Comprehensive Needs Assessment
2022 - 2023 School Report

Crawford County
Crawford County Elementary

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	Paris Raines, Sr.
Team Member # 2	Assistant Principal	Patriece Joiner
Team Member # 3	Assistant Prinicpal	Melissa Valtierra
Team Member # 4	Academic Coach	Theresa Tarver
Team Member # 5	Kindergarten Lead Teacher	Kristina Koch
Team Member # 6	1st Grade Lead Teacher	Alicia Parker
Team Member # 7	2nd Grade Lead Teacher	Keturah Rogers

Additional Leadership Team

	Position/Role	Name
Team Member # 1	3rd Grade Lead Teacher	Esther Wright
Team Member # 2	4th Grade Lead Teacher	Varina Slaughter
Team Member # 3	5th Grade Lead Teacher	Lisa Robinson
Team Member # 4	Specials Lead Teacher	Charles Rice
Team Member # 5	Pre-K Lead	Katie Bennett
Team Member # 6	3rd Grade Teacher	Amy James
Team Member # 7	4th Grade Teacher	Shannon Barker
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	Michelle Mosley
Stakeholder # 2	Business/ Community Partner	Marie Massie
Stakeholder # 3	Retired Educator/ Community Stakeholder	Donna Spillers
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	During initial meetings, building-wide stakeholder teams were established and provided time, resources, and an outline of the CNA. Teachers were asked to take a survey of the CNA. The leadership team and additional stakeholders completed a final analysis of the data and drew conclusions based on the data and input from the stakeholder teams.

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. 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	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. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	✓
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	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	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Climate Surveys, parent surveys from Title 1 Family Engagement nights, PBIS surveys, PL surveys and GA Student Health Surveys.

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?")	CCES received a 4-star rating for Climate in 2019. The climate perception for students in 2019 was 71% positive in 2019. The climate perception for parents was 83% in 2019. The climate perception for personnel was 75% in 2019. Teachers completed a PBIS self-assessment survey to determine the current status of Tier 1 PBIS implementation. Teachers rated the areas for school-wide implementation, non-classroom implementation, and current classroom implementation. The survey was completed on March 9, 2020. ● 71% indicated that PBIS is in place school-wide ● 24% indicated that partially in place school-wide ● 5% indicated that it is not in place school-wide ● 67% indicated that PBIS is in place in non-classroom areas ● 24% indicated that PBIS is partially in place for non-classroom areas ● 8% indicated that PBIS is not in place for non-classroom areas Survey data was collected from parents for the Title 1 Family Engagement Nights. Based on the data ● 85% of parents agreed that the information was clear and easy to understand ● 83% believed the materials used were helpful and contained useful information ● 96% believed that the information presented will assist the parent in helping their child at home ● 90% believed that the presenter answered all of their questions and seemed knowledgeable ● 90% indicated that they would use the techniques that were discussed with their child at home ● 85% indicated that they can better support their child academically after participating in the family engagement events. We compared the data from our Title 1 Parent Engagement attendance for 2019 and 2020.

- 93 participants attended the Student Showcase for K-5th grade
- 49 participants attended the Rockin' the Assessments (3rd-5th grade)
- 41 participants attended Camp-Learn-A-Lot
- 36 participants attended Camp-Read-A-Lot
- 20 participants attended Understanding the GA Milestones and MAP

We can attribute the increase in participation to providing more hands-on activities for parents and students.
In 2020, fewer parents attended the face-to-face events due to COVID-19.
- 9 participants attended CC ESPN PreK and Kindergarten Family Engagement Night
- 19 participants attended the 1st-2nd grade CC ESPN Collegiate Family Engagement Night
- 20 participants attended the 3rd-5th grade CC ESPN Professionals Family Engagement Event

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)	Reading Horizons, Learning Walks, MTSS data, i-Ready (math and reading), Read 180, Math 180, and System 44.

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?")	At the beginning of 2021-2022 school year, we had 130 students on MTSS for reading and 119 students on MTSS for math. Some students in the numbers received MTSS services for both math and reading. The i-Ready data for reading shows growth data from fall to spring. Students scored on or above grade level for each administration. • Kindergarten--9% (fall) --88% (spring) this is an increase of 79% • 1st grade --10% (fall) --38% (spring) this is an increase of 28% • 2nd grade-- 14% (fall) --51% (spring) this is an increase of 37% • 3rd grade-- 34% (fall) --56% (spring) this is an increase of 22% • 4th grade --22% (fall) --44% (spring) this is an increase of 22% • 5th grade-- 18% (fall) --41% (spring) this is a decrease of 23% The i-Ready data for math shows growth data from fall to spring. Students scored on or above grade level for each administration. • Kindergarten--8% (fall) --67% (spring) this is an increase of 59% • 1st grade --2% (fall) --33% (spring) this is an increase of 31% • 2nd grade-- 19% (fall) --37% (spring) this is an increase of 18% • 3rd grade-- 7% (fall) --38% (spring) this is an increase of 31%

	● 4th grade --12% (fall) --44% (spring) this is an increase of 32% ● 5th grade-- 13% (fall) --26% (spring) this is an increase of 13% The Learning Walks data focused on three areas digital tools, high yield instructional strategies, and teacher clarity. The data listed compared 2020-2021 to 2021-2022 ● Digital tools ---55% in 2020-2021--in 2021-2022--24% average for Digital tools used to work collaboratively and digital tools used for research. ● High yield instructional strategies 88% in 2020-2021-- in 2021-2022---82% in 2021--this is a 6% decrease ● Teacher Clarity ---79% (2020-2021)-- in 2021-2022---81% in 2021--this is a 2% increase

What achievement data did you use?	CCRPI scores, GMAS and Lexile data

What does your achievement data tell you?	Spring 2020-2021 MAP reading data mid-point Lexile data ● 1st grade --43% of students scored in the mid-point or higher in the spring this is a 2% decrease from the fall administration ● 2nd grade-- 36% of students scored in the mid-point or higher in the spring this is a 1% decrease from the fall administration ● 3rd grade-- 46% of students scored in the mid-point or higher in the spring this is a 6% decrease from the fall administration ● 4th grade --36% of students scored in the mid-point or higher in the spring--there was no change from the fall administration ● 5th grade-- 43% of students scored in the mid-point or higher in the fall and 42% of students scored in the mid-point or higher in the winter---this is a 1% decrease. Winter MAP reading mid-point Lexile data (2019-2020) (spring data was not available due to COVID-19 school closure) ● 1st grade --47% of students scored in the mid-point or higher in the fall and 45% of students scored in the mid-point or higher in the winter---this is a 2% decrease; ● 2nd grade-- 37% of students scored in the mid-point or higher in the fall and 44% of students scored in the mid-point or higher in the winter---this is a 1% decrease; ● 3rd grade-- 55% of students scored in the mid-point or higher in the fall and 52% of students scored in the mid-point or higher in the winter---this is a 3% decrease ● 4th grade --37% of students scored in the mid-point or higher in the fall and 36% of students scored in the mid-point or higher in the winter---this is a 1% decrease; ● 5th grade-- 43% of students scored in the mid-point or higher in the fall

and 42% of students scored in the mid-point or higher in the winter---this is a 1% decrease.

Winter MAP math data (2019-2020) (spring data was not available due to COVID-19 school closure)
- 60% of our kindergarten students scored on levels 3 and 4--this is a 7% decrease from the fall math MAP administration
- 50% of our 1st grade students scored on levels 3 and 4--this is a 9% increase from the fall math MAP administration
- 46% of our 2nd grade students scored on levels 3 and 4--this is a 5% increase from the fall math MAP administration
- 50% of our 3rd grade students scored on levels 3 and 4--this is a 1% increase from the fall math MAP administration
- 39% of our 4th grade students scored on levels 3 and 4--this is a 1% decrease from the fall math MAP administration
- 47% of our 5th grade students scored on levels 3 and 4--this is a 17% increase from the fall math MAP administration.

What demographic data did you use?	Gender, SWD, SES

What does the demographic data tell you?	In 2020-2021,100% of the students received free lunch; 32.54% of the student population were black and multiracial; 12% of the population were SWD. There were 371 male students and 342 female students enrolled at CCES. In 2021-2022, 100% of students receive free lunch, 33.74% of the student population are black and muliracial; 12% of the population are SWD. There are 373 male students and 365 female students enrolled at CCES.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: Teachers provide a supportive and well-managed environment conducive to learning environment. Most of our teachers establish and communicate clear learning targets and success criteria. Most of our assessments are aligned with the standards. Many teachers use common assessments. Most Instructional decisions are made based on the data. Challenges: An academically challenging learning environment is not evident in all classrooms. Research-based instructional practices are not evident in all classrooms. Not all staff members use technology to enhance student learning. Some students actively monitor their progress. Many teachers use common assessments; however, the assessment data is not frequently discussed to make adjustments in instruction.

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?	Strengths: Our administrators build and sustain relationships with staff and students. We use a few processes to analyze data to improve student achievement. Administrators frequently monitor the performance of teachers using multiple sources of data. Feedback related to performance is provided in a timely manner. The leadership team has been established and norms are followed. Adjustments are made to the school improvement plan based on data analysis with a focus on student performance. Challenges: Resources are not monitored frequently to support continuous improvement. Change is often initiated to improve staff performance and student learning, but the change is not sustained. There are not many structures in place for staff to be involved in shared decision-making or problem solving. The leadership team is not primarily focused on data analysis.

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?	Strengths: Professional learning needs are identified by using multiple sources of data. Expectations are designed for implementation of professional learning. Resources are allocated and systems are in place to support and sustain professional learning. There is a culture of collaboration between administration and teachers to improve individual and collective performance. Challenges: There are not many structures in place to involve staff in shared decision-making or problem solving. Some resources and systems are allocated to sustain and support professional learning. Professional learning

Strengths and Challenges Based on Trends and Patterns

	on staff practices is monitored and evaluated sporadically. All teachers do not need the same professional learning.

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?	Strengths: The school has created an environment that welcomes, encourages, and connects family and community members to the school. We have an active Title 1 Family Engagement Coordinator and PTO for the school. We have quarterly family night events hosted by our Title 1 Family Engagement Coordinator. Additionally, parents are provided a virtual option for parent conferences, MTSS meetings, and IEP meetings. We use Class Dojo, phone calls, newsletters and weekly signed papers to communicate with parents. The school staff communicates academic expectations to parents throughout the school year. Challenges: Parental participation has improved, but it is not where it needs to be (i.e. low participation at events). There are not enough agencies and community resources to meet the needs of students, i,e, Boys and Girls Club, Big Brothers Big Sisters, after school programs for all students, etc.

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?	Strengths: Teachers provide a supportive and well-managed classroom environment that supports student learning. Rituals and routines are in place to maintain a safe and orderly classroom. Expectations are communicated to students and parents. A culture of trust and respect has been establish to promote positive interactions and a sense of community is evident throughout the school. Administrators frequently visit classrooms. Challenges: The staff sometimes supports the personal growth and development of students by providing counseling, goal setting, time management, and problem solving opportunities. There are few celebrations or events to recognize the accomplishments of staff and/or students regularly.

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?	Strengths: We have an ethnically diverse group of students. Approximately 7% of our students are served through our gifted program. The identified challenges include our student population is 47.1% disadvantaged. Our SWD population is 17% with 115 students being served in our Special Education Program. Approximately 37% of our students are being served for EIP services. 253 students are served in the program.

Strengths and Challenges Based on Trends and Patterns

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?	Our CCRPI score for 2019 was 57.9. Based on the data collected, we noticed that our students have shown slow growth in reading and math. However, the growth is not significant. All teachers in grades K-2nd provide daily phonics instruction using Reading Horizons. This is the second year that teachers in grades K-2 have provided systematic phonics instruction to our students. Third grade teachers have implemented phonics instruction this year. This is the second year that all teachers have taught reading. Prior to teaching reading, teachers in 3rd-5th grades were departmentalized. Training has been provided to teachers in K-3rd grades using the Growing Readers strategies. Teachers meet collaboratively and share resources and strategies. However, it was noted that implementation of programs is not consistent throughout the school. There needs to be a system in place for monitoring the implementation and use of programs.

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	We have a small EL population. However, we have an ESOL teacher to work with the students. We have 2 GAA classroom for K-2nd and 3rd-5th. The students are served by two certified teachers as well as four paraprofessionals. Students in 3rd-5th have one to one technology to use work on their ---- platform. We also have four certified teachers and three full-time paraprofessionals to provide instructional support to students in 1st-5th grades inclusion classrooms.

Challenges	The GAA classrooms need resources to teach science and social studies. Our self-contained EIP classes serve more students than in previous years. The current EIP population is about 37% or 253 students. Our self-contained EIP classrooms have seen an increase in the number of students being served this year. We only have 2 EIP teachers to serve our EIP students who are not in a self-contained classroom. Our EL population is very small and the county receives very little funding for the students. The biggest challenges for this group is that the ESOL teacher is not able to collaborate with host teachers because of her schedule.

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	Instruction Standard 1: Uses reserach based instructional practices that postively student learning in reading.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Instruction Standard 1: Uses research based instructional practices that positively impact student learning in math.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

Overarching Need	Instruction Standard 2: Creates an academically challenging learning environment.
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	

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 - Instruction Standard 1: Uses reserach based instructional practices that postively student learning in reading.**

Root Cause # 1

Root Causes to be Addressed	Lessons are activity driven not driven by the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a lack of rigous activities aligned to the standards.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Planning is rushed and does not accomplish its intended goals.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is inconsistent planning for instruction, which includes vertical alignment, cohesiveness within the team, and being receptive to feedback.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	There is a lack of accountability for the implementation of strategic literacy skills.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Instruction Standard 1: Uses research based instructional practices that positively impact student learning in math.

Root Cause # 1

Root Causes to be Addressed	Lessons are activity driven not driven by the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a lack of rigous activities aligned to the standards.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Planning is rushed and does not accomplish its intended goals.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is inconsistent planning for instruction, which includes vertical alignment, cohesiveness within the team, and being receptive to feedback.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	There is a lack of accountability for the implementation of framework tasks and the effective use of purchased curriculum resources.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Instruction Standard 2: Creates an academically challenging learning environment.

Root Cause # 1

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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There are a lack of adequate resources to teacher science lessons with rigor.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Teachers are pulling from various resources which might not align to the standards.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	We do not have a quality science curriculum which offers a variety of literacy-based cross curricular activities.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

School Improvement Plan
2022 - 2023

Crawford County
Crawford County Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Crawford County
School Name	Crawford County Elementary
Team Lead	Theresa Tarver, Academic Coach
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instruction Standard 1: Uses reserach based instructional practices that postively student learning in reading.
Root Cause # 1	There is a lack of accountability for the implementation of strategic literacy skills.
Root Cause # 2	There is a lack of rigous activities aligned to the standards.
Root Cause # 3	Lessons are activity driven not driven by the standards.
Root Cause # 4	Planning is rushed and does not accomplish its intended goals.
Root Cause # 5	There is inconsistent planning for instruction, which includes vertical alignment, cohesiveness within the team, and being receptive to feedback.
Goal	SMART GOAL #1: Increase the percent of students achieving at or above the Lexile mid-points in grades 1st-2nd and 3rd-5th from 2022 to 2023 as measured by NWEA MAP from 34% to 37% in 1st -2nd grades and 44% to 48 in 3rd-5th grades.

Action Step # 1

Action Step	Develop a collaborative planning schedule that will allow teachers enough time to prepare effective lessons. Teachers will plan effective reading instruction lessons on Mondays.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Collaborative planning schedule Agendas Sign-in sheets
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data
Position/Role Responsible	Principal Assistant Principal Academic Coach
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	During collaborative planning, teachers will identify the key vocabulary within the standards and instructional units that will lead to increased comprehension. Teachers will identify high yield instructional strategies to include in the lessons.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Collaborative planning agendas Collaborative planning sign in sheets Collaborative planning meeting minutes Lesson Plans
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data
Position/Role Responsible	Principal Assistant Principals Academic Coach Teachers
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Teachers will use the GA Frameworks, Growing Readers strategies and purchased instructional resources (i.e. Ready Georgia and Reading Horizons) to ensure that planning and instruction is consistent for everyone on the grade level.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Focus Walks Learning Walks
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum Reading Horizons Data
Position/Role Responsible	Academic Coach Teachers Assistant Principal
Timeline for Implementation	Quarterly

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

Action Step # 4

Action Step # 4

Action Step	The academic coach will use an implementation protocol to monitor the use of the frameworks and purchased instructional resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Coherent Instruction
Success Criteria for Implementation	Focus Walks Learning Walks
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum Reading Horizons Data
Position/Role Responsible	Academic Coach
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instruction Standard 1: Uses research based instructional practices that positively impact student learning in math.
Root Cause # 1	Lessons are activity driven not driven by the standards.
Root Cause # 2	Planning is rushed and does not accomplish its intended goals.
Root Cause # 3	There is inconsistent planning for instruction, which includes vertical alignment, cohesiveness within the team, and being receptive to feedback.
Root Cause # 4	There is a lack of accountability for the implementation of framework tasks and the effective use of purchased curriculum resources.
Root Cause # 5	There is a lack of rigous activities aligned to the standards.
Goal	SMART GOAL #2: Increase the percent of students achieving at or above the 75th quantile in grades K-5th from 2022 to 2023 as measured by NWEA MAP from 16% to 20% in K-2nd grades and 12% to 16% in 3rd-5th grades.

Action Step # 1

Action Step	Develop a collaborative planning schedule that will allow teachers enough time to prepare effective lessons. Teachers will plan effective reading instruction lessons on Tuesdays.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Collaborative planning schedule
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment Data Unit Post Test Data
Position/Role Responsible	Principal Assistant Principal Academic Coach Teachers
Timeline for Implementation	Quarterly

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	During collaborative planning, teachers will identify key vocabulary within standards and instructional units that will lead to increased comprehension. Teachers will idenify high yield instructional strategies to use with the lessons.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Collaborative planning agendas Collaborative planning sign in sheets Collaborative planning meeting notes Lesson Plans Weekly focus walks Monthly learning walks
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data
Position/Role Responsible	Lead Teacher Academic Coach Assistant Principal Principal
Timeline for Implementation	Weekly

Action Step # 2

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 use the GA Frameworks and purchased instructional resources (i.e. Ready Classroom and i-Ready) to ensure that planning and instruction is consistent for everyone on the grade level.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Agendas Sign-in sheets Lesson Plans Focus Walks
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum
Position/Role Responsible	Teachers Academic Coach Assistant Principal Principal
Timeline for Implementation	Weekly

Action Step # 3

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

Action Step # 4

Action Step	The academic coach will use an implementation protocol to monitor the use of the frameworks and purchased instructional resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Coherent Instruction
Success Criteria for Implementation	Focus Walks Learning Walks
Success Criteria for Impact on Student Achievement	i-Ready MAP Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum
Position/Role Responsible	Academic Coach Assistant Principal Principal
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 # 5

Action Step	NWEA MAP and i-Ready will be utilitzed in K-5th to inform instruction, as well as monitor student growth and mastery towards meeting the standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Coherent Instruction
Success Criteria for Implementation	Focus Walks Learning Walks
Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Weekly

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

Action Step # 6

Action Step	We will partner with Middle GA RESA to provide professional learning on how to effectively use the Math Frameworks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Focus Walks Learning Walks

Action Step # 6

Success Criteria for Impact on Student Achievement	i-Ready Data MAP Data Weekly assessment data Unit Post Test Data Instructional Groupings Report Learning Continuum
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instruction Standard 2: Creates an academically challenging learning environment.
Root Cause # 1	We do not have a quality science curriculum which offers a variety of literacy-based cross curricular activities.
Root Cause # 2	Teachers are pulling from various resources which might not align to the standards.
Root Cause # 3	Lessons are activity or worksheet driven.
Root Cause # 4	There are a lack of adequate resources to teacher science lessons with rigor.
Goal	Increase the percentage of students scoring proficient or distinguished in science on the GMAS in 5th grade from 25% in 2022 to 30% by the end of the 2022- 2023 school year as measured by GMAS.

Action Step # 1

Action Step	Teachers will utilize the Science Instructional Segments (found on GaDOE) and the purchased science curriculum to provide rigorous instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Lesson Plans Focus Walks
Success Criteria for Impact on Student Achievement	Science assessment data USA Test Prep Data
Position/Role Responsible	Academic Coach Assistant Principal Principal
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 incorporate high yield instructional strategies such as cooperative learning, hands-on activities, setting objectives and providing feedback, identifying similarities and differences, and summarizing and note taking in their lesson plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Lesson Plans Focus Walks Classroom observations
Success Criteria for Impact on Student Achievement	Science assessment data USA Test Prep Data
Position/Role Responsible	Teachers Academic Coach Assistant Principal Principal
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Create balanced, classroom assessments that align to the standards to increase academic rigor by using USA Test Prep (Promising) as Pre and Post-Tests in K-5th.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Coherent Instruction
Success Criteria for Implementation	Lesson plans Focus walks Classroom observation
Success Criteria for Impact on Student Achievement	Science assessment data USA Test Prep Data
Position/Role Responsible	Academic Coach Assistant Principal Principal
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 academic coach and teachers will review pre and post test data to determine next steps for instruction after science assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Classroom observation Focus walks
Success Criteria for Impact on Student Achievement	
Position/Role Responsible	

Action Step # 4

Timeline for Implementation	

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	We developed our school-wide plan with various stakeholders. The committee included grade level teachers from each grade level, paraprofessionals, parents, community members, and school administrators. The stakeholders were involved through grade-level meetings, leadership team meetings, and surveys. The team reviewed data to determine strengths and challenges of our instructional practices and determined root causes. The team discussed the results of the CNA and reached a decision for the rating of each standard. The group finalized the data from the CNA. The principal, assistant principals, and academic coach worked collaboratively with the leadership team to develop the school improvement plan. Team members analyzed school data and identified improvement initiatives.

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.	Crawford County Elementary School administrators will ensure that ineffective teachers are placed on a Professional Development Plan (PDP) and assigned a mentor. Professional Development Plans are collaboratively written by the school principal or designee for teachers that need continuous improvement and are receiving Level 1 or 2 evaluations. The plan includes the necessary steps for professional development. The Professional Development Plan is monitored regularly by the principal, designee, and/or academic coach. PDP is monitored approximately 3-5 times per year. The academic coach will assist ineffective teachers in any areas that they need improvement i.e. academics, management, lesson planning, etc. Data must be key in making educational decisions for all students' learning. The Parent's Right to Know is printed in each school's handbook. The parents will be notified immediately if a teacher is out-of-field and not highly qualified. A written notice will be constructed by the principal and sent home to each parent/guardian in the class taught for 20 or more consecutive days by a teacher who does not meet the district's professional qualifications. Principal notifies the Title II-A Coordinator of the date the letters were sent. Principal will make sure that the out-of-field teacher is making adequate progress in acquiring the necessary resources needed to make sure that requirements are being met for certification. Our goal is to make sure that all teachers are highly qualified to meet the educational needs of all (low-income and minority) students. CCES will make sure that novice teachers are enrolled in the district's Mentor/Mentee program. Novice teachers will have an opportunity to observe effective teachers' performances within their classrooms. Academic Coach or Mentor Support Coach will model lessons within the novice teachers' classrooms. Novice teachers can use a video recording to review the lessons to

	improve teaching and learning experiences.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The Title 1 Program at CCES is a school-wide program where all students benefit from evidence-based instructional strategies. Teachers differentiate the learning needs of students. Students are identified for services using the following methods: retention, i-Ready data, MAP data, the EIP Rubric and receiving a failing score on the GMAS for reading and math. Students who score below the 35th percentile on the assessments are idenitifed for EIP services. Students can receive services in both reading and math or one subject. The instructional resources used for reading and math include i-Ready Tools for Instruction, MAP Learning Continuum, Reading Horizons, Walpole, and Reading Street. Instruction is provided in a small group setting. Students in K-3rd receive instruction in 45-minute segments; while students in 4th-5th grades receive instruction in 50-minute segments. Students must meet the program requirement in order to exit the program.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	The Title I program will take place during regular school hours weekly. We have Kindergarten Title I paraprofessionals who work as instructional assistants in the Kindergarten classrooms. These paraprofessionals provide small group and individualized instruction in Reading and Math to our students. CCES has purchased research based technology programs to increase student achievement and engagement. These programs also provide meaningful data that is used to drive our instruction. i-Ready is a standards-based adaptive Math and ELA program that offers students and teachers immediate feedback. We also have Title I paraprofessionals who are in charge of our computer labs. Our Title I computer lab paraprofessionals have participated in professional learning in order to ensure the fidelity of the implementation of i-Ready. Teachers, paraprofessionals, students, and parents are able to review the completed lessons and are provided valuable feedback about what and how students are learning. Teachers utilize these resources during intervention time as well as during small group instruction. Professional development and support is provided to instructional staff to increase curriculum knowledge and provide guidance on instructional best practices. Evidence based instructional strategies include flexible small-group instruction, computer assisted instruction, use of leveled readers, conferencing, feedback, and teacher clarity. PLCs meet to review the data regularly so students may be regrouped and continue to move forward in their learning. Title I Academic Coach plans with and communicates with the teachers and paraprofessionals the progress we are making toward school and district improvement goals. The coach also provides on-site professional learning through modeling and coaching. Our Family Engagement Facilitator supports parents supporting their child's academic progress at school. The Family Engagement Facilitator hosts parent engagement nights so parents can learn strategies to support their child at home. Home and school flyers for parents include homework support,

	newsletters on testing, and a variety of other school/home related information. She also hosts a summer reading camp.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Students coming from Head Start are given a screener to determine beginning early literacy and numeracy skills. Kindergarten teachers host a spring orientation and school tour for upcoming parents and students. Transition packets are also provided for incoming students.

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

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	CCES will continue to implement the PBIS model in the 2022-2023 school year. PBIS is an evidence-based, data-driven process that reduces disciplinary incidents, increases school safety, and improves school climate. PBIS creates consistency for staff and students by teaching expectations for behavior in all aspects of the school environment. The PBIS team will continue to provide monthly incentives to reinforce positive character traits. Relationship building and counseling services will continue to be offered to reduce discipline issues. Students who meet the monthly PBIS goal, will participate in the end of the month PBIS celebration. Teachers continue to provide monthly PBIS lessons to students which is a school-wide expectation.

ADDITIONAL RESPONSES

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