**GaDOE**
Georgia Department of Education

# Comprehensive Needs Assessment
# 2023 - 2024 School Report



# Stewart County
# Stewart County High 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 | Dr. Le Lang |
| Team Member # 2 | Assistant Principal | Dr. Busani Siphambili |
| Team Member # 3 | Assistant Principal | Paulettte White |
| Team Member # 4 | Assessment Coordinator | Aisha Evans |
| Team Member # 5 | Director of Special Education | Bailee Stovall Smith |
| Team Member # 6 | School Counselor | Cherrika Ashford |
| Team Member # 7 | Academic Coach - MTSS/RTI Coordinator | Alesha Allen |

**Additional Leadership Team**

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | Pre - K Director | Tawnya Hadley |
| Team Member # 2 | Teacher | 1st SGT Jester |
| Team Member # 3 |  |  |
| Team Member # 4 |  |  |
| Team Member # 5 |  |  |
| Team Member # 6 |  |  |
| Team Member # 7 |  |  |
| 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 | Business Partner | Pam Romero |
| Stakeholder # 2 | Business Partner | Dr. Tara Askew |
| Stakeholder # 3 |  |  |
| Stakeholder # 4 |  |  |
| Stakeholder # 5 |  |  |
| Stakeholder # 6 |  |  |
| Stakeholder # 7 |  |  |
| Stakeholder # 8 |  |  |

| **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?** | Team members were provided a variety of forums for participation: informal discussion; surveys; interviews; and formal presentations. Information was dispensed and sought through collaborative meetings. Finally, at stakeholders' meetings internal and external stakeholders provided feedback on the systems through discussion and feedback surveys. |
|---|---|

# 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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. | |

Coherent Instruction Data

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

| Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards | | |
|---|---|---|
| 1. Exemplary | Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels. | |
| 2. Operational | Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.<br><br>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.<br><br>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Interventions are designed to meet the needs of each student.<br>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.<br><br>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.<br><br>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.<br><br>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 | The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. <br><br> The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning. | |
| 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 | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. <br><br> 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. | |

Effective Leadership Data

| Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning | | |
|---|---|---|
| 1. Exemplary | A highly effective, proactive, and data-driven school leadership team is focused on student learning.<br><br>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. | |
| 2. Operational | 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.<br><br>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently. | ✓ |
| 3. Emerging | The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning. | |
| 4. Not Evident | A school leadership team does not exist or does not have adequate stakeholder representation. | |

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

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 | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. | |
| 2. Operational | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process. | ✓ |
| 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 | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.<br><br>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.<br><br>This process and plan consistently guide the work of the school staff. | |
| 2. Operational | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.<br><br>The plan includes appropriate goals and strategies with a focus on increasing student performance. | ✓ |
| 3. Emerging | A school improvement plan has been developed with input from some stakeholders.<br><br>The school improvement plan is based on incomplete data analysis with limited focus on student performance. | |
| 4. Not Evident | An up-to-date, data-driven school improvement plan focused on student performance is not in place. | |

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

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.<br><br>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.<br><br>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.<br><br>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.<br><br>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** | 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.<br><br>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed. | |
| **2. Operational** | 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.<br><br>The school and campus are clean, well-maintained, inviting, and safe. | ✓ |
| **3. Emerging** | Protocols are sometimes used to maintain the school campus and equipment.<br><br>The school and campus are partially clean, maintained, and inviting, but some safety issues exist. | |
| **4. Not Evident** | Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.<br><br>The school and campus are not clean, maintained, or inviting, and safety issues exist. | |

## 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.<br><br>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).<br><br>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).<br><br>Teachers conduct action research and assume ownership of professional learning processes. | |
| 2. Operational | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | ✓ |
| 3. Emerging | Administrators and staff sometimes collaborate to improve individual and collective performance. | |
| 4. Not Evident | Administrators and staff rarely collaborate to improve individual and collective performance. | |

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

Professional Capacity Data

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

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

**Professional Capacity Data**

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
|---|---|---|
| 1. Exemplary | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.<br><br>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.<br><br>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.<br><br>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 | 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.<br><br>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making. | |
| 2. Operational | Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students. | ✓ |
| 3. Emerging | Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement. | |
| 4. Not Evident | Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success. | |

| Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families | | |
|---|---|---|
| 1. Exemplary | The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).<br><br>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). | |
| 2. Operational | The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.<br><br>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). | ✓ |
| 3. Emerging | The school staff communicates some academic expectations at the start of the year.<br><br>Some communication related to the current achievement level of individual students is provided. | |
| 4. Not Evident | The school staff does little to inform families of academic expectations.<br><br>Little, if any, communication related to the current achievement level of individual students is provided. | |

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.<br><br>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).<br><br>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.<br><br>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.<br><br>These rules, practices, and procedures are continually monitored and revised as needed. | |
| **2. Operational** | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | ✓ |
| **3. Emerging** | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. | |
| **4. Not Evident** | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. | |

**Supportive Learning Environment Data**

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

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

**Supportive Learning Environment Data**

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

| School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff | | |
|---|---|---|
| 1. Exemplary | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.<br><br>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 | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.<br><br>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.<br><br>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. | |
| 2. Operational | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.<br><br>The vision and mission define the culture of the school and guide the continuous improvement process. | ✓ |
| 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. | |

# 2. DATA COLLECTION ANALYSIS

## 2.6 Data Analysis Questions

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

| | |
|---|---|
| **What perception data did you use?** [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | Results from Parent, Student and Staff Surveys, Interviews, Parent Conversation Night feedback, Ga Insight, SWIS Data ESSER survey and State Crisis Hotline referrals. |

| | |
|---|---|
| **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?")** | Stewart County Schools has cultivated a sense of community where all stakeholders are committed to student success. Open lines of communication have been fostered through regularly scheduled meetings through monthly Parent Conversations. Technology is utilized along with in-person opportunities to help make meetings accessible to all. The Superintendent's Council, made up of a group of students nominated by their teachers, meets directly with the superintendent monthly, which is a novel way to ensure students are heard and speaks to the high regard this system has for its students. The superintendent and school leadership are intentional in building strong relationships with community members, parents, and students to promote growth. During interviews, representatives from all stakeholder groups articulated high expectations and pervasive themes of teamwork and family. Minutes from board meetings, and interviews with stakeholders allowed the team to confirm that communication and "connection to the community" are priorities of the entire school system. Parents were able to discuss their role in the success of the school, and students took ownership of their responsibility to build themselves and their school community. |

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|---|---|
| **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)** | Cognia reports, TKES Feedback, LKES Feedback, Title IX Report, Personnel Survey, Parent Survey, Business and Community Survey ESSER Survey, Parent Knight Conversation and PL Evaluations |

| 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?") | The district continues to work to improve student achievement. Trends and patterns show that the percentage of students scoring as beginning and developing on Milestones is too large. Learning loss will increase this measurement. Specific needs identified were: 1. Ensure that all teachers differentiate instruction. 2. Integrate modern technology into daily instruction more effectively. 3. Ensure that teachers use relevant instructional data and provide frequent and consistent feedback and follow-up with students. 4. Provide professional learning to increase teachers' use of higher order thinking questioning techniques and performance tasks. 5. Increase use of flexible grouping, differentiate instruction, and use technology. 6. Expand teacher opportunities to collaborate on classroom instruction and student data. 7. Follow-up to ensure needed classroom improvement is implemented. Milestone scores reflects that minimum growth in students obtaining scores of proficient. |
|---|---|

| What achievement data did you use? | Georgia Milestones, Star Math Report, HMH Reading Growth Measure, Acadience, WriteScore Data, Student Report Card and CCRPI Reports |
|---|---|

| What does your achievement data tell you? | 1. Stewart County Elementary School Academic Performance from 2022-2023 ; Students in grades 3-5 scoring in levels 2-4 in ELA decreased from 58% to 55%; Students in grades 3-5 scoring in levels 2-4 in mathematics decreased from 64% to 55%. SCES still in the grip of learning loss following Covid -19. 2. Stewart County Middle School Academic Performance from 2022-2023 ; Students in grades 6-8 scoring in levels 2-4 in ELA decreased from 64% to 60%; Students in grades 6-8 scoring in levels 2-4 in mathematics decreased from 75% to 71%. SCMS still in the grip of learning loss following Covid -19. 3. Stewart County High School Academic Performance for students in levels 2-4 from 2022-2023: America Literature - increase 68%-to 64%; Coordinate Algebra - decreased from 78% to 47%; United States History - decreased from 54% to 45%; and Biology decreased from 58% to 54% . Important trends are that academic scores are mixed in ELA and math. The conclusion is that the district must continue to use intervention strategies to improve scores even more and to work to move students to proficient and distinguished after current learning loss years. |
|---|---|

| What demographic data did you use? | Permanent Records, Census, and Department of Labor Reports |
|---|---|

| What does the demographic data tell you? | Demographic data indicates an extremely high poverty rate in the district. High poverty rates correlate with greater academic needs. However, the district is highly motivated to meet these academic needs and is taking measures to do so. The district has implemented a Reading Program that focuses on comprehension and fluency to improve Lexile scores. The district has been awarded the L4GA grant which will be used to further support the interventions identified with annual CNA. The district wants to ensure that the |
|---|---|

| | reading program and other strategies/programs are implemented with fidelity and will provide support toward this end. The district will implement strategies to attract and retain highly effective science and social studies teachers. The district will refine and streamline the RTI process. The district will work with the Twenty First Century Program to provide support activities specifically designed for single parents and grandparents raising students. The Twenty First Century Program will also provide breakfast and lunch for students during the summer. District was awarded a Dinner grant to provide students with dinner helping to provide 3 meals a day for our students |
|---|---|

# 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**

| | |
|---|---|
| **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?** | The district continues to work to improve student achievement. Trends and patterns show that the percentage of students scoring as beginning and developing on Milestones is too large. Specific needs identified were: 1. Ensure that all teachers differentiate instruction. 2. Integrate modern technology into daily instruction more effectively. 3. Ensure that teachers use relevant instructional data and provide frequent and consistent feedback and follow-up with students. 4. Provide professional learning to increase teachers' use of higher order thinking questioning techniques, virtual engagement, and performance tasks. 5. Increase use of flexible grouping, differentiate instruction, and use technology. 6. Expand teacher opportunities to collaborate on classroom instruction and student data. 7. Follow-up to ensure needed classroom improvements are implemented. 8. Planning process is monitored through lesson plans. Common planning for grade level teachers Elementary School and Core level teachers at Middle and High School. 9. Retention of teachers and leaders for capacity building. |

| | |
|---|---|
| **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?** | The school leadership personnel consistently employ management and organizational practices that provide a supportive learning environment for teachers and students. The district is concerned about retaining school leadership personnel over the long term. The district is undergoing new structure in leadership organization chart. District will only have one principal for entire district and two assistant principals for administration moving forward. District will have new administration for the 4th year in a row. An identified need to success in this effort is to provide leadership personnel more opportunities for professional growth in management of instruction; and school climate. District will continue to help support pools of leadership candidates with mentors and professional learning opportunities. Follow-up needs to be more consistent when need for improvement is identified through classroom monitoring. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| **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? | The district provides numerous opportunities for staff to participate unembedded and off site professional training. That being said, weaknesses are identified in the implementation and consistent use of skills and strategies presented in training. Need for classroom coaching activities including modeling, practice, multiple follow-up monitoring events, repeat the process through retraining and more follow-up if necessary. The district will be employing instructional techs, academic coaches and new full-time Director of Teaching and Learning to help address these needs. Need for the following specific areas of training are also identified: 1. Evidence- Based Instructional Strategies 2. Higher Order Thinking Skills 3. Differentiating Instruction 4. Effectively Integrating Modern Technology in the Classroom 5. Relevant Use of Formative Assessments 6. RTI training and PBIS training 7. Needs for School Leaders are also identified: Instructional Leader Training, Operations Management, RTI, and PBIS 8. District will continue PL to build and to help support pools of leadership candidates and learning communities activities with LEA RESA group. 9. More professional learning in area of virtual engagement. |

| | |
|---|---|
| **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? | District expectations and procedures to engage families and the community to support learning and teaching are established and communication takes place throughout the district. The District meets all State and Federal Requirements for family and community engagement. However, participation is low for most events. The district will continue to work to improve family and community engagement and foster meaningful events for serving these constituents. District hired a full time Family Engagement Coordinator who will help to address this issue and the establishment of a new parent led PTO for upcoming school year. |

| | |
|---|---|
| **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? | The District has a number of resources in place to provide a supportive learning environment for students including: new Director of Teaching and Learning personnel, an emergency readiness plan, a building nurse, cameras on campus, security gate around perimeter, new academic coaches, new additional counselor for social supportdistrict discipline process in handbook, and the district participates in the PBIS program. The district also has services in place for student after school and during the summer including: Summer School, After School, 21st Century Community Learning Centers After School Enrichment Activities, Dinner program and Basketball Camps. Needs include additional training for teachers and administrators in RTI and PBIS. The district plans to work to increase participation in after school, academic clubs, social clubs, athletic programs and summer school activities. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| **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? | The district is providing meaningful, effective instruction for district students in spite of district demographics. Twenty First Century program will provide breakfast and lunch for students during the summer. New nutrition grant provides dinner for after-school students. Title II and Title IV funds to be transferred to Title I to support a Parent and Family Engagement position and Title V funds in recent years have supported the district in both achievement and wellness for students' growth as fewer funds allocated through other federal funds. Even though the program is expensive the district is implementing a new Reading Program that focuses on comprehension and fluency which will improve Lexile scores. The reading program is also helped with Reading Grant from L4GA. The district wants to ensure that the reading program and other strategies/programs are implemented with fidelity and will provide support toward this end. The district will implement strategies to attract and retain highly effective science and social studies teachers. The district will refine and streamline the RTI process. The district will work with the Twenty First Century Program to provide support activities specifically designed for single parents and grandparents raising students. |

| | |
|---|---|
| **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? | 1. Stewart County Elementary School Academic Performance from 2022-2023 ; Students in grades 3-5 scoring in levels 2-4 in ELA decreased from 58% to 55%; Students in grades 3-5 scoring in levels 2-4 in mathematics decreased from 64% to 55%. SCES still in the grip of learning loss following Covid -19. 2. Stewart County Middle School Academic Performance from 2022-2023 ; Students in grades 6-8 scoring in levels 2-4 in ELA decreased from 64% to 60%; Students in grades 6-8 scoring in levels 2-4 in mathematics decreased from 75% to 71%. SCMS still in the grip of learning loss following Covid -19. 3. Stewart County High School Academic Performance for students in levels 2-4 from 2022-2023: America Literature - increase 68%-to 64%; Coordinate Algebra - decreased from 78% to 47%; United States History - decreased from 54% to 45%; and Biology decreased from 58% to 54% . Important trends are that academic scores are mixed in ELA and math. The conclusion is that the district must continue to use intervention strategies to improve scores even more and to work to move students to proficient and distinguished after current learning loss years. |

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

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

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

| Strengths | 1. Dual certification of core education teachers to provide stronger academic rigor for students 2. Participation in life skills activities 3. Students take advantage of least restrictive learning environments 4. Smaller class sizes 5. Instruction using technology including appropriate software 6. SPED teachers participate in all professional learning opportunities offered |
|---|---|

| Challenges | 1. Implementation of RTI has begun but much more training and close monitoring of the program is needed. 2. District needs to improve procedures to identify students with special needs to facilitate earlier and more effective intervention. 3. Program director retiring and new personnel will be another district leader with less than 3 years in system. New RTI personnel to be hired to focus on this area to support students. |
|---|---|

# 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 | Improve Skills in Literacy, Math, Science, and Social Studies Across the District |
| 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 | N/A |

**Overarching Need # 2**

| | |
|---|---|
| Overarching Need | Recruit and retain effective teachers. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---|---|
| Additional Considerations | N/A |

# 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 - Improve Skills in Literacy, Math, Science, and Social Studies Across the District**

**Root Cause # 1**

| | |
|---|---|
| Root Causes to be Addressed | Modern technology not effectively integrated in the classroom |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | N/A |

**Root Cause # 2**

| | |
|---|---|
| Root Causes to be Addressed | Data not used effectively to differentiate instruction and provide flexible grouping |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | N/A |

**Root Cause # 3**

| Root Causes to be Addressed | Implementation of strategies learned in PL not consistently monitored in classroom with multiple follow-up |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| Additional Responses | N/A |
|---|---|

**Root Cause # 4**

| Root Causes to be Addressed | MTSS not consistently followed due to staffing shortage |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| Additional Responses | N/A |
|---|---|

**Root Cause # 5**

| Root Causes to be Addressed | Teacher Retention |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program |

**Root Cause # 5**

| Impacted Programs | Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |
|---|---|

| Additional Responses | N/A |
|---|---|

**Overarching Need - Recruit and retain effective teachers.**

**Root Cause # 1**

| Root Causes to be Addressed | Lack of building capacity of teachers |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| Additional Responses | N/A |
|---|---|

**Root Cause # 2**

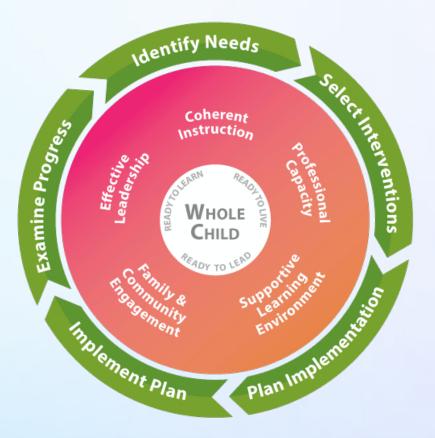| Root Causes to be Addressed | Lack of establishing support for new teachers |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| Additional Responses | N/A |
|---|---|

# School Improvement Plan
# 2023 - 2024

**Stewart County**
**Stewart County High School**

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| District | Stewart County |
|---|---|
| School Name | Stewart County High School |
| Team Lead | Dr. Le Lang |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds |
| Select the Funds that the LEA anticipates will be consolidated | Title I, Part A |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| ✓ | Free/Reduced meal application |
| ✓ | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | 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 | Improve Skills in Literacy, Math, Science, and Social Studies Across the District |
| --- | --- |
| Root Cause # 1 | Teacher Retention |
| Root Cause # 2 | Modern technology not effectively integrated in the classroom |
| Root Cause # 3 | Data not used effectively to differentiate instruction and provide flexible grouping |
| Root Cause # 4 | Implementation of strategies learned in PL not consistently monitored in classroom with multiple follow-up |
| Root Cause # 5 | MTSS not consistently followed due to staffing shortage |
| Goal | The goal is to increase the percent of students proficient and distinguished on the Spring 2024 Georgia Milestones Assessments by 3%, while decreasing the number of students scoring beginning learner by a minimum of 5%. |

**Action Step # 1**

| Action Step | Develop assessments to progress monitor students on mastery of priority standards. Provide assessment data to teachers and disaggregate the data to monitor and determine student needs. |
| --- | --- |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Collaborative Team Meetings (PLCs), Review weekly lesson plans, provide feedback, and walkthroughs |
| Method for Monitoring Effectiveness | Formative and Summative Assessments, Teacher Observation, Effective Feedback to Teachers |
| Position/Role Responsible | Administrators, Teachers, Data Coach, and Academic Coach |
| 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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant), Chatt Flint RESA |
| --- | --- |

**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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant), Chatt Flint RESA |
| --- | --- |

**Action Step # 2**

| Action Step | Provide staff with differentiated professional development in reading , literacy , science, social studies, math, SEL, and continuously strive to create a positive learning culture and climate. |
| --- | --- |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | Collaborative Team Meetings, Review weekly lesson plans, provide feedback, and walkthroughs |
| Method for Monitoring Effectiveness | Assessments, Teacher Observation, Effective Feedback to Teachers |
| Position/Role Responsible | Administrator, Teachers, Academic Coach and Data Coach |
| 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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant). Chatt Flint RESA |
| --- | --- |

**Action Step # 3**

| | |
|---|---|
| Action Step | Conduct weekly collaborative sessions to plan instruction utilizing assessment results. |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged |
| Systems | Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation | Collaborative Team Meetings, Review weekly lesson plans, provide feedback, and walkthroughs |
| Method for Monitoring Effectiveness | Monthly assessments, Meeting agendas, and Data reports (report cards and progress reports) |
| Position/Role Responsible | Administrator, Teachers, Academic Coach and Data Coach |
| 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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant). Chatt Flint RESA |

**Action Step # 4**

| | |
|---|---|
| Action Step | Provide professional learning opportunities for staff to build capacity in the areas of differentiation and classroom management to create a positive learning environment. |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Completion of assigned staff professional development courses from Chatt Flint RESA, State Conferences, and Georgia Department of Education Professional Community |
| Method for Monitoring Effectiveness | Assessments, Teacher Observation, Effective Feedback to Teachers |
| Position/Role Responsible | Administrators/Consultants, Academic Coach, Data Coach |
| 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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant). Chatt Flint RESA |
|---|---|

**Action Step # 5**

| Action Step | Host Curriculum Night for families and community partners that address each content area once per quarter. |
|---|---|
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Assign meeting dates for each content |
| Method for Monitoring Effectiveness | Sign-in Logs, Agendas, Flyers |
| Position/Role Responsible | Administrator, Teachers, Academic Coach and Data Coach |
| 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)? | United Way (Community Schools), YCCT (Youth Challenge Community Theater), 21stCentury After School Program, L4GA ( Literacy For Georgia Grant). Chatt Flint RESA |
|---|---|

# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Recruit and retain effective teachers. |
|---|---|
| Root Cause # 1 | Lack of building capacity of teachers |
| Root Cause # 2 | Lack of establishing support for new teachers |
| Goal | To recruit and retain our highly qualified teachers |

**Action Step # 1**

| Action Step | Develop and implement a teacher recruitment and retention plan to serve as the blueprint for hiring and retaining employees in the Stewart County School District (SCSD). |
|---|---|
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Systems | Effective Leadership |
| Method for Monitoring Implementation | Attendance at job fairs, assign mentors to new teachers and implement new teacher's academy |
| Method for Monitoring Effectiveness | Sign-in sheets from job fairs and new teacher's meetings, mentor/mentee assignment list, and meeting dates |
| Position/Role Responsible | District and school-based administrators and teachers and teacher leaders |
| 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)? | United Way (Community Schools) and Chatt Flint RESA |
|---|---|

**Action Step # 2**

| | |
|---|---|
| Action Step | Develop and implement a New Teachers' Academy for new and developing teachers. |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | New Teacher Academy plan with dates and topics |
| Method for Monitoring Effectiveness | Sign-in sheets from job fairs and new teacher's meetings, mentor/mentee assignment list, and meeting dates |
| Position/Role Responsible | Consultants, coaches, teachers, administrators |
| 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)? | United Way (Community Schools) and Chatt Flint RESA |

**Action Step # 3**

| | |
|---|---|
| Action Step | Develop and implement a collaborative group for teachers to share instructional ideas and best practices among colleagues. |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Collaborative Team Meetings, Review weekly lesson plans, provide feedback and walkthroughs. |
| Method for Monitoring Effectiveness | Sign-in sheets and agendas from collaborative planning meetings |
| Position/Role Responsible | Consultants, coaches, teachers, administrators |
| Timeline for Implementation | Weekly |

**Action Step # 3**

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

**Action Step # 4**

| Action Step | Sustain ongoing communication with parents and community partners to gain support |
|---|---|
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Schedule teacher/parent meetings and community stakeholder dialogues |
| Method for Monitoring Effectiveness | Teacher/parent communication logs and Sign-in sheets, and meeting agendas from the community stakeholders' dialogues |
| Position/Role Responsible | District and school-based administrators and teachers and teacher leaders |
| 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)? | United Way (Community Schools) and Chatt Flint RESA |
|---|---|

**Action Step # 5**

| | |
|---|---|
| Action Step | Provide professional learning opportunities for new teachers to build the capacity of differentiation and classroom management to create a positive learning environment. |
| Funding Sources | Title I, Part A<br>Title V, Part B |
| Subgroups | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Completion of assigned staff professional development courses from Chatt Flint RESA, State Conferences, and Georgia Department of Education Professional Community |
| Method for Monitoring Effectiveness | Discipline referrals, classroom observations and student assessment data |
| Position/Role Responsible | Administrators, Consultants, Academic Coach, Data Coach and 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)? | United Way (Community Schools) and Chatt Flint RESA |

# 3. REQUIRED QUESTIONS

## 3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).** | The school has Collaborative Teacher Teams and parent groups (Knight's Council and Parent Conversations monthly meetings) to review data, prioritize needs and develop strategies to increase student achievement. Parents, teachers, and community members were invited to provide feedback and input by way of surveys, conferences and parent meetings. Climate surveys for staff and students were given and data was shared and included in the Accreditation Report. |

| | |
|---|---|
| **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.** | The school seeks and employs highly-qualified content teachers to provide quality instruction to all students. These highly-qualified teachers meet the standards established by the state of Georgia through the Professional Standards Commission and are screened in the hiring process to ensure that they are professionally qualified and in-field in their content area(s). All teachers have a mentor and are provided professional learning in any areas of identified need. |

| | |
|---|---|
| **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).** | The school uses evidence based practices and programs to include Advance to Learn PreK, HMH Into Reading , Leveled Literacy Intervention K-12, Achieve 3000, Write Score K-8 for several years; however, stakeholders identified the need for ongoing PL for utilization of Acadience Reading, HMH Math, GA DOE Math , Write Score, Lexia Core 5, work study, small group guided reading and writing. With the L4GA1, the B-5 and B-12 reading coalitions were established with fidelity. Literacy Learning Communities were established and implemented with fidelity. A primary focus was studying the reading progressions P-12. |

| | |
|---|---|
| **4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria** | A system of on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction P-12. Universal Screeners: Acadience is used for K-3 reading, HMH Reading Growth Measure is used for 2nd-11th grade and HMH Math is used as universal screener grades K-12th. Students in grades K-12th are typically screened three times a year (fall, winter, and spring) using each assessment. Teachers then complete a rubric to determine eligibility for intervention and MTSS. Students who qualify are served in reading and/or math. Students begin with at least three days of intervention. The intervention teacher progress monitors. Teachers use this information to plan small group instruction and student interventions |

| to rank all students. | |
|---|---|
| | |

# 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

| | |
|---|---|
| **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.** | Pre-K students attend elementary school programs within the building. They also participated in the Summer 21st Century which focuses on skill building for Kindergarten. |

| | |
|---|---|
| **6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.** | |

| | |
|---|---|
| **7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.** | The school will implement PBIS and other strategies to positively reinforce behavior. |

**ADDITIONAL RESPONSES**

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