



# Comprehensive Needs Assessment 2021 - 2022 School Report



**Walker County  
Gilbert 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	Administrator	Beth Pelham
Team Member # 2	Administrator	Troy Green
Team Member # 3	Family Engagement Coordinator	Jennifer Capello
Team Member # 4	Academic Coach	Erin Reynolds
Team Member # 5	Gifted Teacher	Dianne Richardson
Team Member # 6	Teacher Leader	Katie Harris
Team Member # 7	Counselor	Jana Marshall

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher	Tamara Scott
Team Member # 2	Teacher	Jason Hobbs
Team Member # 3	Teacher	Andria Deering
Team Member # 4	Teacher	Amanda Capehart
Team Member # 5	Teacher	Vickie Sholtz
Team Member # 6	Teacher	Rebekah Cantrell
Team Member # 7	Teacher	Jay Lemons
Team Member # 8	Teacher	Bethany Nichols
Team Member # 9	Teacher	Kesha Swanson
Team Member # 10	Teacher	Teacher

## 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	Faith Partner - 2nd Baptist Church of Lafayette	Pastor Mike Peterson
Stakeholder # 2	Primary Health Care	Sandy Matheson
Stakeholder # 3	That's So Mimi	Kim Carlock
Stakeholder # 4	Crushed Tomato	Natalie Burdick
Stakeholder # 5	Parent	Danielle Hogue
Stakeholder # 6	Parent	Adam McGuire
Stakeholder # 7	Faith Partner - Corinth Baptist Church	Mrs. Lindsey
Stakeholder # 8	Walmart	Amy Hall

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?	Our team will ensure that stakeholders are able to provide meaningful feedback through the needs assessment process by invitations being consistently sent out to stakeholders to attend School Council Meetings and other input meetings. Stakeholders who are not available will be emailed information and given the opportunity for individual feedback.
--	---

## 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

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

## Coherent Instruction Data

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

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

<b>Instruction Standard 2</b> -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	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	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

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

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	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

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

## Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
<b>4. Not Evident</b>	A school leadership team does not exist or does not have adequate stakeholder representation.	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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		
<b>1. Exemplary</b>	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
<b>2. Operational</b>	Most support provided to teachers and other staff is targeted to individual needs.	
<b>3. Emerging</b>	Some support provided to teachers and staff is targeted to individual needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
<b>4. Not Evident</b>	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

## Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	✓
<b>2. Operational</b>	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	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

<b>Family and Community Engagement Standard 3</b> -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

<b>Family and Community Engagement Standard 4</b> -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [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>School Health Surveys Family Engagement Plan Survey School Leadership Team Feedback Staff Survey PBIS SWIS Data</p>
--	--

<p><b>What does the perception data tell you?</b> (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>The following information are the results from our family engagement survey:</p> <p><b>Our families would like to see Title One, 1% set aside family engagement funds go towards...</b></p> <ul style="list-style-type: none"> <li>● Family Engagement Coordinator: 13%</li> <li>● Technology Resources: 30%</li> <li>● Parent Resource Center: 16%</li> <li>● Parent Workshops: 16%</li> <li>● Educational Materials for Parents: 25%</li> </ul> <p>The school offers my child a high quality education. Very Satisfied 86% Satisfied 11% Neutral 1% N/A 2%</p> <p>Teachers at this school respect parents and families. Very Satisfied 89% Satisfied 6% Neutral 3% N/A 2%</p> <p>The Principal of this school welcomes communication with parents. Very Satisfied 86% Satisfied 11% Neutral 1% N/A 2%</p>
--	--

	<p>My child's teacher welcomes communication with me.  Very Satisfied 92%  Satisfied 6%  N/A 2%</p> <p>Family-Teacher collaboration helps students be successful in school.  Very Satisfied 92%  Satisfied 6%  N/A 2%</p> <p>I know what I have to do to help my child be successful in school.  Very Satisfied 90%  Satisfied 8%  N/A 2%</p> <p>I feel well informed about my student's academic progress.  Very Satisfied 84%  Satisfied 11%  Neutral 3%  N/A 2%</p> <p>I understand what skills my student needs to learn in this grade level.  Very Satisfied 79%  Satisfied 13%  Neutral 5%  N/A 3%</p>
--	--

<p><b>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)</b></p>	<p>I met with our leadership team and discussed the Data Collection Analysis for our Instructional System, Effective Leadership, Professional Capacity, Family and Community Engagement, and Supportive Learning Environment. Teachers from the Leadership Team provided feedback on each section. A SIP CNA survey was then sent out to our entire staff in a Google Form. We looked at our school's achievement data based on Georgia Milestones and MAP data.</p> <p>Our family engagement coordinator, Mrs. Capello, shared the results of the family engagement survey with our staff, and results were discussed during a faculty meeting of glows and growth opportunities for our school. PBIS behavior data is discussed monthly by our PBIS Team and consistently shared with our staff.</p>
--	--

<p><b>What does the process data tell you?</b> (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>Our teachers' feedback, academic data, and perception data tells us that in the area of Coherent Instruction, we would like to have more clearly define expectations for math and reading standards, instructional practices, common assessments, and analyzing assessment results. We would like for teachers to assume more ownership of professional learning communities by consistently collaborating with one another in order to improve instructional practices, develop common assessments, and analyze assessment results. Our academic coach will focus on specific reading and math standards and model effective teaching strategies and resources to be implemented in the classroom, as well as lead teachers in developing common assessments and analyzing assessment results.</p> <p>In the area of Effective Leadership, our leadership team would like to have a greater focus on student achievement and develop a decision making process to provide input and assist in problem solving. We will have 10 new teachers joining our staff in the 2021-2022 school year. We would like to have in place a mentor program to provide teachers with individual needs, training, and consistent support.</p> <p>In the area of Coherent Instructional Data, we would like to see an increase in teachers utilizing clear learning targets and common assessments aligned with the Georgia Standards of Excellence and a collaborative process to analyze assessment results.</p>
--	--

<p><b>What achievement data did you use?</b></p>	<p>Georgia Milestones Data MAP Data</p>
--	---

<p><b>What does your achievement data tell you?</b></p>	<p><b>MAP Spring Assessment 2021</b> <b>Math:</b> <b>●Low Range</b></p> <p>Kindergarten has 14% of students scoring below the 21 percentile level (red) in math. 1st grade has 16% of students scoring below the 21 percentile level (red) in math. 2nd grade has 33% of students scoring below the 21 percentile level (red) in math. 3rd grade has 41% of students scoring below the 21 percentile level (red) in math. 4th grade has 24% of students scoring below the 21 percentile level (red) in math. 5th grade has 15% of students scoring below the 21 percentile level (red) in math.</p> <p><b>●High Range</b></p> <p>Kindergarten has 21% of student scoring in the 61-80 percentile level (green) and 10% of students scoring in the above 80 percentile level (blue). 1st grade has 12% of student scoring in the 61-80 percentile level (green) and 9% of students scoring in the above 80 percentile level (blue). 2nd grade has 12% of student scoring in the 61-80 percentile level (green) and 8% of students scoring in the above 80 percentile level (blue). 3rd grade has 11% of student scoring in the 61-80 percentile level (green) and 3% of students scoring in the above 80 percentile level (blue). 4th grade has 14% of student scoring in the 61-80 percentile level (green) and 5% of students scoring in the above 80 percentile level (blue).</p>
---	---



	5th grade has 22% of student scoring in the 61-80 percentile level (green) and 6% of students scoring in the above 80 percentile level (blue).
--	--

What demographic data did you use?	<p><b>On the 2019 Milestones Assessment:</b></p> <ul style="list-style-type: none"> <li>● 33% of students scored a Level 1 in ELA.</li> <li>● 33% of students scored a Level 1 Math.</li> </ul> <p><b>Of those students...</b></p> <ul style="list-style-type: none"> <li>● 86% of students scoring a Level 1 on ELA were Economically Disadvantaged.</li> <li>● 41% of students scoring a Level 1 on ELA were Students with Disabilities.</li> <li>● 89% of students scoring a Level 1 on math were Economically Disadvantaged.</li> <li>● 42% of students scoring a Level 1 on math were Students with Disabilities.</li> </ul> <p><b>Level 4...</b></p> <p>1% of students taking the Milestones assessment scored a Level 4 in Math.</p> <p>4% of students taking the Milestones assessment scored a Level 4 in ELA.</p>
------------------------------------	---














What does the demographic data tell you?	This data tells us that our teachers need professional learning on instructional strategies and practices that focus on academic rigor in an effort to decrease our percentage of Level 1 learners and increase our percentage of Level 3 and 4 learners.
--	---

### 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

<b>Coherent Instructional:</b> 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?	In the area of Coherent Instructional Data, we would like to see an increase in teachers utilizing common assessments aligned with the Georgia Standards of Excellence and a collaborative process to analyze assessment results. Teachers need additional training in developing curriculum documents with increased rigor and creating a challenging learning environment.
<b>Effective Leadership:</b> 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?	In the area of Effective Leadership, our leadership team would like to have a greater focus on student learning by consistently analyzing student data and achievement and develop a decision making process to provide input and assist in problem solving. We would like to have a constant visual of our school improvement goals to reference and monitor throughout the school year. We would like to have in place a mentor program to provide teachers with individual needs consistent support.
<b>Professional Capacity:</b> 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?	Our teachers' feedback, academic data, and perception data tells us that in the area of Professional Learning, we would like to more clearly define expectations for the implementation of professional learning. We would like for teachers to assume more ownership of professional learning by consistently collaborating with one another in order to improve instructional practices. New staff members have not received STEM training. This training will be necessary in order to continue the STEM focus of our school.
<b>Family and Community Engagement:</b> 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?	Gilbert Elementary School would like to continue to develop a decision making process in order to build capacity for family and community engagement by increasing communication related to academic expectations and current student achievement status to families. We began our Family Data Nights this year, which has helped tremendously, but we would like to continue to improve in this area.

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> 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>Despite our current efforts, our students are still not performing at the level we expect them to in the academic areas of math and ELA. We feel that engaging our students in STEM activities, they will make more meaningful and real life connections, which will impact content mastery. By providing a learning environment and resources for a STEM Lab, greenhouse, gardening, forest classes, outdoor classrooms, and writing journals, our students will have more positive and meaningful learning opportunities.</p>
<p><b>Demographic and Financial:</b> 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><u>ELA - SWD and ED</u></p> <ul style="list-style-type: none"> <li>• Demographic data shows that 63% of SWD at Gilbert Elementary School scored a Level 1 Beginning Learner Level in the content area of ELA.</li> <li>• Demographic data shows that 35% of ED students at Gilbert Elementary School scored a Level 1 Beginning Learner Level in the content area of ELA.</li> <li>• We realize this data indicates that SWD and ED students have an increased need for greater academic support and learning interventions.</li> </ul> <p><u>Math - SWD and ED</u></p> <ul style="list-style-type: none"> <li>• Demographic data shows that 63% of SWD at Gilbert Elementary School scored a Level 1 Beginning Learner Level in the content area of Math.</li> <li>• Demographic data shows that 36% of ED students at Gilbert Elementary School scored a Level 1 Beginning Learner Level in the content area of Math.</li> <li>• We realize this data indicates that SWD and ED students have an increased need for greater academic support and learning interventions.</li> </ul>
<p><b>Student Achievement:</b> 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>It is evident that a great percentage of our students are performing below grade level in the content areas of reading and math. For the 2020-21 school year, we feel that providing our teachers with purposeful and content area specific professional learning and collaboration opportunities with our academic coach, will have a positive impact on instructional practices and increase student achievement in these areas.</p>

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

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.

<b>Strengths</b>	<p><b>Strengths</b></p> <p><u>Special Education:</u>Our Special Education Compliance Advisor ensures that all students are properly and consistently served according to federal requirements.</p> <p><u>Economically Disadvantaged:</u>82% of our ED students scored at a Level 2 or higher in the content area of science.</p> <p>38% of our ED students scored in the Level 2 Developing Learner or above range in the content area of science. 32% of our ED students scored a Level 3, and 13% scored a Level 4.</p> <p>17% of our students scored Level 1 as a Beginning Learner, compared to 31% at the district level and 42% at the state level.</p> <p>We feel that this strength is a result of our STEM curriculum integration. We would like to continue this upward trend in this content area.</p>
------------------	---

<b>Challenges</b>	<p><b>Challenges</b></p> <p><u>Special Education:</u>Our main challenge with Special Education at Gilbert Elementary School is a lack of teacher knowledge with effective co-teaching models and effective teaching strategies.</p> <p><u>Economically Disadvantaged:</u>An area of challenge is pushing our Special Education students to make greater academic gains in the content areas of math and reading, as they have in science.</p>
-------------------	---

### 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	Our overarching need is specific and purposeful professional learning opportunities for teachers in the content area of math.
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	
---------------------------	--

##### Overarching Need # 2

Overarching Need	Our second overarching need is consistent and purposeful ELA instruction utilizing research based instructional strategies.
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	
---------------------------	--

### 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 - Our overarching need is specific and purposeful professional learning opportunities for teachers in the content area of math.**

##### Root Cause # 1

Root Causes to be Addressed	Lack of knowledge of effective research based instructional strategies in the the content area of math Lack of rigor in math instruction Lack of teachers consistently utilizing clear learning targets Teachers occasionally use a collaborative process to analyze assessment results and adjust instruction accordingly
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 - Foster Care Program 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	
----------------------	--

**Overarching Need - Our second overarching need is consistent and purposeful ELA instruction utilizing research based instructional strategies.**

## Root Cause # 1

Root Causes to be Addressed	A lack of teacher accountability for reading instruction expectations schoolwide. All teachers don't establish clear learning targets, Only some teachers communicate with Families regarding current achievement level of individual students and developing family's capacity to use support strategies at home. These were identified in GES' comprehensive needs assessment.
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 - Foster Care Program 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	
----------------------	--



# School Improvement Plan 2021 - 2022



**Walker County  
Gilbert Elementary School**



## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Walker County
School Name	Gilbert Elementary School
Team Lead	Elizabeth Pelham

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

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Our overarching need is specific and purposeful professional learning opportunities for teachers in the content area of math.
Root Cause # 1	Lack of knowledge of effective research based instructional strategies in the the content area of math Lack of rigor in math instruction Lack of teachers consistently utilizing clear learning targets Teachers occasionally use a collaborative process to analyze assessment results and adjust instruction accordingly
Goal	The mean RIT score for GES students in the content area of Math will increase by at least 3% on the NWEA MAP assessment from fall to spring data points.

#### Action Step # 1

Action Step	Teachers will participate in professional learning opportunities through the NWGA RESA Math Rigor Redefined Classes and weekly professional learning communities lead by our academic coach.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP Data GA Milestones Data TKES Observations
Position/Role Responsible	Math Teachers Academic Coach
Timeline for Implementation	Weekly

## Action Step # 1

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

## Action Step # 2

Action Step	Employ a family engagement coordinator to build the capacity of families to use support strategies at home that will enhance academic achievement, which will include Ready Rosie.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent Evaluation Form Percent of Parent Participation - Sign in sheets
Position/Role Responsible	Family Engagement Coordinator Admin
Timeline for Implementation	Others : Three times per year

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)?	Walker Family Connections Business Partners CARES Act Funding from the District for Ready Rosie
--	---

## Action Step # 3

Action Step	Provide STEM training and resources for staff members in order to increase student engagement in math.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	TKES Observations Lesson Plan Documentation
Position/Role Responsible	Teachers Admin
Timeline for Implementation	Quarterly

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

## Action Step # 4

Action Step	Provide additional timely assistance to students through educational software and the technology to run the software.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data reports from software system

## Action Step # 4

Position/Role Responsible	Teacher Admin Academic Coach
Timeline for Implementation	Monthly

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

## Action Step # 5

Action Step	We will fund a STEM Lab teacher who will be integrating ELA content into STEM lessons and activities.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	TKES observations and evaluation
Position/Role Responsible	administration academic coach
Timeline for Implementation	Weekly

## Action Step # 5

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

## Action Step # 6

Action Step	MTSS interventionist is funded to provide support in math.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES observations and evaluations
Position/Role Responsible	administration academic coach teacher
Timeline for Implementation	Weekly

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Our second overarching need is consistent and purposeful ELA instruction utilizing research based instructional strategies.
Root Cause # 1	A lack of teacher accountability for reading instruction expectations schoolwide. All teachers don't establish clear learning targets, Only some teachers communicate with Families regarding current achievement level of individual students and developing family's capacity to use support strategies at home. These were identified in GES' comprehensive needs assessment.
Goal	The mean RIT score for GES students in the content area of ELA will increase by at least 3% on the NWEA MAP assessment from fall to spring data points.

#### Action Step # 1

Action Step	Teachers will consistently utilize the Reading Wonders curriculum resources on a daily basis and will collaborate as a team to discuss and document student growth.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Observations Lesson Plan Documentation MAP Data Milestones Data
Position/Role Responsible	Reading Teachers Academic Coach 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)?	
--	--

## Action Step # 2

Action Step	We will employ a Family Engagement Coordinator who will connect with families and support them by providing resources and strategies to help their child at home in order to show greater academic progress, including Ready Rosie.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent Engagement Family Surveys Student Growth Data - MAP
Position/Role Responsible	Family Engagement Coordinator 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)?	CARES Act Funding from the district will cover Ready Rosie
--	--



## Action Step # 3

Action Step	Provide additional timely assistance to students through educational software and the technology to run the software.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Software data reports
Position/Role Responsible	Teacher Admin Academic Coach
Timeline for Implementation	Monthly

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

## Action Step # 4

Action Step	We will fund a STEM Lab teacher who will be integrating ELA content into STEM lessons and activities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

## Action Step # 4

Method for Monitoring Implementation and Effectiveness	TKES observations and evaluation
Position/Role Responsible	Administration academic coach teacher
Timeline for Implementation	Weekly

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

## Action Step # 5

Action Step	MTSS interventionist is funded to provide support in ELA.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES observations and evaluations
Position/Role Responsible	administration academic coach teacher
Timeline for Implementation	Weekly

Action Step # 5

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

### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

##### Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	Teachers from our leadership team discussed and completed the CNA school report. These reports and written feedback were submitted to the administrator where results were compiled and reviewed to gain an overall school perspective. We will present the plan to staff, parents, community members, and other stakeholders for additional feedback and guidance before the plan will be implemented.
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.	All employed teachers of Gilbert Elementary School are highly qualified for their current teaching field. We currently have 5 regular education teachers who have fewer than 3 years teaching experience. These teachers are not on the same grade level, nor do they serve the same students. Approximately 87% of students at Gilbert Elementary School qualify for free and reduced lunch and live in a low economic environment. All ED students are distributed equally among classes.
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).	Teachers utilize research based instructional strategies and resources that include integrated STEM lessons, workshop model, guided reading and guided math small group instruction, Reading Wonders, formative assessments, and flexible learning groups. We have weekly professional learning communities where teachers meet with our academic coach to collaborate and make sound instructional decisions.
4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mptiple (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	Teachers identify at risk students through diagnostic and formative assessment data (MAP, Milestones, DIBELS) and teacher observation. These students receive additional support and progress is monitoring through the RTI process.

to rank all students.	
-----------------------	--

## 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Gilbert Elementary School has 2 pre-k classes and 1 special needs pre-k class. Parents have multiple invitations and opportunities to receive transition support and continued services as they progress through grade levels.
6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A
7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Gilbert Elementary School is a PBIS school. We consistently recognize, reward, and celebrate students who exhibit appropriate behavior expectations. Our principal utilizes the resource book <i>Don't Suspend Me</i> to utilize other interventions and behavior consequence options other than suspension.

## ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	GES' School Improvement Plan will be available to the LEA, parents, and the public, and the information contained in the plan will be provided in a language and format that is understandable to the extent possible. GES annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.
---	---



## Gilbert Elementary School School - Parent Compact 2021-2022

87 South Burnt Mill Road  
LaFayette, Georgia 30728  
<http://ges.walkerschools.org/>

Beth Pelham, Principal  
[bethpelham@walkerschools.org](mailto:bethpelham@walkerschools.org)

Troy Green, Assistant Principal  
[troygreen@walkerschools.org](mailto:troygreen@walkerschools.org)

Revised 5-20-21

### **What is a School - Parent Compact?**

The School - Parent Compact is a written commitment describing how all members of our school community (parents, teachers, principals, and students) agree to share responsibility for improved student academic achievement and learning. The Gilbert Elementary School (GES) compact helps to bridge the learning connection between school and home by bringing together parents, students and school staff to build and develop a partnership that will help our students meet the challenging State academic standards.

### **The School-Parent Compact is Jointly Developed**

The parents, students, and staff partnered together to develop this school-parent compact for achievement.

Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals.

Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

### **GES Promotes Communication about Student Learning!**

- Homework folders, newsletters & emails.
- Class DoJo, Facebook, Twitter & GES website.
- Parent-Teacher conference
- GES will host Data Night events to build a strong partnership between school, families and students, encouraging family involvement and improving academic achievement and success for all students.

### **Events to Build Partnerships**

- Open House 2020  
PreK & K – 8/11 @ 10-2 & 4-6  
1st-5th Grades – 8/12 @ 8-10 & 4-6
- Annual Title 1 Meeting:  
Thursday, 10/8 @ 5:30-6:30
- Fall Data Nights:  
K, 2nd & 4th Grades - 10/19/20 @ 5:30-6:30  
1st, 3rd & 5th Grades – 10/20/20 @ 5:30-6:30
- Winter Data Night:  
1/12/20 @ 4:00 – 6:00
- Family Engagement Spring Evaluation: 4/20 @ 11:00 am
- Spring Data Night:  
4/27/20 @ 4:00 – 6:00

## Our Goals for Student Achievement

### District Goal:

Walker County Schools' Title I Schools will by May 2021, increase by 9% the number of students performing at or above proficiency in English Language Arts in grades 3-8 as measured by the Georgia Milestones End of Grade Assessment.

### School Goal:

Gilbert Elementary School will increase students Reading proficiency by at least three percentage points from fall 2020 to spring 2021 as measured by the Georgia Milestones End of Grade Assessment.

### **The focus for reading is:**

K-1: Beginning sounds and sight words  
K-5: Vocabulary development

**When teachers, students & families work together, we CAN achieve our goals!**

GATOR PRIDE!	As a SCHOOL we agree to...	As a STUDENT I agree to...	As a GUARDIAN I agree to...
<b><i>Respectful</i></b>	<ul style="list-style-type: none"> <li>Engage students and parents with frequent feedback with regards to academic progress, work habits, and behavior</li> <li>Keep an open line of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> <li>Keep my space clean.</li> <li>Take care of equipment.</li> <li>Wait for directions.</li> <li>Raise your hand if you need help.</li> <li>Keep voice level appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Encourage my student to use the resources available to help reach their academic goals.</li> <li>Be patient and available if needed.</li> <li>Keep an open line of communication with GES.</li> </ul>
<b><i>Responsible</i></b>	<ul style="list-style-type: none"> <li>Provide challenging instruction, goals &amp; resources to help students meet state standards &amp; school academic goals.</li> <li>Encourage students to take responsibility for their academic success.</li> <li>Schedule 1:1 meetings if needed or requested.</li> </ul>	<ul style="list-style-type: none"> <li>Use my time wisely.</li> <li>Show GATOR qualities in all aspects of their lives, not just academics.</li> <li>Use website and other activities to help me with academics.</li> <li>Take responsibility for completing homework and other assignments on time.</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant in your child's education</li> <li>Attend school functions</li> <li>Have students at school &amp; on time each day.</li> <li>Help with homework.</li> <li>Participate in conferences.</li> <li>Kindly discuss and give feedback regarding my students' s academic progress.</li> </ul>
<b><i>Safe</i></b>	<ul style="list-style-type: none"> <li>Maintain a safe, positive &amp; effective learning environment for students.</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the right side of the hall</li> <li>Wash Hands</li> <li>Notify teacher if there's something that needs attention</li> <li>Keep your hands and feet to yourself</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Provide encouraging, quiet and safe learning environment for my child.</li> </ul>
<b><i>Kind</i></b>	<ul style="list-style-type: none"> <li>Be kind &amp; patient to all families</li> <li>Encourage Family Involvement</li> </ul>	<ul style="list-style-type: none"> <li>Smile and wave hello</li> <li>Clean up after yourself</li> <li>Say please and thank you</li> <li>Encourage Others</li> <li>Do your personal best</li> <li>Be a friend</li> <li>Include others</li> </ul>	<ul style="list-style-type: none"> <li>Have fun reading with my child.</li> <li>Encourage my child by asking questions.</li> </ul>





## Gilbert Elementary School Parent & Family Engagement Plan 2021-2022 School Year

**Mr. Troy Green, Principal**  
**Gilbert Elementary School**  
**87 S. Burnt Mill Road**  
**LaFayette, GA 30728**  
**(706) 638-2432**  
**Plan revised May 28th, 2021**

### **2021 - 2022 District Goals**

Walker County Title 1 Schools will by May 2022, increase by 9% the number of students performing at or above proficiency in English Language Arts in grades 3-8 as measured by the Georgia Milestones End of Grade Assessment.

### **2021 - 2022 School Goals**

Gilbert Elementary School will increase Reading proficiency by 3% from Fall 2021 to Spring 2022. **The focus for reading is:** K-1: Beginning sounds and sight words & K-5: Vocabulary development

### **Parent Resource Center**

Gilbert Elementary School is committed to helping our families attend the Family Engagement activities listed in this plan. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs. There are also resources such as books, study materials, and activities for check out in our Parent Resource Center. Computers are available for parents to explore PowerSchool and educational resources. The Parent Resource Center hours are Monday-Friday 8:00am-2:00pm.

**Jennifer Capello, Family Engagement Coordinator**  
(706) 638-2432  
[jennifercapello@walkerschools.org](mailto:jennifercapello@walkerschools.org)

### **Family Engagement**

Gilbert Elementary School believes that Family Engagement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including

- 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 at school
- 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 as described in this plan

### **Parent and Family Engagement Standards**

Gilbert Elementary and our parents have adopted the National PTO Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community

### **School Plan for Shared Student Achievement**

#### **What is it?**

This plan describes different ways that Gilbert Elementary School will support Family Engagement and the opportunities for our families to participate in activities and events that promote learning at school and at home. GES values the contributions and involvement of families and wants to establish an equal partnership for the common goal of improving student achievement.

#### **How is it developed?**

Gilbert Elementary School welcomes family input and comments at any time regarding the plan. All family feedback will be used to revise the plan for next year. GES distributes an annual survey online to ask families for their suggestions on the plan and the use of funds for family involvement. For families without Internet access, paper copies of the survey are available in the parent resource center at GES. We also accept feedback during several family engagement events during the school year including our Data Nights.

#### **Who is it for?**

All students participating in the Title 1, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. GES will provide full opportunity for the participation of parents with limited English, disabilities and of migratory children.

#### **Where is this plan available?**

At the beginning of the year, the plan is sent home with all students. The plan will also be posted on the school website. Parents can also pick up a copy of the plan in the parent resource center.

## Let's Get Together

Gilbert Elementary will host the following events to build the capacity for strong family involvement to support a partnership among the school, parents, and the community to improve student academic achievement.

### **Open House - August 2021**

Meet your child's teachers and our friendly and helpful staff before the school year starts.

### **Annual Input Matters Survey - October 2021**

Your input helps us to work with school and staff to ensure a great school - home partnership!

### **Annual Title I Meeting - October 2021**

We invite you to an evening of learning and sharing about our Title I program including our parent and family engagement plan, the schoolwide plan, the school-parent compacts, and parents' requirements. Invitations will be sent home with students and posted on Class Dojo and social media.

### **Fall Data - October 2021**

A scheduled update on your child's progress & a little taste of your child's curriculum.

### **Winter Data - January 2022**

A scheduled update on your child's progress & catch up with the latest resources to help support your child's learning.

### **GES - Annual Evaluation Meeting - April 2022**

Parents and family members participate in roundtable discussions with the principal and staff regarding our Family Engagement Policy, Budget and the School-Parent Compact which is vital to the success of our school.

### **Spring Data - April 2022**

A scheduled update on your child's progress & a celebration of family engagement and the recognition of its impact on school and student success.

### **Transition Night for Kindergarten Students and Parents - April 2022**

Parents of incoming kindergarteners in our attendance area are invited to tour the school, meet our school administrators and kindergarten teachers, and learn about the expectations and opportunities for kindergarten students.

### **Transition Night for 5th Grade Parents - April 2022**

Parents of current fifth graders are invited to LMS to meet their administrators & tour LMS. You will learn about the expectations, policies and opportunities for rising middle school students.

### **Georgia Milestones Information - April 2022**

We invite you to an hour of learning about the Georgia Milestones test including how to help your student prepare, testing tips, and how to read and interpret the results. The meeting will be recorded and shared on Class Dojo and Social Media.

## Gilbert Elementary School Wants You!

Gilbert Elementary School will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- Ensure that all information related to school and parent programs, meetings, and other activities is published in the language and format that families understand and posted on the school website and Class Dojo.
- Share information on the school website to help parents understand the school's academic standards and assessments, as well as the ways parents can monitor their child's progress and work with educators.
- Communicate with all families and the community in a timely manner and on a regular basis regarding school-wide events and activities through phone messages, social media, and flyers.
- Work with our families to develop relevant training and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help families work with their student to improve his/her achievement.
- Collaborate with community leaders and business groups to increase participation and awareness of the school-parent involvement plan and activities.
- Listen and respond to parents' requests for additional support for family involvement activities like childcare and transportation.
- Offer literacy and computer classes for parents and family members to help further enhance their various educational levels.

### School-Parent Compacts

As part of this plan, Gilbert Elementary School and our families will develop a school-parent compact. This is an agreement that parents, teachers, and students will develop together that explains how each party will work together to ensure all our students reach grade-level standards. The compacts will be sent home with all students at the beginning of the school year. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers at the Annual Evaluation meeting. The compacts are kept on file with the Family Engagement Coordinator if parents would like a copy.

### Share Your Thoughts

If you have 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 return to the school.

Name: (optional) \_\_\_\_\_

Telephone Number: (optional) \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_