



Comprehensive Needs Assessment 2024 - 2025 School Report



Richmond County
Dorothy Hains Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

| | Position/Role | Name |
|-----------------|------------------------|---------------------|
| Team Member # 1 | Principal | Rachel McRae |
| Team Member # 2 | Asst. Principal | Jennifer Wymbs |
| Team Member # 3 | I.S. | Connie Courtright |
| Team Member # 4 | Georgia Literacy Coach | Tanginikki McKenzie |
| Team Member # 5 | EIP Contact | Ashley Pulaski |
| Team Member # 6 | Counselor | Khaleekah Moton |
| Team Member # 7 | K Grade Chair | Virginia Leonard |

Additional Leadership Team

| | Position/Role | Name |
|------------------|-----------------------|---------------------|
| Team Member # 1 | 1st Grade | Beth Cincoski |
| Team Member # 2 | 2nd Grade | Leslie Starks |
| Team Member # 3 | 3rd Grade | Shanice Barnes |
| Team Member # 4 | 4th Grade | Volante Henderson |
| Team Member # 5 | 5th Grade | Shandrycka Weaver |
| Team Member # 6 | Specials | Shatara Sims |
| Team Member # 7 | SPED | Karen Jacobs |
| Team Member # 8 | Parent Facilitator | Tara Munns |
| Team Member # 9 | Community Stakeholder | Pastor Keith Walton |
| 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 | Mercedes Benz | Tyrone Price |
| Stakeholder # 2 | Going Before and Beyond You | Ladell Gilbert |
| Stakeholder # 3 | Journeys Community Church | Pastor Keith Walton |
| Stakeholder # 4 | Delta Kappa Gamma Rho Chapter | Connie Courtright |
| Stakeholder # 5 | Alpha Kappa Alpha Sorority Inc. Zeta Xi Chapter | Tameka Allen |
| Stakeholder # 6 | U S Army Fort Gordon Base | Signal Corp |
| Stakeholder # 7 | Augusta Fire Department | Lt. Anderson |
| Stakeholder # 8 | Richmond County Marshalls Department | CPT. Sapp |

| | |
|--|---|
| 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? | Surveys and their results, Title 1/Federal Programs Input Parent meetings in person where parents were encouraged to attend and give their opinions, feedback and suggestions. Input from surveys from parent conference results and etc. |
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

| Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement | | |
|---|---|---|
| 1. Exemplary | <p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p> | |
| 2. Operational | 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. | |

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

| Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement | | |
|--|--|---|
| 1. Exemplary | 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 Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

| | |
|---|--|
| <p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Georgia Health Climate Survey results, Title One parent survey results, Title 1 Parent Input Night survey results, teacher and parent comments.</p> |
| <p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p> | <p>In the Health Climate survey results, 86% of the students indicated that they felt supported by their relationships with friends, family, and adults at school which has trended about the same since Fall 2020. Meanwhile, students have trended down in the following categories:</p> <ul style="list-style-type: none"> * Social Awareness: 56% (down 2%) * Self Management: 54% (down 3%) * Grit: 53% (down 1%) * Growth Mindset: 48% (down 3%) * Self-Efficacy: 45% (down 6%) * Emotion Regulation: 37% (down 6%) <p>This data tells us that students feel good about their relationships, however they struggle with perseverance for their academics and possibly behavior due to their inability to regulate their emotions. During parent surveys and parent conference feedback forms, the parents are asking for resources to help their children improve and how to help the children improve at home. This indicates that parents want their students to be successful but may lack resources due to parents inability to perform grade level task, poverty, or homelessness. This is relevant because the data indicates the pass rate of students on the GMAS, and current iReady data is trending down.</p> |
| <p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p> | <p>Student participation in special programs such as peer mediation, mentor programs and counseling as well as parent/student participation in events such as Title 1 Parent Input Meeting, GMAS information meetings and parent workshops and GMAS data.</p> |

| | |
|---|---|
| <p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p> | <p>Students have access to a variety of clubs they can attend. In most cases, there is good participation in student focused clubs, school activities and programs. Student participation is higher for events and clubs that meet during the school day. Student participation is lower for after school events and clubs due to transportation home. The majority of our students are bus riders and do not have transportation outside of the bus to and from school. This data indicates that the majority of our student events should be held during the school day.</p> <p>Students who are identified as 'at risk' by their teachers or other school personnel based on behavior incidents or grades, are offered special programs such as peer mediation, mentors from community stakeholders, and counseling services with school counselor and community stakeholders. Student participation is good for these programs due to the events being held during the school day.</p> <p>Parent Nights and workshops during the school day for GMAS were offered to help parents understand the format and questions on the GMAS. These events were offered in person. Notices were sent home with students in their "Take Home" folders, events were published on teacher webpages, and school Facebook page. Parent attendance was low to these events. In some instances only 1 or 2 parents of students showed up.</p> <p>Parent attendance is much higher for luncheons, student performances and Field Day. These events are also offered in person. In most instances, there were 2 - 3 (sometimes more) parents, guardians, or adults per child in attendance, and there is standing room only. This data may indicate that the need to include academic events during student performances, open house, and other events where the parent attendance is high.</p> |
|---|---|

| | |
|------------------------------------|---|
| What achievement data did you use? | CMAs, GMAS data, and IReady data results. |
|------------------------------------|---|

| | |
|--|---|
| <p>What does your achievement data tell you?</p> | <p>The data indicates that 77.61% of students did not meet the EOG Lexile Midpoint range, 59.11% of students scored Beginning Learners on ELA GMAS, 61.58% of students scored Beginning Learner on Math GMAS, and 70.59% of students scored Beginning Learner on Science GMAS. Students in grade 3 have shown an increase of 2% in Beginning Learners in Reading and an increase of 22% in Beginning Learners in Math. Students in grade 4, have shown an increase of 1% in Beginning Learners in Reading and an increase of 1% in Beginning Learners in Math. Students in grade 5, have shown an increase of 11% in Beginning Learners in Reading, 05 increase of Beginning Learners in Math, and 5% increase in Beginning Learners in Science. The following student demographics scored Beginning or Developing learner on the ELA GMAS:</p> <ul style="list-style-type: none"> * Multi-racial: TFS * Black: 89.57% * White: 76.47% * Hispanic: 80% * Asian/ Pacific: TFS * Special Ed.: 90.58% * ESOL: TFS |
|--|---|

| | |
|--|--|
| | <p>iReady data at the end of the 2022 - 2023 school year indicates that 11% of the students are 3 or more grade levels behind, 13% of students are 2 grade levels behind, 30% of the students are 1 grade level behind, 22% of the students are early on grade level, and 25% of the students are mid or above grade level.</p> <p>This data is trending up for Beginning or Developing Learners. However, the iReady data indicates that the students are trending towards on to above grade level. Therefore, since the majority of our students seem to be scoring below proficient on the GMAS and iReady, data indicates that there is a need to increase the rigor and research based instruction at the tier 1 level to all students.</p> |
|--|--|

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|------------------------------------|-------------------|
| What demographic data did you use? | Ethnicity and SWD |
|------------------------------------|-------------------|

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|--|---|
| What does the demographic data tell you? | <p>The majority of our population is African American students. Less than 12% of African American students are "proficient" in Reading and in Math. Our students with disabilities are less than 9% "proficient" in both reading and math. Therefore since the majority of are students are below proficient in Reading and Math, there is a need to increase the rigor and research based strategies for all students in Tier 1 instruction.</p> |
|--|---|

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? | Most of our teachers are passionate about their profession. Teachers are willing to learn and most have a growth mindset. Most teachers are doing some form of learning centers and have some knowledge of research based instruction. Basic expectations of learning targets and standards posted are being followed. Instruction follows the sequence of the curriculum. However, the pacing is inconsistent, and there is a lack of depth and connection of the standards to real world application. |
| 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 leadership team needs to use data from TKES, ELEOT, EWALKs, Intervention, and Foundations Walk-Throughs to inform their actions. The Leadership Team members need to coach teachers on following the pacing guide, rigorous standards based instruction, and connecting the standards to real world applications. |
| 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? | All teachers need to be instructed on how to teach literacy skills and students need to be more actively engaged in reading and writing daily. The leadership team needs to monitor to ensure that the curriculum from the structured literacy courses are going implemented with fidelity. |
| 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? | Parents attend events where there is a student performance, or student involvement. We typically hold these events as a school wide event. Therefore, we need to plan to improve parental involvement by dividing nights by grade level spans to include information sessions along with performances. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| 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? | Students have a variety of needs and the school has a food pantry, a clothes closet for student needs, and "Backpack buddies" through Golden Harvest Food Bank. |
|---|---|

| | |
|---|--|
| 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? | Students need additional meals on the weekends, and a few of our students are homeless. There is a layer of poverty in this section of the county. |
|---|--|

| | |
|---|--|
| 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? | Students are at least two grade levels below in reading and mathematics. Students need strategies for literacy and numeracy. |
|---|--|

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 | Students have shown growth in IReady from the beginning to the end of the school year. Students grew from 16% on or above grade level to 46% on or above grade level. |
|-----------|---|

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.

| | |
|------------|--|
| Challenges | Students with special needs are behind their non-disabled peers. On the GMAS, 90.58% of the students with special needs, scored Beginning or Developing Learner. English Language Learners are also behind native speakers. On the GMAS 75% of ELL students scored Beginning or Developing Learners. |
|------------|--|

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 | 50.26% of the students scored Beginning Learner on the ELA GMAS. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|---|
| Additional Considerations | Teachers need training on research and evidence based Literacy Interventions, along with training on how to teach quality Tier 1 instruction and the proper way of utilizing pacing guides; to help close the gaps students already have. |
|---------------------------|---|

Overarching Need # 2

| | |
|---|---|
| Overarching Need | 86% of students scored Beginning or Developmental Learner on the Math GMAS. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | Teachers need to utilize a 70 minute uninterrupted Math block and receive more training on how to deliver rigorous instruction. Teachers also need to utilize rigorous collaborative planning to ensure standard coverage through instruction. |
|---------------------------|--|

Overarching Need # 3

| | |
|---|---|
| Overarching Need | All of the needs of the students at Hains Elementary are not being met. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

| | |
|---------------------------|---|
| Additional Considerations | Leaders of the school can create events and incentives that are more engaging for students, while incorporating student participation. Leaders can also create more relevant teacher workshops and activities by splitting grade levels and only targeting needed grade level skills/requirements/needs. Leaders of the school will also utilize the Parent Facilitator to create more events for the students to be involved in more frequently. |
|---------------------------|---|

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 - 50.26% of the students scored Beginning Learner on the ELA GMAS.

Root Cause # 1

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

| | |
|----------------------|--|
| Additional Responses | School leaders can provide additional support and PD on new curriculum. School leaders can also provide additional support on aligning pacing guide to curriculum. |
|----------------------|--|

Root Cause # 2

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

| | |
|----------------------|--|
| Additional Responses | School leaders can provide additional support and PD on new curriculum. School leaders can also provide additional support on aligning pacing guide to curriculum. |
|----------------------|--|

Root Cause # 3

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

| | |
|----------------------|--|
| Additional Responses | Teachers lack true collaborative planning for each subject. Many teachers plan one subject and share plans. Teachers need to take ownership of their plans and collaborate together. |
|----------------------|--|

Overarching Need - 86% of students scored Beginning or Developmental Learner on the Math GMAS.

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Teacher lack rigorous planning in Math to ensure standard coverage in instruction. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged |

| | |
|----------------------|--|
| Additional Responses | Teachers need to include the in standard and rigor in depth during the Math instruction block. |
|----------------------|--|

Root Cause # 2

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Teachers lack a 70 minute uninterrupted block for Math. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged |

| | |
|----------------------|---|
| Additional Responses | Teachers need to ensure that there is at least a 70 minutes of uninterrupted time for Math instruction. |
|----------------------|---|

Root Cause # 3

| | |
|--|---|
| Root Causes to be Addressed | Teachers are not using formative assessments to drive instruction. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged |

| | |
|----------------------|---|
| Additional Responses | Teachers need to use the formative assessments in Ready Math as well as the Benchmark assessments in Canvas (district provided) to ensure that the students are familiar with the types of questions on the GMAS. Teachers should also use these assessments to help students fill in gaps of learning. |
|----------------------|---|

Overarching Need - All of the needs of the students at Hains Elementary are not being met.

Root Cause # 1

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Informational teacher workshops and teacher events are not engaging and lack teacher support. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness Title I, Part A - Parent and Family Engagement Program |

| | |
|----------------------|--|
| Additional Responses | Leaders need to be sure to include engaging activities for teachers. Leaders need also to utilize the parent facilitator more so she can design more engaging activities for students to attend. |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Students do not understand the importance of attendance. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I, Part A - Parent and Family Engagement Program |

| | |
|----------------------|---|
| Additional Responses | Students need to understand the importance of attendance and therefore would attend if they knew the benefit. Workshops and events should be relevant to the entire audience. The parent facilitator should create workshops that are designed to help students understand the importance of attendance and how attendance will benefit our students. |
|----------------------|---|

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Parents do not attend when student participation is not included in the event. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I, Part A - Parent and Family Engagement Program |

Root Cause # 3

| | |
|----------------------|--|
| Additional Responses | School leaders should try to include some students participation at each event to help bring in the parents. |
|----------------------|--|



School Improvement Plan 2024 - 2025



Richmond County
Dorothy Hains Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|---|--|
| District | Richmond County |
| School Name | Dorothy Hains Elementary School |
| Team Lead | Rachel McRae |
| 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 Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a) |

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | 50.26% of the students scored Beginning Learner on the ELA GMAS. |
| Root Cause # 1 | Lack of collaborative planning. |
| Root Cause # 2 | Lack of Foundational Tier 1 Literacy Instruction. |
| Root Cause # 3 | Lack of teacher Literacy pedagogy knowledge. |
| Goal | By the end of the 2024-2025 school year, Hains Elementary will increase the content mastery score by 10 points in grades 3rd-5th from 33 points to 43 points in ELA as measured by the GMAS. |

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | Support teachers in completing the Georgia Literacy Academy courses with customized collaborative coaching conversations based on needs-assessment. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | sign-in sheets, agendas |
| Method for Monitoring Effectiveness | teacher feedback, classroom observations |
| Position/Role Responsible | Instructional Specialist, Georgia Literacy Coach |
| Timeline for Implementation | Monthly |

| | |
|---|------|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out | None |
|---|------|

Action Step # 1

| | |
|----------------------|--|
| this action step(s)? | |
|----------------------|--|

Action Step # 2

| | |
|--------------------------------------|--|
| Action Step | Provide direct reading instruction to Students with Disabilities through scripted program according to student scores on the placement test. |
| Funding Sources | N/A |
| Subgroups | Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | observation checklists, Canty data collection spreadsheet |
| Method for Monitoring Effectiveness | student progress on mastery tests |
| Position/Role Responsible | SPED teachers and paraprofessionals, Instructional Specialist |
| 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)? | We Teach to All consultant Laura Epps |
|--|---------------------------------------|

Action Step # 3

| | |
|-----------------|---|
| Action Step | Administer iready reading growth checks monthly to monitor progress toward content mastery. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 3

| | |
|--------------------------------------|--|
| Subgroups | N/A Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Teacher data notebooks |
| Method for Monitoring Effectiveness | iReady progress toward typical and stretch growth |
| Position/Role Responsible | Principal, Asst. Principal, Instructional Specialist, and Georgia Literacy Coach |
| Timeline for Implementation | Monthly |

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

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Build capacity for future years by implementing phonological awareness lessons in K-1st. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Administrative Observations |
| Method for Monitoring Effectiveness | phonological awareness |

Action Step # 4

| | |
|-----------------------------|------------------------|
| Position/Role Responsible | Georgia Literacy Coach |
| Timeline for Implementation | Monthly |

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

Action Step # 5

| | |
|--------------------------------------|---|
| Action Step | Teachers will provide small-group instruction aligned with structured literacy practices on the targeted reading domain based upon student needs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | classroom walk-throughs |
| Method for Monitoring Effectiveness | student progress on reading measures (PA screeners, QPS, iready growth monitoring, DRC beacon) |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist, Georgia Literacy Coach |
| Timeline for Implementation | Weekly |

Action Step # 5

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

Action Step # 6

| | |
|--------------------------------------|---|
| Action Step | Within two weeks following the administration of the universal screener (i-ready), teachers will administer diagnostic assessments to evaluate specific skills to those students scoring well below grade level in any of the reading foundational domains. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Data book checks, RTI process |
| Method for Monitoring Effectiveness | student progress monitoring on the targeted skill |
| Position/Role Responsible | EIP 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)? | |
|--|--|

Action Step # 6

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | 86% of students scored Beginning or Developmental Learner on the Math GMAS. |
| Root Cause # 1 | Teacher lack rigorous planning in Math to ensure standard coverage in instruction. |
| Root Cause # 2 | Teachers are not using formative assessments to drive instruction. |
| Root Cause # 3 | Teachers lack a 70 minute uninterrupted block for Math. |
| Goal | By the end of the 2024-2025 school year, Hains Elementary will increase the content mastery score by 10 points in grades 3rd-5th in Math as measured by the GMAS. |

Action Step # 1

| | |
|--------------------------------------|--|
| Action Step | Engage students at the beginning of each new math unit with a literature connection from the recommended GCTM math literature lists. |
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Lesson plans |
| Method for Monitoring Effectiveness | Classroom observation |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist |
| Timeline for Implementation | Monthly |

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

Action Step # 2

| | |
|--------------------------------------|---|
| Action Step | Provide collaborative planning support to all math teachers in use of the GaDOE Mathematics Standards-Based Classroom Instructional Framework. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation | sign in sheets, agendas, lesson plans |
| Method for Monitoring Effectiveness | classroom observations |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist |
| 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)? | |
|--|--|

Action Step # 3

| | |
|-----------------|---|
| Action Step | Administer i-ready math growth monitoring checks monthly. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 3

| | |
|--------------------------------------|--|
| Subgroups | N/A Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Teacher data notebooks |
| Method for Monitoring Effectiveness | student progress toward typical and/or stretch growth |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist |
| Timeline for Implementation | Monthly |

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

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Math instruction will begin daily with a 5-10 minute number talk. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | observations, schedules, lesson plans |
| Method for Monitoring Effectiveness | classroom observations |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist |
| Timeline for Implementation | Weekly |

Action Step # 4

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

Action Step # 5

| | |
|--------------------------------------|---|
| Action Step | Lesson planning will use the Georgia Math Learning Plans as the primary instructional resource. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | collaborative planning agendas, notes, lesson plans |
| Method for Monitoring Effectiveness | classroom observation, student performance on assessments |
| Position/Role Responsible | Teachers, Principal, Assistant principal, Instructional specialist |
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | All of the needs of the students at Hains Elementary are not being met. |
| Root Cause # 1 | Informational teacher workshops and teacher events are not engaging and lack teacher support. |
| Root Cause # 2 | Parents do not attend when student participation is not included in the event. |
| Root Cause # 3 | Students do not understand the importance of attendance. |
| Goal | By the end of the 2024-2025 school year, Hains Elementary will continue to build a supportive learning environment that integrates social, emotional and academic support and instruction to increase student attendance from 77.58% to 88 %, decrease student suspensions and decrease the percentage of the student/staff low ratings on the SHS and SAI surveys. |

Action Step # 1

| | |
|--------------------------------------|--|
| Action Step | We will increase the student attendance by offering incentives through PBIS celebrations and other types of celebrations such as for good/perfect attendance each quarter. |
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Monthly Attendance reports from IC |
| Method for Monitoring Effectiveness | Discussions of effectiveness and data in Attendance Team weekly meetings |
| Position/Role Responsible | Attendance Team and PBIS Team |
| 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)? | |
|--|--|

Action Step # 2

| | |
|--------------------------------------|---|
| Action Step | We will increase teacher engagement at collaborative planning and professional learning sessions by allowing teachers to choose what they need (instead of a 'sit and get' method). |
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Sign in sheets |
| Method for Monitoring Effectiveness | Sign in Sheets, SAI Surveys |
| Position/Role Responsible | Principal, Assistant Principal, Instructional Specialist |
| 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)? | |
|--|--|

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). | Title 1 Parent Survey, Climate surveys and the faculty and staff survey results. |
| 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 majority of students and out of field teachers are equitably distributed. |
| 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). | Instructional specialist provide professional learning and teacher support coaching for teachers in literacy best practices. MTSS facilitator identifies the most academically at risk students in the school and plans for targeted instruction to those students needs. FEV Tutor a computerized tutoring program designed to aid Tier 1 students with mastering grade level standards. The Reflections Paraprofessional keeps our delinquent and our behavior at risk students in our school setting. |
| 4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | This is non-applicable to us because our a school wide Title 1 school. |

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. | STP- A Pre-Kindergarten program that prepares students for Kindergarten in the local school setting. |
| 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. | N/A |
| 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. | PBIS is our school wide discipline program. |

ADDITIONAL RESPONSES

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