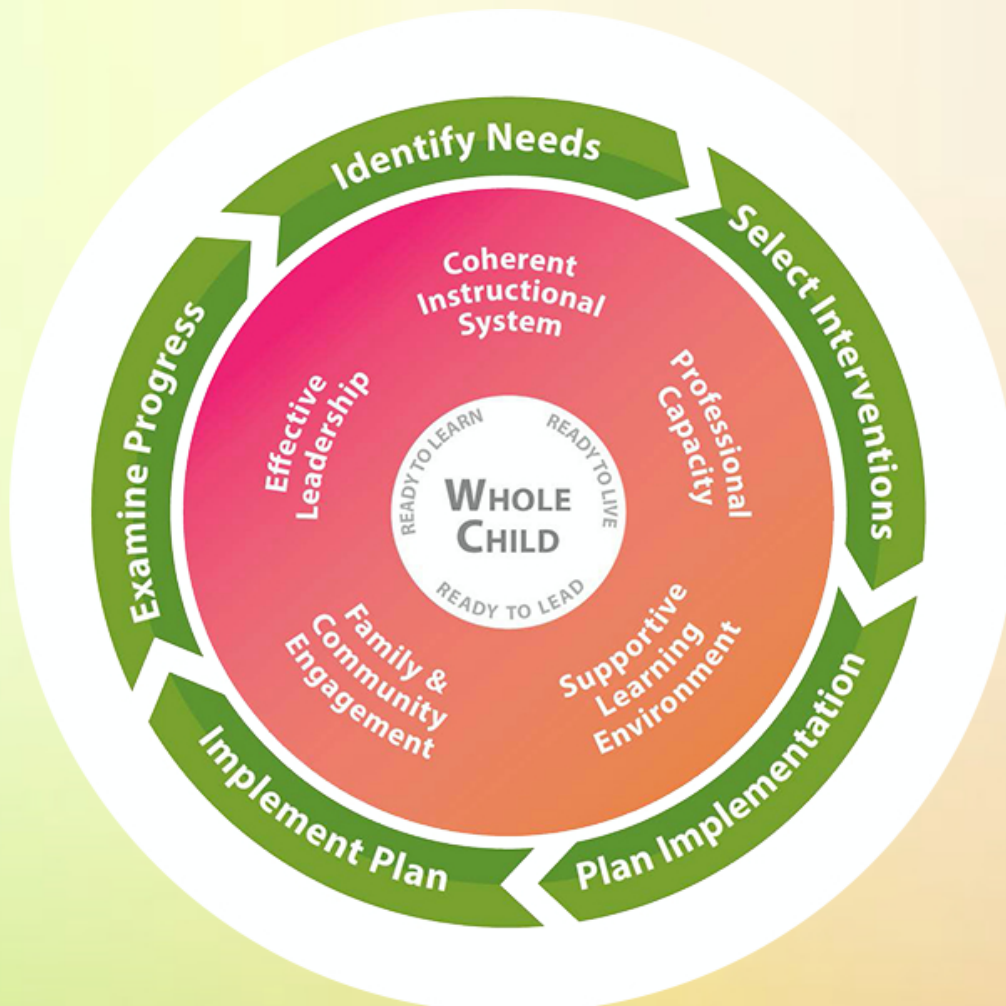




Comprehensive Needs Assessment 2018 - 2019 School Report



Muscogee County
Dorothy Height Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

| | Position/Role | Name |
|-----------------|------------------------------|------------------|
| Team Member # 1 | Principal | Lamont Sheffield |
| Team Member # 2 | Assistant Principal | Meredith Adams |
| Team Member # 3 | Academic Dean | Melissa Thomas |
| Team Member # 4 | Counselor | Mary Bridges |
| Team Member # 5 | Title I Intervention Teacher | Julie Hill |
| Team Member # 6 | Kindergarten Teacher | Yvette Benton |
| Team Member # 7 | 1st Grade Teacher | Elisia Oller |

Additional Leadership Team

| | Position/Role | Name |
|------------------|-------------------|-------------------|
| Team Member # 1 | 2nd Grade Teacher | Katharine Cowell |
| Team Member # 2 | 3rd Grade Teacher | Tomeka Trussell |
| Team Member # 3 | 4th Grade Teacher | Portia Norris |
| Team Member # 4 | 5th Grade Teacher | Donna Thomas |
| Team Member # 5 | Academic Coach | Nichole Foster |
| Team Member # 6 | Academic Coach | Anjeanetta Cooper |
| Team Member # 7 | | |
| Team Member # 8 | | |
| Team Member # 9 | | |
| Team Member # 10 | | |

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

| | Position/Role | Name |
|-----------------|----------------------|-------------------------------------|
| Stakeholder # 1 | Partner In Education | Ft. Benning Soldiers - 254 Infantry |
| Stakeholder # 2 | Partner In Education | Fire Station |
| Stakeholder # 3 | Partner In Education | Walmart |
| Stakeholder # 4 | Partner In Education | 267 American Legion |
| Stakeholder # 5 | | |
| Stakeholder # 6 | | |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
|---|---|
| How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process? | Stakeholders will have the opportunity to provide meaningful feedback throughout the needs assessment process via surveys and quarterly meetings. |
|---|---|

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

| Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school | | |
|--|---|---|
| 1. Exemplary | <p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p> | |
| 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 | <p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p> | |
| 2. Operational | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. | ✓ |
| 3. Emerging | Some structures that promote clear and open communication between the school and stakeholders exist. | |
| 4. Not Evident | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. | |

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

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? | Student surveys, Parent surveys, Faculty surveys , and parent surveys |
|-----------------------------------|---|

| | |
|---|--|
| What does the perception data tell you? | Teachers feel that consistent structures and processes will enhance student learning. The majority of the teachers responded favorably to questions. There were no surprises. The questions dealing with lack of collaborative planning, parental involvement, and student discipline were the lowest rated areas. |
|---|--|

| | |
|--------------------------------|---|
| What process data did you use? | Observations, SWIS, PBIS, PLC Documentation |
|--------------------------------|---|

| | |
|---------------------------------------|--|
| What does your process data tell you? | Formal training in PBIS did not occur for teachers this past year. Teacher did receive training on implementing effective formative assessments. Some teachers are implementing these processes with fidelity. Some grade levels are stronger with implementation than others. We need to improve consistency across the building. When there are breakdowns in a group, the rest of the group takes on increased responsibility to keep the processes in place. |
|---------------------------------------|--|

| | |
|------------------------------------|---|
| What achievement data did you use? | Georgia Milestones and Observational Data |
|------------------------------------|---|

| | |
|---|---|
| What does your achievement data tell you? | We will continue to work to increase overall student achievement. We will continue to streamline instruction and pacing to support transient students, implement strategies to support students who do not speak English, focus on Reading strategies to increase Lexile Levels and improve instructional strategies and RTI to support students varying needs. |
|---|---|

| | |
|------------------------------------|--------------------------|
| What demographic data did you use? | Georgia Milestones, GOSA |
|------------------------------------|--------------------------|

What does the demographic data tell you?

The demographics and financial trends observed by the team include the low socioeconomic status of many of the families at Dorothy Height Elementary School. We also has a very transient population.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

| | |
|--|---|
| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>In terms of curriculum, we are currently in 'Emerging' status. Teachers do not consistently participate in collaborative planning to share their understanding of the curriculum, standards, assessment, and instruction. Consequently, weaknesses are evident in instruction and assessment because only some teachers implement instructional best practices like including rigor in their lessons, creating academically challenging learning environments, and differentiating instruction. We will work on streamlining professional development, observations, and feedback. We will provide content specific examples when necessary and develop Data Team meetings to set high expectations for common assessments and student monitoring.</p> |
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Leadership consistently provides opportunities for collaboration and leadership. Leadership also works to ensure students and teachers have the resources needed to improve instruction. Needs improvement: Monitoring student achievement through the use of data teams will help to identify standards and students needing additional work or where teachers need to focus. The leadership will assure that observational tools are used to monitor implementation of curriculum and all decisions are data driven. Additionally, a common vision and mission will be shared by all stakeholders. The leadership will work on improving in the areas of building and fostering relationships where all staff are fully engaged and timelier feedback is provided.</p> |
| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>There are currently multiple opportunities for professional learning, shared decision making, and the availability of resources to implement professional learning. However, this area can be strengthened by being more strategic with aligning professional learning to the needs identified and providing ongoing support to those in need.</p> |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|--|
| <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>We currently create a well-established learning environment that is warm and inviting to family and community members. It provides opportunities for family members to become actively engaged in school-related events. At our school's monthly meetings, the parenting facilitator and staff members, promote clear and open communication between the school and its stakeholders so that collaborative decision-making is systematic in connecting families with agencies who also promote individual student's ability to be successful at our school. However, as observed by the whole team, regular communication related to individual students and support strategies used to enhance academic achievement at home can be improved.</p> |
| <p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>We fully support students to maximize their personal growth and development. However, currently our school does not consistently make an effort to recognize and celebrate academic achievements of students and teachers throughout the school year. The rules, practices, and procedures set in place are not being sustained to promote positive interactions between students and teachers. Some classroom teachers have not established well-managed and academically challenging environments. Therefore, the support that students need for college and career readiness is still emerging.</p> |
| <p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>The demographics and financial trends observed by the team include the low socioeconomic status of many of the families at Dorothy Height Elementary School. The school currently has an ESOL population and we also have a very transient population.</p> |
| <p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>We are working to increase overall student achievement. We will continue to streamline instruction and pacing to support transient students, implement strategies to support our ESOL population, focus on Reading strategies to increase Lexile Levels and improve instructional strategies and RTI to support students varying needs.</p> |

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

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

| | |
|------------|--|
| Strengths | Strength include professional learning parental involvement opportunities. Teachers know and understand curriculum documents and are provided opportunities for collaboration and leadership. Leadership also works to ensure teachers have resources to increase the efficiency to monitor student achievement. Teachers have clear expectations and have two academic coaches to support the implementation of those expectations. |
| Challenges | Challenges include lack of common and collaborative planning time and high teacher turnover which impacts the effectiveness of professional development. Topics are often repeated instead of mastered because of the need to train new teachers each year. Some classroom teachers have not established well-managed and academically challenging environments. Students are also transient and teachers don't have the opportunity to work with them for the entire year. The number of ESOL students has also been challenging. Some students speak little to no English and some have had no formal education. |

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 | School Climate and Culture |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|--|
| Additional Considerations | Improving the school climate and culture will help support teacher retention and student achievement. We will effectively implement PBIS. The improvement will benefit all stakeholders. |
|---------------------------|--|

Overarching Need # 2

| | |
|---|----------------------------|
| Overarching Need | School-wide Literacy Focus |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | Implementing a balanced literacy framework will improve student academic achievement including comprehension, Lexile levels, and phonics. Teachers will inform and differentiate instruction based on data-driven decisions through collaborative planning and data teams. |
|---------------------------|--|

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 - School Climate and Culture

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | PBIS not fully and effectively implemented with fidelity. No formal training was provided. |
| This is a root cause and not a contributing cause or symptom | No |
| This is something we can affect | No |
| Impacted Programs | Title I - Part A - Improving Academic Achievement of Disadvantaged |

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Teacher referral expectations and processes not clear and consistent. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I - Part A - Improving Academic Achievement of Disadvantaged |

Overarching Need - School-wide Literacy Focus

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Lack of literacy implementation across the curriculum. No formal school-wide literacy/reading practices. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I - Part A - Improving Academic Achievement of Disadvantaged |

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Lack of collaborative planning for teachers to address students' learning needs and no active data team to analyze student data to inform and differentiate instruction. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I - Part A - Improving Academic Achievement of Disadvantaged |



School Improvement Plan 2018 - 2019



Muscogee County
Dorothy Height Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|-------------|----------------------------------|
| District | Muscogee County |
| School Name | Dorothy Height Elementary School |
| Team Lead | Lamont Sheffield |

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

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| <input type="checkbox"/> | Free/Reduced meal application |
| <input checked="" type="checkbox"/> | Community Eligibility Program (CEP) - Direct Certification ONLY |
| <input checked="" type="checkbox"/> | <p>Other (if selected, please describe below)</p> <p>Dorothy Height Elementary School will continue to work to improve the school climate and student achievement. We will work to provide students with limited skills and resources with the opportunities to engage in high interest reading as well as reading that will support increased comprehension. Teachers are also implementing the Gradual Release Framework for instruction to support content acquisition and deepening understanding. We will also establish collaborative planning and data teams to make data driven decisions. Using differentiation and checks for understanding will also increase teachers' abilities to monitor student learning and provide students with needed support, scaffolds, and rigor to grow to the next level of achievement.</p> <p>We will also continue to implement a Positive Behavior Intervention and Supports Team, train faculty, and monitor implementation. We will also be implementing a digital PBIS reward system and reviewing the data on a regular basis will increase its effectiveness.</p> |

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

| | | | | |
|----------|------------|------------|----------|------------|
| Specific | Measurable | Attainable | Relevant | Time-Bound |
|----------|------------|------------|----------|------------|

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

CIS - 1 Planning for quality Instruction
CIS - 2 Delivering Quality Instruction
CIS - 3 Monitoring student progress
CIS - 4 Refining the instructional system

Family and Community Engagement

FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student access
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Effective Leadership

EL-1 Creating and maintaining a climate and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in all classroom
EL-4 Managing the School and its resources
EL-5 Driving improvement efforts

Supportive Learning Environment

SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

Professional Capacity

PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | School Climate and Culture |
| Root Cause # 1 | PBIS not fully and effectively implemented with fidelity. No formal training was provided. |
| Root Cause # 2 | Teacher referral expectations and processes not clear and consistent. |
| Goal | By May 2019, 100% of teachers will be trained in six (6) out of ten (10) Tier 1 critical elements of PBIS with a 90% implementation rate as measured by the Benchmarks of Quality (BoQ) and Tiered Fidelity Inventory (TFI) Tier I crosswalk. |

Action Step # 1

| | |
|--|--|
| Action Step | Critical Element #2: Engage Faculty Commitment |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Discipline Data report, and Surveys |
| Position/Role Responsible | PBIS Team |
| Timeline for Implementation | Monthly |

| | |
|---|------|
| What partnerships 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)? | PBIS |
|---|------|

Action Step # 2

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|--|--|
| Action Step | Critical Element #3 - Develop effective procedures for dealing with discipline |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Discipline Data report, and Surveys |
| Position/Role Responsible | PBIS Team Assistant Principal |
| Timeline for Implementation | Quarterly |

Action Step # 3

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| Action Step | Critical Element #4 - Develop a Data Entry and Analysis Plan |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Discipline Data report, and Surveys |
| Position/Role Responsible | PBIS Team |
| Timeline for Implementation | Monthly |

Action Step # 4

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|--|--|
| Action Step | Critical Element #5 - Develop Expectations and Rules |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Discipline Data report, and Surveys |
| Position/Role Responsible | PBIS Team, Faculty/Staff |
| Timeline for Implementation | Yearly |

Action Step # 5

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|--|--|
| Action Step | Critical Element #6 - Established a Reward/Recognition Program |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Data from Digital Reward Systems, Discipline Data report, and Surveys |
| Position/Role Responsible | PBIS Team, Faculty/Staff |
| Timeline for Implementation | Weekly |

Action Step # 6

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|--|--|
| Action Step | Critical Element #7 - Develop Lesson Plans for Teaching Expectations and Rules |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Lesson plans, and Surveys |
| Position/Role Responsible | PBIS Team, Faculty/Staff, Students |
| Timeline for Implementation | Weekly |

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

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|---|--|
| Overarching Need as identified in CNA Section 3.2 | School-wide Literacy Focus |
| Root Cause # 1 | Lack of literacy implementation across the curriculum. No formal school-wide literacy/reading practices. |
| Root Cause # 2 | Lack of collaborative planning for teachers to address students' learning needs and no active data team to analyze student data to inform and differentiate instruction. |
| Goal | By May 2019, 100% of teachers will implement a balanced literacy framework as measured by observational data. |

Goal Implementation

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

Action Step # 1

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|--|--|
| Action Step | Implement schoolwide 'Literacy Across the Curriculum' strategies. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans, Student work samples, observational data |

Action Step # 1

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|-----------------------------|---|
| Position/Role Responsible | Principal, Assistant Principal, Academic Dean, Academic Coaches, Teachers |
| Timeline for Implementation | Weekly |

Action Step # 2

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| Action Step | Establish collaborative planning and data teams to disaggregate data to inform and differentiate instruction. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Data Team Reports, Student work samples, Common assessments, Meeting Agendas and Sign in Sheets |
| Position/Role Responsible | Principal, Assistant Principal, Academic Dean, Academic Coaches, Teachers |
| Timeline for Implementation | Weekly |

Action Step # 3

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| Action Step | Provide Professional Development on the Gradual Release of Responsibility Framework to all teachers. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Lesson plans, observational data |

Action Step # 3

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|-----------------------------|---|
| Position/Role Responsible | Academic Dean, Academic Coaches, Teachers |
| Timeline for Implementation | Quarterly |

Action Step # 4

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|--|--|
| Action Step | Implement Daily Non-Negotiable Schoolwide Literacy Initiatives including Increased Learning Time (ILT) and Drop Everything And Read (D.E.A.R). |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Master Schedule, Lesson plans, observational data |
| Position/Role Responsible | Teachers, Academic Dean, Academic Coaches |
| Timeline for Implementation | Others : Daily |

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

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| 1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished. | Due to new Administration transitioning in, only the school leadership was able to meet during the Summer to plan and set goals for the 2018-2019 school year. However, we were able to gain feedback from faculty and staff via an End of the Year survey. The leadership team used this feedback to address concerns and establish new ideas. |
| 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. | Extensive efforts are made to attract, support, and maintain Highly Qualified teachers. Teachers who are not Highly Qualified have entered into educational or alternate route programs that will lead to certification. |
| 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 I Instructional Program being implemented at Dorothy Height Elementary School targets ELA, Math, Science, and Social Studies. Teachers will receive training on the Gradual Release Framework with a focus on modeling during focused instruction and questioning, checks for understanding and differentiation during Guided Instruction. Baker also uses Smarty Ants, Achieve 3000, Read Wonders, Guided Reading, F&P BAS, Envision Math, Lexia, and Dreambox to encourage, monitor, and support leveled and high interest reading to increase Lexile Levels. Teachers are supported by two Title I Intervention teachers (math and literacy), and two Title I Academic Coaches. |
| 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 | N/A |

| | |
|--|--|
| <p>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.</p> | N/A |
| <p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | Two Pre-K classes will added this school year. |
| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | N/A |
| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | We will effectively implement a Positive Behavioral Intervention and Supports (PBIS) team to train faculty and staff as well as monitor the implementation of the strategies. We have developed a School Wide PBIS Matrix that includes all expectations and rules for common areas of the school. The team will review data monthly to determine if changes are needed and will share the information with the faculty and staff. |

ADDITIONAL RESPONSES

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