



Comprehensive Needs Assessment 2021 - 2022 School Report



**Bartow County
Euharlee 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 | Jim Bishop |
| Team Member # 2 | Assistant Principal | Dana Smith |
| Team Member # 3 | teacher | Pat Boyter |
| Team Member # 4 | teacher | Kristen Stevens |
| Team Member # 5 | teacher | Amanda Segars |
| Team Member # 6 | teacher | Ann Bagley |
| Team Member # 7 | teacher | Amy Pullen |

Additional Leadership Team

| | Position/Role | Name |
|------------------|---------------|-----------------|
| Team Member # 1 | teacher | teacher |
| Team Member # 2 | teacher | Carrie Evans |
| Team Member # 3 | teacher | Teressa Cates |
| Team Member # 4 | teacher | Marty Garrett |
| Team Member # 5 | teacher | Erin Gough |
| Team Member # 6 | teacher | Jane Oliver |
| Team Member # 7 | teacher | Stephanie Hardy |
| Team Member # 8 | | |
| Team Member # 9 | | |
| Team Member # 10 | | |

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

| | Position/Role | Name |
|-----------------|---------------|---------------|
| Stakeholder # 1 | Parent | Cyndi Gravely |
| Stakeholder # 2 | | |
| Stakeholder # 3 | | |
| Stakeholder # 4 | | |
| Stakeholder # 5 | | |
| Stakeholder # 6 | | |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
|--|--|
| <p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p> | <p>All stakeholders were invited to the school revision meeting May 27 to provide input into the needs assessment. Additional input meetings were scheduled for June 7 and June 8. Additionally, the needs assessment will be available on the school website and in the front office for stakeholders to provide input. Stakeholders are invited to participate and provide input in formal settings as well as in informal opportunities that may occur during the year.</p> |
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

| | |
|--|--|
| <p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Title I Parent Survey results were utilized to determine areas of strength and areas where growth was needed.</p> |
|--|--|

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|--|--|
| <p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p> | <p>Stakeholders indicated that more information on various ways to become involved in their child’s education would be helpful. Seventy-six percent of those surveyed believe the school does well at making parents feel welcome. Eighty-four percent stated that the school does quite well or extremely well at communicating. However, 38% of responders stated that the school inconsistently provided information about their child’s progress. Ninety-two percent of parents believe the school has high expectations for students, but 31% were not clear on what students were expected to learn.</p> |
|--|--|

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|--|---|
| <p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p> | <p>Sign In sheets, minutes, online surveys, social media, and emails were used.</p> |
|--|---|

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| <p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p> | <p>Members from all grade levels, support staff, and parents participated in decision making processes.</p> |
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| What achievement data did you use? | GMAS, DIBELS, Reading Inventory, Write Score, and MAP data was used for analysis. |
|------------------------------------|---|

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| What does your achievement data tell you? | <p>As a school, only 58% of students ended the year at or above benchmark on the DIBELS composite score. Kindergarten had the highest percentage at 67% while fourth grade was the lowest at 51% at or above benchmark. The Effectiveness of Instructional Support Levels report shows that we do well at maintaining the performance level of students needing only Tier 1 support. Eighty-eight percent of students who started the year at or above benchmark maintained that status at the end of the year. While Kindergarten and 1st grade did relatively well at moving Tier 2 students to Tier 1 support with 72% of students able to move up a level, grades 2- 5 were less successful. In those grade levels, only 32% of Tier 2 students and 36% of Tier 3 students were able to move up a level.</p> <p>Reading Inventory continues to be a low-point for Euharlee. The percentage of students by grade level scoring proficient or above is as follows: 56% of third graders, 41% of 4th graders, and 51% of fifth graders. The SIP team believes that a lack of vocabulary, background information, and inference skills are contributing factors to our students' poor performance.</p> <p>The MAP test was administered three times during the school year. K-2 took a reading and math test while the 3-5 test added a language usage and science subtest. Fifty-seven percent of K-5 students met their growth target in reading and 61% met their growth target in math. Sixty-six percent of students scored at or above average in reading and 68% scored at or above average in math. The percent of students scoring at or above average by domain is listed below: Regarding Milestone data, 45.4% of 3-5 students scored proficient or above in ELA which exceeded our fall MAP projections by 4.82%. The percentage of students at the Lexile midpoint or above was 58% in third grade, 37% in fourth grade, and 58% in fifth grade. While 3rd and 5th grade matched MAP projections in this area, 4th grade scored 18% below. In math, 43.4% of students scored proficient or above. This exceeded our fall goal by 18.28%.</p> |
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| What demographic data did you use? | Demographic data from Euharlee's School Information System was used. This allowed the leadership team to look at all students as well as subgroup data. |
|------------------------------------|---|

| | |
|--|---|
| What does the demographic data tell you? | <p>Euharlee Elementary serves 4933 students in grades PreK through fifth. Fifty-one percent of our students are economically disadvantaged identifying Euharlee as a Title I school. Euharlee's enrollment by ethnicity/race is as follows: White (77%), Black (9%), Hispanic (8%), and Multi-racial (5%). Thirteen percent of Euharlee's student population are served by the Exceptional Education department. Two percent of Euhalee's students are served through the ESOL program and six percent are enrolled in the Gateway program.</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

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|--|--|
| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Instructional rigor is an area that needs additional development as indicated by the data collection analysis. Curriculum documents do exist but instruction in some areas lack the intended rigor of the required standards. Most teachers create an academically challenging learning environment. However not all teachers solve real world problems that require advanced effort. Some teachers teach higher-order thinking skills and processes. Nearly all teachers establish and communicate clear learning targets and success criteria. Not all students are taught and required to actively monitor their own progress. Individual goal setting and rewards need to be implemented more consistently. In addition, grading practices used by teachers in most but not all grade levels consistently provide an accurate indication of student progress. The alignment of assessments with standards and collaboratively analyzing results has become a strength due to implementation of PLC practices.</p> |
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Administration and the school leadership team has improved in creating a sense of urgency for needed changes and effectively communicate a common vision with stakeholders. Shared decision making opportunities has increased and become a strength. The school improvement plan is regularly monitored by the Guiding Coalition and subcommittees. Established subcommittees have addressed specific needs with adjustments being made based on data driven decisions. The goal for this year will be to increase the capacity of Guiding Coalition members to become direction setting leaders within the school.</p> |
| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Administration and staff routinely collaborate to improve individual performance. Leadership team members will provide feedback on collaborative team performance in three week cycles. Professional learning needs to include follow-up with feedback and coaching. More extensive monitoring of the impact of professional learning on student learning needs to occur. This will be a teacher led endeavor with grade levels conducting monthly academic impact checks.</p> |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|--|
| <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Euharlee continues to do well in connecting family and community members to the school and outside agencies and resources when needed. The staff will continue to work to promote more clear and open communication with parents. Building capacity with families and community stakeholders will continue to be a focus. Parenting classes will be made available on a trial basis. The staff will communicate grade level expectations to parents especially with regards to essential standards. More frequent communication with parents regarding current achievement levels will be provided. As more in person meetings being to occur, quarterly PAWS meetings will resume with more opportunities for stakeholders to participate in collaborative decision making.</p> |
| <p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Teachers will continue to enhance their strategies to teach higher-order thinking skills and actively engage students. Teachers will collaboratively develop rubrics and exemplars and teach students how to use these to monitor their own progress. A concrete to complexity table will be used to provide clarity on rigor expectations at Tier 1. We will work to increase the frequency of celebrations to recognize the achievements of students and staff.</p> |
| <p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Trending data indicates that the number of students qualifying for free/reduced meals has shown an increase over the past several years. However the current percentage (51%) has remained consistent over multiple years.. The demographic data supports that we will continue to have multiple subgroups including White, Black, Hispanic as well as an Economically Disadvantaged subgroup, Students with Disabilities, and ELL.</p> |
| <p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>DIBELS data indicated that Kindergarten and first grade did well in teaching Phone Segmentation with 82% of students performing at or above benchmark. First grade also did well on Nonsense Word Fluency- Whole Words Read with 86% of students finishing at or above benchmark. MAP Domain performance breaks down as follows:</p> <p>Strengths for reading include comprehension of Informational and literary texts. Foundational skills proved to be weaker in grades K-2. In math, our students scored better in Numbers and Operations. Measurement/ Data and Operations/ Algebraic Thinking were relative weaknesses. On the Georgia Milestones ELA, informational and literary texts also were strengths. Constructed responses particularly the narrative writing response continue to be a challenge for most students. The data indicates there are gaps in vocabulary acquisition skills. In math, Numbers and Operations was our strongest domain. Again, Measurement/ Data and Operations/ Algebraic</p> |

Strengths and Challenges Based on Trends and Patterns

| | |
|--|------------------------------------|
| | Thinking were relative weaknesses. |
|--|------------------------------------|

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 | Based on observed trends and patterns, teachers differentiate instructional processes, environment, and content based on individual needs of students. Collaboration among regular education teachers is also a strength. Most students are fully included in the regular education environment. |
|------------------|--|

| | |
|-------------------|---|
| Challenges | Closing the achievement gaps is an area of concern. Teachers indicate that although there is some progress, the achievement gap often limits student potential to meet end of year grade level standards. Another challenge is finding time for Special Education teachers to plan with regular education teachers. Attendance and motivation was also a concern with specific subgroups. |
|-------------------|---|

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 | According to EHES needs assessment, student achievement scores in writing need to increase in all grade levels. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | No Change |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 2

| | |
|---|--|
| Overarching Need | According to EHES needs assessment, student achievement scores need to increase in Math in all grade levels. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

| | |
|---------------------------|---|
| Additional Considerations | It is difficult to determine data patterns. Grade level data shows strengths/weaknesses in different domains. |
|---------------------------|---|

Overarching Need # 3

| | |
|---|--|
| Overarching Need | According to data analysis and comprehensive needs assessment, the number of students reading on or above grade level needs to increase. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

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 - According to EHES needs assessment, student achievement scores in writing need to increase in all grade levels.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Students have a lack of stamina/fluency when reading long passages and writing to the prompt. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | We are falling short of the recommended 60 minutes of writing each day. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 3

| | |
|--|---|
| Root Causes to be Addressed | Consistency of writing strategies among all grade levels needs to be further developed. |
| 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 - Improving Academic Achievement of Disadvantaged Others : |

| | |
|----------------------|--|
| Additional Responses | We have worked on creating consistency in expectations within the vertical writing committee. Recommendations were developed and will be implemented during the 2021-22 school year. |
|----------------------|--|

Root Cause # 4

| | |
|--|--|
| Root Causes to be Addressed | Students struggle to self-monitor and assess their writing using a rubric and strategies checklist. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Overarching Need - According to EHES needs assessment, student achievement scores need to increase in Math in all grade levels.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Lack of parental understanding of grade level standards and expectations. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program |

Root Cause # 1

| | |
|-------------------|--|
| Impacted Programs | Title III - Language Instruction for English Learners and Immigrant Students |
|-------------------|--|

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

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Inconsistent math vocabulary choice and instructional strategies. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Lack of consistency and collaboration across grade levels ensuring all essential standards are taught with rigor. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 4

| | |
|--|--|
| Root Causes to be Addressed | Lack of student fluency in mathematics. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Overarching Need - According to data analysis and comprehensive needs assessment, the number of students reading on or above grade level needs to increase.

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Lack of stamina/fluency and independent use of comprehension strategies when reading longer passages. |
| 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 - Improving Academic Achievement of Disadvantaged Others : |

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

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Lack of phonemic awareness and phonics sequence of instruction beyond Kindergarten. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

Root Cause # 2

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

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | An imbalance of informational vs literacy texts and supporting resources (novels, paired text, and basal). |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 4

| | |
|--|--|
| Root Causes to be Addressed | Inconsistencies across the school in the level of rigor used in Tier 1 instruction. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 5

Root Cause # 5

| | |
|--|--|
| Root Causes to be Addressed | Lack of parental knowledge of reading essential standards and how to support reading at home. |
| 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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students |

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



School Improvement Plan 2021 - 2022



**Bartow County
Euharlee Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|-------------|----------------------------|
| District | Bartow County |
| School Name | Euharlee Elementary School |
| Team Lead | Jim Bishop |

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

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| <input checked="" type="checkbox"/> | Free/Reduced meal application |
| <input 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 | According to EHES needs assessment, student achievement scores in writing need to increase in all grade levels. |
| Root Cause # 1 | Consistency of writing strategies among all grade levels needs to be further developed. |
| Root Cause # 2 | Students have a lack of stamina/fluency when reading long passages and writing to the prompt. |
| Root Cause # 3 | We are falling short of the recommended 60 minutes of writing each day. |
| Root Cause # 4 | Students struggle to self-monitor and assess their writing using a rubric and strategies checklist. |
| Goal | By the end of the 2021-22 school year, 60% of students will score a 3 or above on grade level writing summative assessments. |

Action Step # 1

| | |
|--|---|
| Action Step | Teach students how to be independent writers who respond on topic to prompts/questions. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership |
| Method for Monitoring Implementation and Effectiveness | Progress monitoring |
| Position/Role Responsible | Teacher |
| Timeline for Implementation | Weekly |

Action Step # 1

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

Action Step # 2

| | |
|--|--|
| Action Step | Teachers will provide a sustained writing period of 10 minutes in reading, math, and science/ social studies. Combined with the 30 minute writing period, students will have 60 minutes of daily writing time. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | lesson plans, observations, Dibels data |
| Position/Role Responsible | teachers |
| Timeline for Implementation | Others : Daily |

| | |
|--|--|
| 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 | Teachers will conference with students to establish and work toward achievement goals using rubrics and checklists. Student capacity for self-assessment will increase as a result of the conferencing. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | progress monitoring data |
| Position/Role Responsible | teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|-----------------|--|
| Action Step | The Writing Committee (ILT) will provide professional development on writing genre instruction and writing across the curriculum. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |

Action Step # 4

| | |
|--|---|
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Sign in Sheets, improved writing scores, observation |
| Position/Role Responsible | Instructional Lead Teacher Writing Committee Members |
| 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 | Each grade level will perform writing prompts to be assessed three times a year. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | writing scores |
| Position/Role Responsible | ILT and teachers |
| Timeline for Implementation | Others : 3 times per year |

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 | Title I parent/family events will be offered to teach parents how to support effective practice of skills at home. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Surveys |
| Position/Role Responsible | ILT/ Teachers |
| Timeline for Implementation | Yearly |

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | According to EHES needs assessment, student achievement scores need to increase in Math in all grade levels. |
| Root Cause # 1 | Lack of student fluency in mathematics. |
| Root Cause # 2 | Lack of parental understanding of grade level standards and expectations. |
| Root Cause # 3 | Lack of consistency and collaboration across grade levels ensuring all essential standards are taught with rigor. |
| Root Cause # 4 | Inconsistent math vocabulary choice and instructional strategies. |
| Goal | The percentage of 3-5 students scoring proficient or above on the Georgia Milestones math test will increase from 43.4% to 50%. The percentage of K-2 students scoring at or above the 50th percentile on MAP math test will increase from 60% to 63%. |

Action Step # 1

| | |
|--|--|
| Action Step | Teach clear and concise mathematical language and support student’s use of language to effectively communicate their understanding of mathematical concepts. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans, Observations, Assessment results |
| Position/Role Responsible | teacher |
| Timeline for Implementation | Others : Daily |

Action Step # 1

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

Action Step # 2

| | |
|--|--|
| Action Step | Increase the level of rigor at Tier 1 including providing quality extension activities for students who are meeting proficiency. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, observation |
| Position/Role Responsible | Teachers, ILT, administration |
| Timeline for Implementation | Others : Daily |

| | |
|--|--|
| 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 | Incorporate regularly timed activities to build students fluence in mathematics. K-number recognition, 1st-addition, 2nd-subtraction, 3rd-multiplication, 4th-division, 5th-mixed computation |
| Funding Sources | Title I, Part A N/A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans, artifacts, goal sheets |
| Position/Role Responsible | Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|--|--|
| Action Step | Improve strategic planning of Tier 2 including the identification of effective strategies. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Collaborative team agendas and minutes |
| Position/Role Responsible | Teachers, LSS |
| 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 | Title I parent/family events will be offered to teach parents how to support effective practice of skills at home. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign In sheet, survey data |
| Position/Role Responsible | teachers, ILT |
| Timeline for Implementation | Yearly |

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

Action Step # 6

| | |
|--|--|
| Action Step | The ILT/ LSS will meet with teachers to discuss effective instructional strategies, update essential standards/ learning targets, and analyze the level of rigor for Tier 1 and Tier 2 instruction and assessment. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Sign in sheets, lesson plans |
| Position/Role Responsible | Administration, ILT, teachers |
| Timeline for Implementation | Monthly |

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

Action Step # 7

| | |
|--|--|
| Action Step | Conference regularly with Tier 3 students to discuss goals and monitor progress toward the exit criteria. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Goal sheets |
| Position/Role Responsible | Teachers, LSS |
| Timeline for Implementation | Monthly |

Action Step # 7

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | According to data analysis and comprehensive needs assessment, the number of students reading on or above grade level needs to increase. |
| Root Cause # 1 | Lack of stamina/fluency and independent use of comprehension strategies when reading longer passages. |
| Root Cause # 2 | Lack of phonemic awareness and phonics sequence of instruction beyond Kindergarten. |
| Root Cause # 3 | An imbalance of informational vs literacy texts and supporting resources (novels, paired text, and basal). |
| Root Cause # 4 | Inconsistencies across the school in the level of rigor used in Tier 1 instruction. |
| Root Cause # 5 | Lack of parental knowledge of reading essential standards and how to support reading at home. |
| Goal | The percentage of 3-5 students scoring at the Lexile midpoint or higher will increase from 45.4% to 50%. The percentage of K-2 students at or above the 50th percentile on MAP Reading will increase from 54% to 60%. |

Action Step # 1

| | |
|--|---|
| Action Step | A balance of literacy and informational text resources will be used for reading instruction. |
| Funding Sources | Title I, Part A N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, observations |
| Position/Role Responsible | Teacher |
| Timeline for Implementation | Weekly |

Action Step # 1

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

Action Step # 2

| | |
|--|--|
| Action Step | Teachers will implement the district phonics scope and sequence with fidelity. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, observations, DIBELS results |
| Position/Role Responsible | Teachers, ILT |
| Timeline for Implementation | Others : Daily |

| | |
|--|--|
| 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 | Teach students how to independently use reading comprehension strategies. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agendas, Sign In Sheets, Observations |
| Position/Role Responsible | ILT, Administration, Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|--|--|
| Action Step | Increase the level of rigor at Tier 1 including providing quality extension activities for students who are meeting proficiency. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, observations, impact check records |

Action Step # 4

| | |
|-----------------------------|------------------------------------|
| Position/Role Responsible | Teachers, Administration, ILT; LSS |
| 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 | The ILT/ LSS will meet with teachers to discuss effective instructional strategies, update essential standards/ learning targets, and analyze the level of rigor for Tier 1 and Tier 2 instruction, assessment, and extensions. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agendas, Sign In sheets, Observations |
| Position/Role Responsible | ILT |
| 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 # 6

| | |
|--|--|
| Action Step | Conference regularly with Tier 3 students to discuss goals and monitor progress toward the exit criteria. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Goal sheets, conference minutes |
| Position/Role Responsible | Teachers |
| Timeline for Implementation | Monthly |

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

Action Step # 7

| | |
|--|--|
| Action Step | Title I parent/family events will be offered to teach parents how to support effective practice of skills at home. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, sign in sheets |
| Position/Role Responsible | ILT, administration |
| Timeline for Implementation | Yearly |

Action Step # 7

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

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

| | |
|--|--|
| <p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p> | <p>The staff of Euharlee Elementary is dedicated to ensuring each child receives a world-class education focused on high academic standards. The staff continuously seeks opportunities for growth and means for improvement. Our Schoolwide/School Improvement Plan was developed and written by our Guiding Coalition along with parent and community representatives. All parents are invited to serve in this capacity. In addition, each member was recommended by the administrative staff based on observed leadership qualities. The Guiding Coalition met initially for one day (May 27) during the summer after data has been analyzed horizontally and vertically during post planning by all staff with recommendations being made. The previous year's plan is then evaluated. The Guiding Coalition looks for patterns and trends in the data as well as overarching needs. A root cause analysis utilizing an affinity diagram is conducted and SMART goals are developed. The parent involvement plan (PIP) and parent compact are also reviewed and adjustments made as needed based on stakeholder feedback. A parent input session occurred on June 7 and 8. In person and virtual opportunities for participation were available. The SIP, PIP, parent compact, as well as the entire process will be reviewed by the entire staff during pre-planning of the 2021-2022 school year. Suggestions for revisions will be noted throughout the school year. The Guiding Coalition will meet monthly to evaluate progress toward the SIP goals. The Guiding Coalition will serve as liaisons between the grade level and administration. The leadership team will also participate in weekly collaborative team meetings to monitor action step implementation. Parent meetings, family nights, newsletters, School Messenger, and the school website will be avenues for parents to receive information as well as provide additional feedback. All stakeholders will receive a copy of the plans at the beginning of the 2021-22 school year. In addition, copies will be available at the front desk. The plans will also be available on our school website. A Spanish version of the plan will available for those in need.</p> |
|--|--|

| | |
|--|---|
| <p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>All teachers within Euharlee are highly qualified in the field they are teaching. A new teacher orientation is provided by the district prior to pre-planning. Each beginning teacher is assigned a mentor who provides ongoing support. Other support personnel, such as administrators and the Instructional Lead Teacher, provide additional support. Professional development is provided during monthly PLC meetings.</p> |
|--|---|

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| <p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>Title I funds will be used to for an Instructional Lead Teacher (ILT) whose main focus will be to model research based instructional strategies in ELA and Math. These are the two content areas of focus in Euharlee's school improvement plan. This focus was determined after an intense data driven analysis using DIBELS data, MAP results, GA Milestones EOG data, and Write Score data. The ILT will work closely with classroom teachers to provide guidance with struggling learners. Interventions with students will take place in order to aid in engaging these students and improve their academic success. The RTI process is in place to identify students experiencing difficulty in mastering standards and assigning them to appropriate interventions. To further improve instructional practices and increase knowledge, professional learning communities meet regularly to discuss rigor and data analysis. Several action steps have been put in place in order to address Euharlee's needs in the area of reading. There will be a 30 minute intervention block set aside in grades K-5. Based on data from the IDI and Dibels, students will be placed in appropriate interventions. Data will be analyzed and discussed on a regular basis through professional learning communities. Changes will be made as needed based on data to increase student achievement.</p> <p>To increase achievement in the area of mathematics and provide continued consistency schoolwide, MAP data will be used to identify school wide strengths and areas for growth. Pre and post test data will be analyzed to determine if students are mastering concepts. Teachers will address skill deficits through small group instruction. Workstations will be purposeful in all grade levels with objectives established. Grades K-5 will have computer assisted supplemental instruction which will address weaknesses and gaps in instruction identified through assessments and MAP diagnostics. Action steps will be put into place to raise rigor across the grade levels.</p> <p>Euharlee has implemented PBIS (Positive Behavior Interventions and Support). This has created a schoolwide sense of community where all students have been taught expectations for the common areas of the school. Since the 2018-2019 school year, PBIS classroom expectations have been the focus and have been implemented successfully. Students are recognized when expectations are being displayed. Parents are essential to student success. Communication with parents take place through phone calls, newsletters, make and take nights, emails, and community outreach programs. The communication mediums aid parents with strategies to help their children with academic success.</p> <p>The leadership of Euharlee fully supports each action step and will work together to ensure success for all students.</p> |
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| <p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also</p> | <p>Euharlee is a schoolwide Title I school.</p> |
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| include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>During the month of May, Euharlee conducts several activities to ensure that students experience a successful transition to the next grade level. A transition night is scheduled so that each PreK-4th grade student and his or her parent(s) can visit a classroom in the grade level. Teachers share information about the upcoming year and provide summer activities for the students. Each grade level will write letters to the upcoming students in their particular grade level. On the first day of school, each student will receive a welcoming letter that will give them some insights of what the new grade level will be like from the eyes of a students.</p> |
| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>The transition of fifth graders to the middle school is one that is addressed through a visitation morning at the middle school where they tour the school and have current middle school students answer any questions that may need to be addressed. A parent night is also held at the middle school. The middle school chorus and band comes to the elementary school to perform and recruit students to participate in these programs.</p> |
| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>Students will participate in the PBIS (Positive Behavior Interventions and Support) program during the 2021-22 school year. There are specific steps in place to encourage students to display the appropriate behavior and reduce the number of office referrals. School wide expectations are taught and reinforced during the year. These practices have resulted in the continuing reduction of office referrals which has increased student engagement and time on task in the classroom.</p> |

ADDITIONAL RESPONSES

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

The School Improvement Plan is a working document and will be revisited multiple times throughout the year. Revisions will be made as deemed necessary according to achievement, perception, and process data.