



Comprehensive Needs Assessment 2022 - 2023 School Report



**Hall County
White Sulphur 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	Suzanne Chadwick	Principal
Team Member # 2	Noel Cochran	Assistant Principal
Team Member # 3	Amy Sutton	Instructional Coach
Team Member # 4	Chase Armour	Teacher
Team Member # 5	April Crocker	Teacher
Team Member # 6	Patricia Cole	Teacher
Team Member # 7	Allison Scheman	Teacher

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Phil Brooks/Cheyenne Roper	Teacher
Team Member # 2	Jessyca Nash	Teacher
Team Member # 3	Margaret Bray	Media Specialist
Team Member # 4	Beverly Clark	Teacher
Team Member # 5	Katie Barrett	Teacher
Team Member # 6	Sherry Lambert	Para
Team Member # 7	Andrea Beacham	Teacher
Team Member # 8	Becky Martin	Lunchroom Manager
Team Member # 9	Abi Rocha	Teacher
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	David Collins	Parent
Stakeholder # 2	Angala Burce	Parent
Stakeholder # 3	Fatima Perez	Parent
Stakeholder # 4	Kali Harvey	Parent
Stakeholder # 5	Darlyn Rodriguez	Parent
Stakeholder # 6	Claudia Spinks	Parent Liaison
Stakeholder # 7	Kelly Bell	Community Member (School Council)
Stakeholder # 8		

<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>The team meets several times during the needs assessment process to ensure all members are able to provide feedback. After sections are completed, they are presented to the entire team for feedback/final approval. Leadership Team members worked together to complete the 5 Why's prior to the CNA. Parents and community members shared input at School Council and Parent Engagement Input meetings in the Spring.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<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	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

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	<p>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.</p>	✓
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Perception data analyzed include Title I Parent Surveys and Georgia Health Surveys (Parent, Student & Staff). Staff completed a survey for CNA ratings.</p>
<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Results from the latest Georgia Student Health and Georgia School Personnel surveys indicate Teacher/Staff and Student responses are similar (74.591 and 75.862, respectively), while there were too few parent responses to receive a score. Results suggest greater need for parent involvement at WSES. Student attendance is also a factor impacting both student achievement and climate star rating.</p> <p>Last year's Title I Parent Surveys indicated parents prefer text communication, but limited responses from parents were also received on this survey.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>WSES participates in GSAPS Reviews. Leadership Team and staff also conduct Peer Observations twice yearly. Process data is also collected during TKES observations throughout the year. Quarterly Data Chats are also held with all staff members. The staff also completed the survey for CNA ratings.</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Instructional needs are in the areas of Academically Challenging Learning Environment, Differentiated Instruction, and Students Monitoring their own progress. Continued family/ parent engagement is needed.</p>

<p>What achievement data did you use?</p>	<p>Georgia Milestones End of Grade results, schoolwide reading levels (F & P/DRA short form), GKIDS results, math fluency benchmarks, GLOSS results and 5th Grade opinion writing scores were achievement data sources considered.</p>
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<p>What does your achievement data tell you?</p>	<p>Reading continues to be a weakness at WSES. Less than half of students at WSES are reading on grade level. Twenty percent or fewer of students score in the proficient or distinguished level in Grades 3-5 Milestones across subjects. ELA results from GKIDS continue to decline as well. Although math fluency benchmark results were strong, math Milestones scores show fewer students scoring in the proficient range while more are in the beginning and developing ranges. WSES needs to continue to grow in Reading, ELA and Math achievement.</p>
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<p>What demographic data did you use?</p>	<p>Enrollment data, SLDS, Governor's Office of Student Achievement are all demographic data utilized.</p>
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<p>What does the demographic data tell you?</p>	<p>Almost 94% of WSES students receive free or reduced lunch. Almost 20% of students receive Special Education services. 47% of students are Hispanic; 33% White; 14% Black; and 6% Multi-racial. Forty percent of students at WSES are English Language Learners.</p>
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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>Communicating clear learning targets is a strength. We do well with common assessments using the Hall County common assessments. Our challenges include increasing rigor in instruction and incorporating technology into lessons.</p>
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<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 collects and analyzes data to support staff performance through professional learning and implementation of curriculum and instruction.</p> <p>Weaknesses: Survey data shows leadership is supportive, but can improve with timeliness. Another weakness that leadership needs to ensure family, staff, and stakeholders are engaged in building relationships. This can be solved through external and internal communications.</p>
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<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>Trends show that needs are identified through a variety of data. Expectations for professional learning are defined. Resources are well allocated. Many opportunities exist to practice skills and get feedback and coaching to support professional learning.</p> <p>Collaboration and feedback are occurring, however, they could be strengthened through a variety of appropriate learning designs and with extensive follow up and descriptive feedback. While the monitoring of professional learning it could be improved by identifying and implementing processes to extend student learning.</p>
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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>WSES offers clear communication between family and community. However, we lack systematic process and consistency throughout the school. Although we notice an increase in parental involvement, there is a constant need for growth. WSES is constantly promoting parental involvement in anticipation of increased student attendance. The staff of WSES are collaborating for parent, community and school partnerships.</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>Trends show that most staff believe that we are operational in the area of supportive learning environment. We feel we are strong in the area of providing a supportive and well managed environment conducive to learning. The lowest area, 61%, is recognizing and celebrating achievements and accomplishments. Based on this years GSAPS review academically challenging is also an area of concern.</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>WSES continues to be a very high poverty school with over 94% of students receiving free or reduced lunch. WSES is racially diverse with high populations of Special Education and English Language students. WSES consistently has a student mobility rate above the state average, with 24.2% of students withdrawing within the past year.</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>While completing this needs analysis, the team determined that reading continues to be a weakness at WSES. Less than half of students at WSES are reading on grade level. Twenty percent or fewer of students score in the proficient or distinguished level in Grades 3-5 Milestones across subjects. ELA results from GKIDS continue to decline as well. Although math fluency benchmark results were strong, math Milestones scores show fewer students scoring in the proficient range while more are in the beginning and developing ranges. WSES needs to continue to grow in Reading, ELA and Math achievement.</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	Presently eighteen percent of students are served in Special Education; 94% of students are Economically Disadvantaged; and 40% of students are English Language Learners. Strengths include numerous push-in/inclusion service models as well as strong staff to support these students. Students have access to Instructional Extension, Summer School, and SLAP (School Literacy Action Plan) (remediation/ intervention) daily.
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Challenges	Challenges for these high needs students are achievement in all academic areas and student attendance.
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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	Students are reading and writing below grade level.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Students lack the opportunity to have books in hand, and generally lack experience to make connections with their reading topics.
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Overarching Need # 2

Overarching Need	Students lack an understanding of number sense.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Students are missing the underlying foundational skills.
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Dual Immersion students are reading below grade level in Spanish.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Students lack the opportunity to have books in hand, and generally lack experience to make connections with their reading topics.
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Overarching Need # 4

Overarching Need	Parents are not as involved as we would like for them to be. We need to meet the needs of the families - where they are.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	The overall community is high poverty and the value of education has lessened.
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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 - Students are reading and writing below grade level.

Root Cause # 1

Root Causes to be Addressed	Lack of Comprehension
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Low vocabulary
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of exposure to print and experience
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 Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of books and conversations at home
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 4

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Poverty
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Students lack an understanding of number sense.

Root Cause # 1

Root Causes to be Addressed	Teachers have difficulty filling the math related gaps that are identified in students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers need consistent strategies for using manipulatives to teach the concrete, pictorial, abstract progression.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of a consistent problem solving strategy used throughout the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Cause # 4

Root Causes to be Addressed	Lack of practice, accountability and instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Dual Immersion students are reading below grade level in Spanish.

Root Cause # 1

Root Causes to be Addressed	Students lack reading comprehension.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Spanish phonics instruction has been inconsistent.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Spanish reading instruction has been inconsistent.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Parents are not as involved as we would like for them to be. We need to meet the needs of the families - where they are.

Root Cause # 1

Root Causes to be Addressed	Lack of relationships with parents causing them to feel uncomfortable in the school setting.
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 Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of transportation.
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 - Parent and Family Engagement Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Parents are unable to support educational experiences (i.e. evening events, poor student attendance, few volunteers, etc.).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2022 - 2023



Hall County White Sulphur Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	White Sulphur Elementary School
Team Lead	Suzanne Chadwick
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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are reading and writing below grade level.
Root Cause # 1	Lack of books and conversations at home
Root Cause # 2	Lack of Comprehension
Root Cause # 3	Lack of exposure to print and experience
Root Cause # 4	Low vocabulary
Root Cause # 5	Poverty
Goal	During the 2022-2023 school year, WSES will increase the percentage of students meeting or exceeding their Fall to Spring Projected Growth in the area of Reading (1st-5th grade) as measured by NWEA MAP. Baseline: In the 2021-2022 school year, 44.7% of students met their projected growth from Fall to Spring MAP. Goal: in the 2022-2023 school year, 65% of students will meet their projected growth from Fall to Spring Reading MAP. During the 2022-2023 school year, WSES will decrease the number of 4th and 5th-grade students scoring in the beginning range on the GA Milestones Assessment by 5%. 2021-2022 school year Baseline Data: 3rd Grade 61.2% scored Beginning, 4th Grade 53.3% scored Beginning. Goal: 56.2% or less will score in the Beginning range in 4th Grade and 48.3% or less will score in the Beginning range in 5th Grade as measured by Milestones Cohort scores.

Action Step # 1

Action Step	Ensure that Fountas and Pinnell Phonics, Spelling, and Word Study System is taught with fidelity in K-3.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 1

Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Teachers; Instructional 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)?	
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Action Step # 2

Action Step	Teachers, Paraprofessionals, and Instructional Coach will assist students with reading instruction and participate in ongoing PLCs and Professional Learning opportunities.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Meeting Minutes; PLC Data; Professional Learning Agendas; Sign in sheets
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Administrators, Instructional Coaches, Teachers, Paraprofessionals
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)?	
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Action Step # 3

Action Step	Confer with students daily during Reading and Writing.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist); Formative Assessments, Confering Notebooks
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Teachers; Instructional Coach; Administrators
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)?	
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Action Step # 4

Action Step	Ensure that Hall County's 5 Lesson Components are implemented into daily instruction with fidelity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Instructional 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)?	
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Action Step # 5

Action Step	Increase the number of texts in classrooms that reflect the diversity of our students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 5

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist), Lesson Plans
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Continue reading/writing rewards (i.e. Stamina goals via PBIS Driven, MARC awards) and celebrations for students throughout the year
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 6

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	School calendar; Instructional walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments and increase in number of students meeting reading goals.
Position/Role Responsible	Teachers, Media Specialist, Administrators
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)?	
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Action Step # 7

Action Step	Additional reading support for students (i.e. Instructional Extension, Summer School, Summer Transition Camp, Milestones prep).
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Attendance Records
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments

Action Step # 7

Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Others :

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)?	
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Action Step # 8

Action Step	Ensure Fountas and Pinnell Spelling Routines are implemented with fidelity in grades 4-5.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist); Formative Assessments/F & P Data
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Weekly

Action Step # 8

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)?	
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Action Step # 9

Action Step	Ensure students utilize tools (rubrics, checklists, data notebooks, etc.) to actively monitor their own progress.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs(Observation Checklist). Student Data Notebooks
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Administrators, Instructional Coaches, 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)?	
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Action Step # 9

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)?	
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Action Step # 10

Action Step	We will purchase supplies, equipment, technology, and software to increase numeracy and literacy through student engagement in authentic intelligent work.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by F&P assessments
Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Others :

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students lack an understanding of number sense.
Root Cause # 1	Lack of a consistent problem solving strategy used throughout the school.
Root Cause # 2	Lack of practice, accountability and instruction.
Root Cause # 3	Teachers have difficulty filling the math related gaps that are identified in students.
Root Cause # 4	Teachers need consistent strategies for using manipulatives to teach the concrete, pictorial, abstract progression.
Goal	<p>During the 2022-2023 school year, WSES will increase the percentage of students meeting or exceeding their Fall to Spring Projected Growth in the area of Mathematics (1st-5th grade) as measured by NWEA MAP. Baseline: In the 2021-2022 school year, 42.9% of students met their projected growth from Fall to Spring MAP. Goal: In the 2022-2023 school year, 65% of students will meet their projected growth from Fall to Spring Math MAP.</p> <p>During the 2022-2023 school year, WSES will decrease the number of 4th and 5th-grade students scoring in the beginning range on the GA Milestones Assessment by 5%. 2021-2022 school year Baseline Data: 3rd Grade 34.3% scored Beginning, 4th Grade 53.3% scored Beginning. Goal: 29.3% or less will score in the Beginning range in 4th Grade and 48.3% or less will score in the Beginning range in 5th Grade as measured by Milestones Cohort scores.</p>

Action Step # 1

Action Step	Implement Eureka Math in Grades K-4 with fidelity.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist), formative assessments, Lesson Plans
Success Criteria for Impact on Student Achievement	Increase in scores on MAP assessment
Position/Role Responsible	Administrators, Teachers, Instructional 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)?	
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Action Step # 2

Action Step	Additional support for students (CARES, EIP, Instructional Extension, Summer School, Summer Transition Camp, Etc)
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Attendance, Achievement Data
Success Criteria for Impact on Student Achievement	Increase in scores on MAP assessment

Action Step # 2

Position/Role Responsible	Administrators, Instructional 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)?	
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Action Step # 3

Action Step	Continue Math rewards and celebrations (MARC awards) for students throughout the year
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Math Data, school calendar
Success Criteria for Impact on Student Achievement	Increase in scores on MAP assessment
Position/Role Responsible	Teachers; Instructional Coach
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)?	
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Action Step # 4

Action Step	Ensure that Hall County's 5 Lesson Components are implemented into daily instruction with fidelity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist), Lesson Plans, PLC minutes
Success Criteria for Impact on Student Achievement	Increase in scores on MAP assessment
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
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)?	
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Action Step # 5

Action Step	We will purchase supplies, equipment, technology, and software to increase numeracy and literacy through student engagement in authentic intelligent work.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in scores on MAP assessment
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
Timeline for Implementation	Others :

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Dual Immersion students are reading below grade level in Spanish.
Root Cause # 1	Spanish phonics instruction has been inconsistent.
Root Cause # 2	Spanish reading instruction has been inconsistent.
Root Cause # 3	Students lack reading comprehension.
Goal	During the 2022-2023 school year, WSES will increase by 3% the number of Dual Language students reading at or above the expected Spanish reading level in grades K-5 as measured by the ENIL.

Action Step # 1

Action Step	Ensure that ENIL is taught with fidelity in Grades K-5.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist), Lessons Plans, PLC minutes
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by ENIL assessments
Position/Role Responsible	Instructional Coach and Administration
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)?	
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Action Step # 2

Action Step	Ensure Estrellita is taught with fidelity in Grades K-1.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist), Lessons Plans, PLC minutes
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by ENIL assessments
Position/Role Responsible	Instructional Coach and Administration
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)?	
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Action Step # 3

Action Step	Dual Language teachers will participate in Professional Learning opportunities to support the implementation of ENIL.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Professional Learning agendas/surveys
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by ENIL assessments
Position/Role Responsible	Teachers, Instructional Coach, and Administration
Timeline for Implementation	Others :

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)?	
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Action Step # 4

Action Step	Dual Language teachers will participate in Dual Language PLC monthly.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	School Meeting Calendar, PLC minutes, PLC agendas, Minutes, Sign in sheets
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by ENIL assessments
Position/Role Responsible	Teachers, Instructional Coach, and Administration
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)?	
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Action Step # 5

Action Step	Increase the number of Spanish texts in Classroom libraries.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Instructional Walkthroughs (Observation Checklist)
Success Criteria for Impact on Student Achievement	Increase in reading achievement levels as measured by ENIL assessments
Position/Role Responsible	Instructional Coach, and Administration
Timeline for Implementation	Others :

Action Step # 5

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parents are not as involved as we would like for them to be. We need to meet the needs of the families - where they are.
Root Cause # 1	Lack of relationships with parents causing them to feel uncomfortable in the school setting.
Root Cause # 2	Lack of transportation.
Root Cause # 3	Parents are unable to support educational experiences (i.e. evening events, poor student attendance, few volunteers, etc.).
Goal	During the 2022-2023 school year, WSES will improve positive relationships with students and parents as measured by parent and student survey results and SOS surveys.

Action Step # 1

Action Step	WSES staff will host two specific events for parents to attend off campus. (i.e. cookout, games).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Parent surveys and Parent and Family Meeting sign-in sheet, agendas, minutes
Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Community/Business Team, Counselor, and Parent Liaison
Timeline for Implementation	Others :

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)?	Business partners or PIE will help with donations to fund events.
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Action Step # 2

Action Step	WSES staff will host Family events and Parent Nights, Parent Workshops, and Parent Conferences with resources for parents.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Parent surveys and Parent and Family Meeting sign-in sheet, Agendas and minutes
Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Climate/Business Team, school staff, PTO leadership
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)?	School Council members and PTO members will be used as volunteers to help host events. PTO will be used to help fund the family events.
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Action Step # 3

Action Step	Transportation will be offered for parents to attend parents meetings or conferences if requested. Meetings will be held via Zoom when possible.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Sign in Sheets for Parent and Family Meetings, Parent conferences, and Student Support meetings.
Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Parents Liaison, Admin
Timeline for Implementation	Others :

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)?	WSES will use a taxi service (approved vendor) to transport parents to parent conferences and meetings.
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Action Step # 4

Action Step	WSES staff and students will fully implement PBIS and Sources Of Strength during the school year with a focus on wellness and mental health.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PBIS Documentation, Sources of Strength Documentation, Lesson Plans
Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Administrators, Teachers, Staff, Parent Liaison
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)?	
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Action Step # 5

Action Step	WSES students will participate in Service Learning Projects to build relationships and grow citizenship traits.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	School Calendar

Action Step # 5

Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Administrators, Teachers, Staff, Parent Liaison
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)?	
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Action Step # 6

Action Step	WSES teachers will utilize Morning Meetings/SOS curriculum daily to teach PRIDE, to determine students have a trusted adult in the building and to teach wellness/mental health strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Morning Meeting Documents/Lesson Plans
Success Criteria for Impact on Student Achievement	Increase in climate ratings
Position/Role Responsible	Teachers, PBIS Team
Timeline for Implementation	Weekly

Action Step # 6

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>WSES sought the input of numerous stakeholders during the school improvement process. We have systems in place for input from parents and community members. For example:</p> <ul style="list-style-type: none"> ● Each year we have the Title I Parent & Family Engagement Input meeting to gather feedback from parents. ● We hold quarterly meetings with our school council which has both parents and community leaders. School Council members provide feedback and direction throughout the school year. ● Last year we hosted a GSAPS visit which provided us feedback from teachers, parents, students and outside educators. ● We host Coffee & Conversation with the Administrators twice yearly. This is an informal time for parents to ask questions and give feedback to the Principal and Assistant Principal. <p>We utilize all of this information along with our data to determine goals for the school improvement plan.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>WSES is 47% Hispanic; 32% White; 17% Black; and 7% Multi-racial with 94% of students receiving free and reduced lunch. All of our teachers are highly qualified and teach within their field of study. All paraprofessionals also hold Georgia certification. We work very hard in giving job-embedded professional learning around the latest research-based instructional strategies for struggling learners to ensure our students are receiving the best instruction possible from highly qualified staff.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>WSES implements a schoolwide Title I model. With 94% of students receiving free or reduced lunch, the majority of our students are at risk. We closely monitor data to track student progress throughout the year. We offer the most high-need students different opportunities to close the achievement gap (summer school, Instructional Extension, Kindergarten Camp, ESOL push-in, EIP augmented and reduced class sizes, etc.). Students who continue to struggle are offered tiered MTSS Intervention services and monitoring.</p>

<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>	<p>N/A WSES implements a schoolwide Title I model.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>WSES will support, coordinate, and integrate services with early childhood programs as the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. The following strategies will assist with this transition:</p> <ul style="list-style-type: none"> ● Kindergarten teachers will assess children who register for kindergarten to determine strengths and areas of need. They will use this information to determine instructional goals for students beginning their kindergarten year. ● Kindergarten teachers will host Kindergarten Registration in the spring. Parents can register their children early; take a tour of the facility; and preview the curriculum. This also gives the parents an opportunity to ask questions and share concerns about their young children. ● Kindergarten teachers prepare and distribute a packet of information that contains kindergarten expectations, summer practice, and early reading materials. The children are able to work through the packet with their parents during the summer and become familiar with the type of information they will need to learn (i.e. shapes, colors&hellip;). ● Kindergarten students are invited to Panther Cub Camp for two weeks in July, to prepare for school, and to practice readiness skills with teachers and paraprofessionals. ● Select teachers meet with PreK service providers for special education students transitioning to WSES. ● PreK students attending WSES participate in Step-Up Day in the spring. Students get to visit Kindergarten classrooms, meet teachers, and learn about expectations for Kindergarten.
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<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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>WSES supports the efforts of school staff to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. WSES will fully implement PBIS this school year. WSES has a team of teachers responsible for planning and implementing PBIS. This team has developed behavior expectations and support for various areas (classroom, playground, cafeteria, etc.) Teachers will receive ongoing training as we implement PBIS this year.</p> <p>WSES staff and students reinforce Panther PRIDE (Prepared; Respectful; Inquisitive; Driven; Engaged) daily. Reinforcing these character traits helps limit the need for disciplinary referrals. Teachers and staff work to build relationships through class meetings and Family Groups to reduce discipline issues.</p> <p>An incentive points program will be implemented in 2022-2023 to support PBIS.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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Parent and Family Engagement Policy 2022-2023

What is Parent and Family Engagement?

Family Engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA)

Parent and Family Engagement Policy

- Hall County School District has developed this parent and family engagement policy that establishes the district's expectations for parent and family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe the district's commitment to engage families in the education of their children and to build the capacity in Title I schools to implement parent and family engagement strategies and activities designed to achieve the district and student academic achievement goals. When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more.
- Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school districts to involve parents and family members in their children's education. Consistent with Section 1116, the Hall County School District will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact. In addition, Section 1112(3)(C) of ESSA contains the requirements for effective means of outreach to parents of English Learners. The Hall County School District will work with Title I and Non-Title I schools to involve parents of English Learners in their children's education.

Jointly Developed

The Hall County School District will take the following actions to involve parents and family members in the joint development of its district wide parent and family engagement plan:

- Invite all parents to participate and provide suggestions and ideas during the Annual Stakeholder District Input meeting in April, 2021 to improve this district parent and family engagement policy for the 2022-2023 school year. The district sends an invitation informing all parents about this meeting by posting announcements on the school district website, Hall County Schools Facebook page and shared with all the schools to be distributed via Remind or Infinite Campus Messenger. During this meeting, parents also review, discuss and provide feedback about the Consolidated LEA Improvement Plan (CLIP) and Consolidated Needs Assessment and School Improvement/Title I Schoolwide Program.
- Upon final revision, the district parent and family engagement policy is incorporated into the CLIP which is submitted to the state.

- Invite parent comments and feedback from all parents, any time on the district and school's websites or by submitting written comments regarding their child's school to involve parents in the development of the parent and family engagement policy, the district plan, and the use of parent and family engagement funds.
- Provide parents access to the information in the district's parent and family engagement policy through the district website and engage in open communication about the plan during parent meetings and school advisory meetings.
- Conduct an annual review of parent and family engagement activities and discuss ideas for increasing parent participation by identifying barriers, developing strategies to remove barriers to parent participation, and encouraging the implementation of strategies to support school and family interactions. Solicit parent input as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn.
- Solicit parent feedback and input continuously through school advisory meetings, PTO meetings, workshops, newsletters and school and district websites. All feedback received by the end of May was considered for this policy. Feedback from parents is used to inform the District Parent and Family Engagement Policy so that the evidence-based strategies incorporated into the policy are meaningful and relevant for parents.
- Post the district parent and family engagement policy on the district and Title I school websites, distribute during the annual Title I school meetings and make hard copies available in the front office of each Title I school to the extent feasible.

Technical Assistance

The Hall County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and Family Engagement activities to improve student academic achievement and school performance:

- Provide ongoing assistance and support via the Director of Title I, Assistant Director of Title I, Administrative Assistant of Title I and the district Parent Outreach Facilitator (POF) to all Title I schools to ensure parent and family engagement requirements are being satisfied, and that parent and family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the POF to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the POF will hold bi-monthly meetings and trainings with its Title I schools' parent liaisons to review family engagement plans and activities. Speakers from local businesses and community organizations are regularly invited to present at these meetings to lend their expertise in engaging parents and families and/or sharing resources available to support parents and families. Additionally, the district will convene a meeting in July and August for principals to review Parent and Family Engagement requirements and plan opportunities for Parent and Family Engagement activities and meetings for the following year.
- Offer guidance on appropriate use of parent and family engagement funds along with updates of funds remaining in the parent and family engagement budget.

Reservation of Funds

The Hall County School District reserves 1 percent from the total amount of Title I funds it receives in 2022-2023 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the Hall County School District will distribute 90 percent of the amount reserved to all Title I schools to support their school's local-level parent and family engagement programs and activities. These programs and activities are designed to build parents' and family members' capacity to support their child academically.

Each Title I school will host an annual School Improvement Input Meeting in late Spring for parents to provide suggestions as to how these parent and family engagement funds will be used in the upcoming year at the district and school-level. Additionally, a feedback form is posted on school websites to solicit parent and family input as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn. Suggestions from these meetings and the feedback forms are reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and parent recommendations.

Opportunities for Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend input meetings described in this section to share their ideas and suggestions to help the district, schools, and students in reaching our student academic achievement goals.

Consolidated LEA Improvement Plan Stakeholder Input Meeting ~ April 20, 2023

All parents are invited to receive the latest updates from the Hall County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2022-2023 school year. Notices regarding this meeting will be sent to all parents by posting announcements on the school district website and student information system announcement page and will be communicated in advance of the meeting.

School Improvement Input Meetings~ March 1, 2023-May 19, 2023

During this window of time, each Title I school will host parent input meetings for parents and family members to participate in roundtable discussions to review the school improvement plan, the school's parent and family engagement policies, school compacts as well as provide input on the family engagement budget and programs. Each Title I school will send an invitation to all parents by two different methods included by not limited to student information system, school websites, social media, flyers, newsletters. The invitation will include the date, time and location of the meeting.

District Comprehensive Needs Assessment (CNA) Meeting- May 11, 2023

HCS D parent, students, school and district representatives, community leaders and business partners are all invited to attend this meeting to give input on matters related to the district CNA.

Parent input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for parents and family members to provide their comments.

If you are unable to attend these meetings, please visit <https://www.hallco.org/web/federal-programs/> to review the meeting documents and leave your input.

Building School and Parent Capacity

The Hall County School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following districtwide activities and programs.

Assistance to Parents

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as:

- Georgia Standards of Excellence
- Local Assessments, Georgia Milestones
- Title I, Part A requirements
- Strategies parents can use to support and monitor their child's academic progress
- Partnering with teacher to support their child's academic achievements

Materials and Training

The Hall County Title I Schools will provide informational meetings and workshops for all parents to gain knowledge about the state-adopted standards and the achievement standards, as well as the required assessments for Georgia students including alternative forms of assessment. The dates and locations for these meetings and workshops will be posted on each Title I school's website and/or shared through student information system, social media, newsletters and flyers. Dates and times for these meetings and workshops will be determined and announced by each individual school.

The Hall County School District will also provide a parent toolbox on the district website that will contain resources and materials, including parent guides, study guides, and practice assessments, to help parents work with their children at home. In an effort to assist parents with understanding the online student information system and other digital educational resources, Title I schools or District POF will host workshops for parents. Schools will also provide literacy training workshops. Dates and times for these workshops will be determined and announced by each individual school.

Coordination of Services

The Hall County School District will coordinate and integrate the district's parent and family engagement programs with Head Start through the District Parent Outreach Facilitator (POF). The POF meets with parents providing information and resources to support school orientation for parents and students to assist in successful student transitions to kindergarten. In the spring, the elementary schools will host Kindergarten registration days so parents may receive information to help prepare them and their children for Kindergarten. Also, late in the spring elementary, middle and high schools will work together to assist students and parents with school transitions from elementary to middle school and from middle school to high school. High schools will also work with local colleges and the Early College at Jones to provide helpful information to assist families with transition to college.

Communication

The Hall County School District will ensure that information related to the school and parent programs, meetings, and other activities, is available to all parents in an understandable and uniform format. Parent notifications and resources will be sent home in Spanish and to the extent practicable in other languages. Schools will use bilingual parent liaisons to assist and facilitate EL parent involvement. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local social media, and other school message systems to post information for parents.

Building Staff Capacity to Equip Personnel with Strategies to Increase Parent Involvement

The Hall County School District with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Hall County School District will provide staff development four times a year using Canvas course on strategies to improve communication with parents and ideas to increase family engagement.

Parent and Family Engagement Annual Evaluation

Each year the Hall County School District and its schools conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers and needs of parents and family members to encourage greater participation in family engagement activities and assist with their child's learning (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its Parent and Family Engagement policies.

In the early Spring each Title I school will send home a survey. These surveys will be distributed electronically via Remind or Infinite Campus. Additionally, these surveys will also be posted on the school's website. Each Title I school through their input meetings will design strategies for more effective parent and family engagement.

Hall County Schools will use the results of the survey and input meetings to recommend strategies to improve effective parent and family engagement, to remove possible barriers to parent participation and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Title III Director and Special Education Director to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand to the extent practicable.

Mark your calendars

Consolidated LEA Improvement Plan Stakeholder Input Meeting –**April 20,2023**

School Improvement Meetings- **March 1, 2023-May 19, 2023**

District Comprehensive Needs Assessment (CNA) Meeting- **May 11, 2023**

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, schools, and district personnel at the annual Stakeholder Input Meeting.

This policy was adopted by the Hall County School District in **June 2022** and will be in effect for the **2022-2023** academic school year. The school district will distribute this policy in multiple ways to all parent of participating Title I, Part A children.

White Sulphur Elementary School
2022-23



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Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____

