Resource Center Open House – Sept. 2021 TBA

Come visit the Parent Resource Center and find ways to help your child at home. Assistance for basic internet/computer use, finding websites, and Parent Portal will be available.

PAWSOME Assemblies—October, January, March & May (dates TBA)

Thanksgiving Lunch / TBA

Christmas Family Fun Night—Dec. 2021 TBA

We will have a holly, jolly time learning about reading strategies and Lexiles, making reindeer food and ornaments, writing letters to Santa, and drinking hot chocolate!

STEAM Night – Jan. 2022 TBA

Get on track with Science and Math!

Dr. Seuss Family Fun Week— March 2021

Drop in and read/ and/or do activities with your child's class.

GMAS Q&A—Mar. 2022 TBA

Learn about the GMAS, test taking skills, and things you can do as a parent to help your child be successful.

Visit during PE & Get Moving! – TBA (Spring 2021)

Enjoy playing sports and field day games with your child!

Title 1 Revision Meetings— January 2022, February 8, 2022 & May 2022

Connect with the school and community to build a better school and review school plans.

Parent Resource Center

Come visit the Parent Resource Center (Just past the “checker board” to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resources.

PRC is open daily, 7:00 am – 3:00 pm



Parental Involvement

Satilla Elementary believes that parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.

Satilla is PAWSOME!



Satilla Elementary will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- ⇒ Ensure all information related to school and parent programs, meetings, and other activities are published in both English and Spanish.
- ⇒ Provide trainings for staff on strategies to improve communication with parents, ensure parent value, respond to parent requests, and ideas to increase family engagement. Staff will also share best practices with their peers. (See page 4 Building Staff Capacity)
- ⇒ Partner with Head Start and Early Reading programs by sending school information about parent engagement activities to help prepare parents and their child for kindergarten and improve school transition.
- ⇒ Share information in English and Spanish on the school website, Facebook, Peachjar, and the newsletter/calendar for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ⇒ Communicated with all families and the community on a regular basis regarding school-wide events and activities, through phone message, social media, and flyers.
- ⇒ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.
- ⇒ Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ⇒ Use our Partners in Education to improve awareness of the activities and events listed in the school parental involvement policy.
- ⇒ Offer opportunities for parents to further enhance technology skills.
- ⇒ Collect feedback from parents at all events, by placing input cards around the building for parents to make requests for additional support for parental involvement activities.
- ⇒ Provide childcare/transportation for parents who need these services in order to attend family engagement activities.
- ⇒ Encourage parents to request additional meetings.

Grade Level Workshops

(Dates are subject to change and times are TBA.)

Grade	Reading/Writing	Math
PreK	Fall 2021	Winter 2022
Kindergarten	Fall 2021	Winter 2022
First	Fall 2021	Winter2022
Second	Fall 2021	Winter 2022
Third	Fall 2021	Winter 2022
Fourth	Fall 2021	Winter 2022
Fifth	Fall 2021	Winter 2022

Parental Involvement Standards

Satilla Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community

Volunteers

We would love to have you volunteer! Please complete the box in the upper right hand corner of this page and return to school!

Satilla Elementary invites all parents to share ideas and ways to involve other parents to build partnerships with school, families, and the community. In addition, Satilla Elementary has a Parent Advisory Council (PAC) that meets monthly to discuss ways to make Satilla a great place to be! We would love to encourage you to also take an active role and be a member of PTO! There are so many ways YOU as a parent can be involved!

#SeeYouAtSatilla

School Volunteer

Yes, I am interested in volunteering at my child's school/classroom.
Please contact me so I can learn more volunteering
Please send me notifications about future meetings and updates

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Interest: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please feel free to email Mr Bush at Brandon.bush@coffee.k12.ga.us

Building Staff Capacity

- ⇒ **School/Home Connection Educational Strategies**
- ⇒ **Communication Strategies ("Red Folders", Facebook, Kinvo, Peachjar, Calendars/Newsletters, Postcards, etc.)**
- ⇒ **Relationship Building between Staff and Families**
- ⇒ **Involving Parents as Volunteers and Helping at Home**
- ⇒ **Community Partnerships**
- ⇒ **Online Motivational Videos and Articles**