



Comprehensive Needs Assessment 2025 - 2026 School Report



Candler County
Metter 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	Jennifer Lewis	Principal
Team Member # 2	Tami Wallace	Assistant Principal
Team Member # 3	Eric McNair	Assistant Principal
Team Member # 4	Monica West	Academic Coach
Team Member # 5	Kim Woods	Academic Coach
Team Member # 6	Miranda Thigpen	Media Specialist
Team Member # 7	Alyx Powell	Intervention Specialist

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Becky Waters	ELL Specialist
Team Member # 2	Suzanne Hunt	Gifted Specialist
Team Member # 3	Kristen Cason	MES Guidance Counselor
Team Member # 4	Alesha Warner	MES Guidance Counselor
Team Member # 5	Cassandra Donaldson	Academic Coach
Team Member # 6	Laura Lott	Acceleration Specialist
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Shannon Anderson	School Governance Team-Teacher Representative
Stakeholder # 2	Heather Parrish	School Governance Team-Teacher Representative
Stakeholder # 3	Christina Holland	School Governance Team-Parent Representative
Stakeholder # 4	Ashley Donaldson	School Governance Team-Parent Representative
Stakeholder # 5	Anna Lawrence	School Governance Team-Parent Representative
Stakeholder # 6	Katie Cartee	School Governance Team-Parent/Business Representative
Stakeholder # 7	Sheena Burnsed	School Governance Team-Parent Representative
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are allowed to give feedback via survey and via meetings (as topic arises on the agenda.)
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Focus group discussions with stakeholders throughout the year via partnership meetings, School Governance Team Meetings, parent meetings, Climate Survey data, stakeholder perception surveys, PLC minutes/feedback, COP meeting feedback, POP meeting feedback, Focused Learning Walks, professional learning survey data, and AdvancED survey data and feedback. In addition, Cognia findings were used.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The climate at the school has improved with the implementation of Hard Hat and "W.I.N," Stakeholders are appreciative of the literacy initiative and would like to see this initiative continued with a specific focus on writing after reading. Professional learning is aligned to adult learning goals (both DIPS and individual professional development goals), student performance, and strategic planning goals. Perception data indicates that parents would like to see the addition of a reminder app in order to allow for reminder texts to be sent to parents regarding school wide events. This has been addressed with revamping the district website, the addition of a CCSD app, and more pervasive use of Class DOJO.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>We used equity planning processes and equity data, parent and community outreach processes, our quarterly performance review process(triangulation of student assessment data (formative, benchmark, and summative) classroom observations, and student/adult work samples) continuous school improvement processes (Plan, Do, Check, Act) to meet school and district improvement goals, GALeads, the Standards-based Cycle of Teaching and Learning (Student Learning Cycle or SLC) process, pervasive use of the revised instructional frameworks, instructional, safety, and cleanliness learning focused walks data, PLC meeting agendas and minutes to determine if processes for school and district improvement are effective or if adjustments are needed.</p>

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>The process of MTSS has been aligned. Our school has created a manual for tiered interventions and set specific goals on areas of intervention based on equity and performance review data. The intervention process will be further refined to include the addition of interventions focused upon the writing process and mathematics. Teacher efficacy and decision making on instructional adjustments needed and curriculum materials to use is stronger due to the use of the instructional framework (The Student Learning Cycle). This process has been further refined by bringing back researched based protocols in order to properly vet resources to address standards. Professional development occurred during the summer in order to address using these protocols in order to address choosing resources for the new mathematics standards. In addition, instructional frameworks were reviewed in order to support the Student Learning Cycle through the revision of units. The PBIS Program, Hard Hats and "W.I.N" will continue in order to promote positive Tier 1 student behavior</p>
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<p>What achievement data did you use?</p>	<p>Leading data included: Quarterly assessment data, unit assessments, benchmarks, Universal screeners, Fastbridge data, Beacon data. Lagging data: GMAS, ACCESS, CCRPI indicators-Lexile data</p>
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<p>What does your achievement data tell you?</p>	<p>On grade level reading continues to improve K-5. However, proficiency levels continue to lag due to narrative and extended response writing (opinion/informational writing). Although still lagging, we are hopeful improvements will be made through the consistent use of a new Reading and Writing curriculum. We will continue using our MTSS process to provide more targeted interventions in the area of writing. In addition, we will implement vocabulary acquisition strategies in order to focus upon the primary and secondary vocabulary which may be impeding Lexile improvement. We have also implemented collaborative planning among our ELA teachers in order to address tier one issues with writing instruction. Math achievement is better; however, standards focus will continue as a priority for vertical alignment. In addition, proven instructional strategies will continue to be shared during the Mathematics PLC in order to promote mathematics growth in all grade levels.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> * Sub-group Program Enrollment Data * English Proficiency Data * Reading Proficiency Data * Math Proficiency Data * Migrant Program Enrollment Patterns * Number of students with disabilities in inclusion environments
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What does the demographic data tell you?

Our population continues to lag behind First District RESA and the state of GA in reading on grade level and in writing capabilities. However, gains have been shown in 4th grade which is an encouraging indicator. Students continue to lag in mathematics with the exception of 5th grade. However, gains have been made in both 3rd and 4th grade. Our 5th grade Science and Math both outperformed the RESA and state this past year.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Vertically aligned, district-wide instructional agreements are used to ensure a coherent instructional program. Systemic processes, centered around the Student Learning Cycle and the Plan, Do, Check, Act Cycle of School and District Improvement are in place to ensure that clear expectations for student learning and teaching are carried out and monitored. By reviewing formative data on a quarterly basis and sometimes on a biweekly coaching cycle basis, student, teacher, and leader needs are readily identified and job-embedded professional learning is adjusted and provided accordingly. Quarterly data includes: student performance by standard and element on formative assessments, data from curriculum-based measures (CBM), student attendance, and discipline data. In addition to the data, teachers, school leaders (principals, APs, and instructional coaches), and district leaders use weekly learning walks and the feedback that is provided to teachers teams/PLC and individuals, PLC minutes/feedback, lead learner meeting feedback, instructional unit audit feedback, implementation of the student learning cycle, and professional growth plans to make adjustments in instructional delivery and determine next steps for PLC work and district provided professional learning. Important trends and patterns that will support the identification of student, teacher, and leader needs:</p> <ol style="list-style-type: none"> 1. Continue to refine our Multi-tiered System of Support (MTSS) in order to ensure that school academic and behavior goals are aligned to support growth and achievement. Specifically, focusing on the refinement of appropriate behavior interventions. 2. Targeted interventions that are closely monitored and adjusted when necessary to ensure that students are reading on grade level and meet increased Lexile and proficiency expectations. 3. Continue PLC focus on implementation of the Standards-based Cycle of Learning and Teaching (Student Learning Cycle) and continue to provide specific unit, lesson plan, and observation feedback for improvement. The study of Collective Teacher Efficacy will continue to be implemented for Leadership PLC and will permeate into grade level/department PLC through the Lead Learner. In addition to continuing the promotion of collective teacher efficacy through the development of sound departmental improvement plans, PLCs will work to establish protocols to exam student work in order to establish work that meets the standard(s).
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Effective leadership trends and patterns include continuous school and district improvement processes that foster strong collaboration and in turn create highly effective, shared governance and leadership. The very successful FY22 COGNIA External Review confirmed that effective governance and leadership processes and practices support the identification of student, teacher, and leader needs. Job-embedded professional learning at all levels of the organization, and continuous school improvement planning based on multiple data sources point to systemic efforts to ensure policies, procedures, and practices address the needs of students, teachers, and leaders. Monthly Board Workshop, Monthly COP meetings, monthly instructional learning walks, monthly POP meetings, weekly PLCs, and quarterly data reviews and improvement plan update/revision meetings are in place to ensure progress is made toward achieving the school's vision and purpose. Important trends and patterns that will support the identification of student, teacher, and leader needs include:</p> <ol style="list-style-type: none"> 1. Strong focus on teacher leadership and training teacher leaders (lead learners) on leading grassroots improvement and facilitating colleague growth in high-impact PLCs. This process began this summer with a district wide lead learner retreat. Work with lead learner capacity will continue this year with quarterly lead learner development. 2. Continue to refine the system of support for teachers and leaders in Induction through targeted growth plans and differentiated induction plans that included job-embedded professional learning, external workshops that match learning needs, and firm mentoring plans. 3. All Principals and AP's will participate in leadership training through local and state organizations, such as GAEL and GACIS.
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Teacher and leaders have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, lesson study teams, and peer coaching occur regularly among most system personnel. Student, teacher, and leader needs are monitored through continuous improvement practices and all are accountable to high functioning PLCs. Professional capacity is built through this collaboration and causes improvement results in instructional practice, school and district effectiveness, and student performance. Other important trends and patterns that will support the identification of student, teacher, and leader needs include:</p> <ol style="list-style-type: none"> 1. Collaborative partnerships with First District RESA and GLRS. 2. Collaborative partnerships with Georgia Southern University, Southeastern Tech, and Ogeechee Technical College and other online universities for our Growing Teachers. 3. Collaboration with GADOE personnel with Migrant, Special Education, and ESOL programs.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>4. Collaboration with Local Partners to include DFACS, Family Connection, Boys and Girls Club, Community and faith-based Organizations, etc.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Interviews with system and school level persons, as well as parents and community members revealed that there is a strong partnership and reciprocal relationship with the Candler County community. Deliberate efforts to ensure communication with parents and community include a yearly printed Parent and Family Engagement calendar that includes pertinent system information, mailings to parents and community members, parent portals for checking grades and attendance online, an updated website, Class Dojo parent contacts, Parent-School Compacts, family focused nights, and academic nights. Additionally, in an effort to meet the needs of attracting business and corporations for the community and to better meet the needs of local employers, the system has incorporated a focus on teaching soft skills in kindergarten through grade twelve. Throughout the year, several community meetings are held in the K-8 Educational Complex Community/Professional Learning room. The schools continue to seek innovative family and community engagement opportunities. Important trends and patterns that will support the identification of student, teacher, and leader needs include: the continuation of parent involvement focused within our parent/teacher conferences.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Supports and interventions are in place to ensure that students have access to a supportive learning environment. Many of the supports in grades K-12 are vertically aligned and show progression as students move through the grade levels. However, systemic monitoring and evaluation of these programs must occur. Teachers, leaders, and support personnel will need additional training on using academic, behavioral, and attendance data to determine whether or not students are receiving the most appropriate supports or interventions. In FY19, vertical alignment on implementing a Multi-tiered System of Supports (MTSS) began throughout the district and schools. Training occurred via monthly Intervention Team meetings to clearly define what advocacy means when placing every student with a caring adult for mentoring (to include goal setting, monitoring progress, and using feedback to improve outcomes for students). The team reviewed progress monitoring data and reported next steps back to the COP team. Work with this process continues to date. In addition, refinements have been made in order to account for the new Dyslexia Law and the ramifications of its details. Important trends and patterns that will support the identification of student, teacher, and leader needs include:</p> <ol style="list-style-type: none"> 1. The district and its schools are continuing to work closely on aligning the Soft Skills Curriculum and determine training and resources that are needed.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>2. Additional counselors at the elementary and high school have been added to increase support in this area, help support MTSS, and ensure that historically under-served populations have access to innovative and intervention programs. The addition of counselors continues to be supported. In addition, Candler County was awarded a Communities in Schools Grant which supports the addition of a site coordinator at MES. This role will further serve our student population.</p> <p>3. Addition of an Intervention Specialist with an MTSS endorsement in order to align intervention efforts to grow proficiency ratings. This role continues to be supported due to the gains seen for our students.</p> <p>4. Addition of an Enrichment Specialist with a Gifted endorsement in order to align enrichment/acceleration efforts to grow proficiency ratings. This role continues to be supported due to the gains seen for our students.</p> <p>5. Addition of support TAs for interdisciplinary literacy in the contents of Science/Social Studies.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As the economically disadvantaged population has increased, funding has not kept pace. However, the district reviewed expenditure patterns to determine if per pupil expenditures are adequate in funding the comprehensive instructional program; with an emphasis on curriculum needs for literacy, reading fluency, comprehension, and writing interventions. This information helped district and school leaders coordinate funding sources appropriately when creating action steps on the District and School Improvement Plans.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>This past year, the school implemented a literacy goal to increase Lexile and implemented targeted fluency and comprehension interventions to ensure that all students/subgroups received the appropriate scaffolding, support, and flexible scheduling opportunities needed. In addition, appropriate scheduling took place in Tier I instruction by allocating enough time to the literacy block as well as cross-curricular planning to ensure teachers in other content areas are using evidence-based comprehension strategies in their subject areas. PLCs, focused on literacy in their improvement plans and monitor comprehension and Lexile growth. As teams reviewed all sources of data (observation, common assessments, quarterly reviews, and preliminary Georgia Milestones results), needs assessment and strategic planning revealed that student Lexile growth did occur and because of this success, stakeholders agreed on the importance of continuing targeted literacy strategies in Tier I and including MTSS in order to ensure that the right interventions are in place for students who are below the midpoint of each grade-band stretch. After careful study of writing achievement data, a narrative and extended writing focus was added into instruction for literacy purposes. This focus will continue as gains were achieved in writing according to FY23 Milestones achievement data.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>Successful collaboration among special education staff is a major strength. Teachers and staff work diligently to provide the best opportunities for our students with disabilities to succeed in the classroom and beyond. Teachers work collectively as a group and take ownership in the "whole child". This concept leads to thinking in terms of "transition" from day one when a child enters the program. Initiatives are in place to support successful transition for students whereby they are taught necessary soft skills to prepare them for graduation and post-secondary opportunities. Individualized learning plans have been written for each student with an individualized education plan. In addition, the Special Education vertical PLC will focus on how to increase Lexile levels of Special Education students through supporting inclusion instruction within the Tier One environment.</p>
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Challenges	<p>Challenges include: A large majority of students that are economically disadvantaged have behaviors and attitudes toward school and attendance issues which are major challenges. There is an exceptional challenge to meet needs such as hunger, apathy, and poor self-esteem before learning can take place. The school focused on implementing an evidence-based intervention program using MTSS that can assist with improving literacy outcomes and behavioral challenges for students with disabilities. In addition, the school-wide PBIS program Hard Hats and "W.I.N" has been implemented and will continue as an outlet to address these challenges.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve literacy among all subgroups (reading, writing, and math)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Goal: MES will increase the number of students that are performing at or above grade level in Reading and Math by 3% as measured by the FastBridge and/or Beacon and FY2025 GMAS.
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Overarching Need # 2

Overarching Need	Improve student proficiency and growth data while strengthening teacher-family, teacher-student relationships by focusing on collective teacher efficacy.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Goal: 80% of MES students will show moderate and/or high growth as measured by all benchmark assessments using Beacon from beginning of year 2024 to the end of year 2025.
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Overarching Need # 3

Overarching Need	Decrease repeated state reportable offenses
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Goal: MES will decrease the number of chronic behavior offenders who receive four or more state reportable offenses for repeated behaviors by 25% by the end of SY 2025.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Improve literacy among all subgroups (reading, writing, and math)

Root Cause # 1

Root Causes to be Addressed	Student are not spending enough time within systematic phonics/writing instruction before reading and writing independently with teachers monitoring and providing feedback.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Others : Title V

Additional Responses	None
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Root Cause # 2

Root Causes to be Addressed	A coherent, vertical reading/writing system within in the Tier 1 classroom has not traditionally been in place to address foundational gaps amongst subgroups (ex. special education inclusion, gifted, ESOL)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	
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Overarching Need - Improve student proficiency and growth data while strengthening teacher-family, teacher-student relationships by focusing on collective teacher efficacy.

Root Cause # 1

Root Causes to be Addressed	Parents lack of knowledge of ways to help their children with academics.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	None
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Root Cause # 2

Root Causes to be Addressed	Lack of consistent structures for teacher-parent collaboration. Staff will provide Lunch and Learns and breakfasts with parents to address this lacking knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	None
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Root Cause # 3

Root Causes to be Addressed	Lack of school staff trained on how to build relationships and receive feedback from families about their student's educational needs. Lack of school staff trained on the power of collective teacher efficacy.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	None
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Overarching Need - Decrease repeated state reportable offenses

Root Cause # 1

Root Causes to be Addressed	Students with chronic behavior offenses are not at satisfactory levels and despite the use of interventions, gaps still exist among subgroups (minority students/students with disabilities).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Title V

Additional Responses	None
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Root Causes to be Addressed	There is a variance in leader, teacher, and support staff training on evidence-based practices for managing classrooms/addressing discipline and the needs of the whole child.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Others : State staff development

Additional Responses	None
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Root Cause # 3

Root Causes to be Addressed	A formal system for addressing chronic behaviors (particularly a cohesive behavioral intervention programs that works to address diverse needs.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Others : Title V

Additional Responses	None
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Root Cause # 4

Root Causes to be Addressed	Support personnel at all levels are not involved in monthly views to see how discipline data affects academics.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 4

Additional Responses	
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School Improvement Plan 2025 - 2026



Candler County
Metter Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Candler County
School Name	Metter Elementary School
Team Lead	Jennifer Lewis
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input 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	Improve literacy among all subgroups (reading, writing, and math)
Root Cause # 1	A coherent, vertical reading/writing system within in the Tier 1 classroom has not traditionally been in place to address foundational gaps amongst subgroups (ex. special education inclusion, gifted, ESOL)
Root Cause # 2	Student are not spending enough time within systematic phonics/writing instruction before reading and writing independently with teachers monitoring and providing feedback.
Goal	MES will increase the number of students that are performing at or above grade level in Reading and Math by 3% as measured by the FastBridge and/or Beacon and FY2026 GMAS.

Action Step # 1

Action Step	Train all new K-3 staff on The Georgia Literacy Academy courses/Sadlier Phonics program/WriteScore program. All Reading/ Writing teachers will participate in professional development for the new ELA standards roll out and deconstruction of standards.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Observations Increase in Lexile level Increase in Writing proficiency/achievement
Method for Monitoring Effectiveness	Same as method for monitoring implementation
Position/Role Responsible	Administrators Academic Coaches District Office Personnel
Timeline for Implementation	Weekly

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Work in collaboration with FDRESA to ensure appropriate training is provided.</p>
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Action Step # 2

<p>Action Step</p>	<p>Ensure consistency of literacy goals in all SIP/DIP plans. Particularly in the form of adult action steps which are SMART and promote concrete steps to attain desires.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part C Title V, Part B IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction</p>
<p>Method for Monitoring Implementation</p>	<p>SIP, PLC minutes, PLC agendas, PLC observations, pre-evaluation, mid-year, and summative conferences</p>
<p>Method for Monitoring Effectiveness</p>	<p>same as monitoring implementation</p>
<p>Position/Role Responsible</p>	<p>Leadership Team, Admin Team, Lead Learner of each PLC, all teachers and teaching assistants</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

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

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	n/a
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Action Step # 3

Action Step	Continue to utilize video exemplar lessons for self evaluations and peer observations.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Peer Observation forms, PLC minutes, agendas, and feedback forms
Method for Monitoring Effectiveness	same as monitoring implemenation
Position/Role Responsible	Admin/Coach Team, Academic Coaches, PLC members
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)?	N/A
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Action Step # 4

Action Step	Conduct focused learning walks to monitor literacy strategies (reading, writing, SWIRL), disciplinary literacy and student engagement/learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	Focused Learning Walks (biweekly) PLC agendas and minutes
Method for Monitoring Effectiveness	same as implementation
Position/Role Responsible	Lead Learners, Admin/Coach team, District Office
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)?	N/A
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Action Step # 5

Action Step	Scheduling literacy interventions and providing professional development on best literacy practices and strategies.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Intervention data, Tiger Time data, quarterly review grid, agendas, minutes, observations, use of after school tutoring
Method for Monitoring Effectiveness	same as implementation
Position/Role Responsible	Lead Learners, Administration, Academic Coaches
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)?	The Boys and Girls Club provides homework assistance which is to read 20 minutes a night.
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Action Step # 6

Action Step	Integrate literacy strategies across the curriculum specifically in Science/Social Studies.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Unit Development, DIP, Observation, Feedback, PLC agenda/minutes
Method for Monitoring Effectiveness	same as monitoring implementation

Action Step # 6

Position/Role Responsible	Lead Learners, PLC members, Administration, Academic Coaches
Timeline for Implementation	Others : Ongoing

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)?	Work in collaboration with FDRESA to ensure appropriate training is provided.
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Action Step # 7

Action Step	Create and share literacy (SWIRL) goals/resources with the community and families on Family Reading Night and at other Literacy focused events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Presentations, resources provided to the community (brochures, engagement sheets to restaurants.
Method for Monitoring Effectiveness	same as monitoring implementation
Position/Role Responsible	Administration, SWIRL teams
Timeline for Implementation	Others : Ongoing

Action Step # 7

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Partnership with GYSTC to bring in family activities.</p>
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Action Step # 8

<p>Action Step</p>	<p>All stakeholders use data to inform decision making for student growth/achievement.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part C Title V, Part B</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Monthly data meetings, Illuminate training, all other data platforms-professional development</p>
<p>Method for Monitoring Effectiveness</p>	<p>same as monitoring implementation.</p>
<p>Position/Role Responsible</p>	<p>Administration, Illuminate team, Intervention Specialist</p>
<p>Timeline for Implementation</p>	<p>Others : Ongoing</p>

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency and growth data while strengthening teacher-family, teacher-student relationships by focusing on collective teacher efficacy.
Root Cause # 1	Lack of consistent structures for teacher-parent collaboration. Staff will provide Lunch and Learns and breakfasts with parents to address this lacking knowledge.
Root Cause # 2	Lack of school staff trained on how to build relationships and receive feedback from families about their student's educational needs. Lack of school staff trained on the power of collective teacher efficacy.
Root Cause # 3	Parents lack of knowledge of ways to help their children with academics.
Goal	80% of MES students will show moderate and/or high growth as measured by all benchmark assessments using Beacon.

Action Step # 1

Action Step	Provide professional development on how to use Beacon and other benchmarking instruments to goal set with students in order to promote positive proficiency growth trends.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MPLC data meetings, agendas, minutes, goal setting informational cards
Method for Monitoring Effectiveness	same as monitoring for implementation
Position/Role Responsible	Intervention Specialist, Testing coordinator, Admin/Coach Team
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A
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Action Step # 2

Action Step	Provide professional development on how to use lagging growth data (generated by GMAS/SLDS) in order to reflect upon and predict growth patterns for future assessments.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes, Agendas, SLDS professional information on student growth
Method for Monitoring Effectiveness	same as implementation
Position/Role Responsible	Intervention Specialist, Testing coordinator, Admin/Coach team
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)?	N/A
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease repeated state reportable offenses
Root Cause # 1	A formal system for addressing chronic behaviors (particularly a cohesive behavioral intervention programs that works to address diverse needs.)
Root Cause # 2	Students with chronic behavior offenses are not at satisfactory levels and despite the use of interventions, gaps still exist among subgroups (minority students/students with disabilities).
Root Cause # 3	Support personnel at all levels are not involved in monthly views to see how discipline data affects academics.
Root Cause # 4	There is a variance in leader, teacher, and support staff training on evidence-based practices for managing classrooms/addressing discipline and the needs of the whole child.
Goal	Goal: MES will decrease the number of chronic behavior offenders who receive four or more state reportable offenses for repeated behaviors by 25% by the end of SY 2025.

Action Step # 1

Action Step	Continue with an effective discipline team that sets goals, plans, implements, analyzes, communicates, and trains all stakeholders.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Discipline plan, agenda, minutes, communication, analysis of discipline data
Method for Monitoring Effectiveness	same as implementation
Position/Role Responsible	Administration, SGT, Intervention Specialist
Timeline for Implementation	Monthly

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)?	Partner with FDRESA to receive trainings applicable to supporting student behaviors.
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Action Step # 2

Action Step	Provide professional development for all stakeholders with effective strategies for improving chronic behavior of identified students on how to write/implement behavior intervention plans.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agenda, minutes, data files, behavior incentive/intervention plans
Method for Monitoring Effectiveness	same as monitoring implementation
Position/Role Responsible	Administration, Intervention Specialist, SGT
Timeline for Implementation	Others : Ongoing

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)?	Professional Development with Ron Clark Academy- learn engagement strategies to implement with students to decrease behavior and increase positive interactions.
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Action Step # 3

Action Step	Collaborate with school and community partners to enhance mentors and access to outside services.
Funding Sources	Title I, Part A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mentor lists, community counseling organizations/affiliates/partnership with CIS
Method for Monitoring Effectiveness	same as monitoring implementation
Position/Role Responsible	Administration, school counselors, community partners, intervention specialist
Timeline for Implementation	Others : Ongoing

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)?	Communities In Schools partnership; CarePartners; Family Connections
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Action Step # 4

Action Step	Continue implementation of school-wide PBIS program, Hard Hat and "W.I.N"
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	DOJO reports, Top Tiger school wide submissions, Educators Handbook Report

Action Step # 4

Method for Monitoring Effectiveness	same as implementation
Position/Role Responsible	Administration, Intervention Specialists, classroom teachers, guidance counselors
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Required SST conference with families for chronic behavior students by September 30.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	phone logs, conference logs, conference forms
Method for Monitoring Effectiveness	same as monitoring implementation
Position/Role Responsible	administration
Timeline for Implementation	Yearly

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)?	
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Action Step # 6

Action Step	Actively recruit/employ personnel that align to the diverse make-up of the student body.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Hiring documents, YOSS
Method for Monitoring Effectiveness	same as monitoring implementation
Position/Role Responsible	Administration, Interview committee
Timeline for Implementation	Yearly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>During this process we consulted the MES Leadership Team(s) which are comprised of our academic coaches, school counselors, and academic specialists, and teachers, and the MES School Governance team which includes community and school members, as well as MES administration.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>When scheduling students, we initially use a process that takes into consideration the whole child. Next, the scheduling team disaggregates the class make up to ensure that there is a balance of achievement patterns among all students (high, middle, low), that there is a balance of boys and girls, and that there is a balance of ethnicity. The MES scheduling team personally places every child in every class using the system noted above to ensure that low-income and minority students are placed with the most effective teachers. All of this is done within the realm of services to our special populations (gifted, special education, ELL).</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Interpret and analyze on-going, school-wide assessments(e.g., ELA and Math Benchmarks (BEACON, FastBridge, WriteScore) providing flexible grouping and differentiated instruction based on results. Provide planning times/days and adequate time for collaboration. Gifted and Enrichment Specialists will ensure that problem solving and critical thinking is prevalent in all content (ELA, Math, Science, and Social Studies) classes. Continue to collaborate with the ILC facilitator and the Gifted/Enrichment Specialist to differentiate instruction and provide alternative ways to teach and assess at-risk learners (EL, SWD, Migrant, ED). Continue to implement and refine Instructional Frameworks and literacy strategies in all classrooms through the support of academic coaches. Continue to implement and refine Standards-Based Classroom components in all classrooms. Continue to implement writing across the curriculum. Provide differentiated instruction for students participating in Special Education classes, Early Intervention Program, and English Language Learner Program. Utilize co-teaching/ inclusion model of instruction for students with disabilities, ELL students, and EIP students. Provide after school instruction to preview and reinforce the curriculum. Incorporate use of technology (SMART Boards, Google Classroom Interactive applications, etc.) during</p>

	<p>instruction.</p> <p>Utilize reading and writing conferencing for implementation of reading/language arts standards.</p> <p>Utilize non-fiction selections (such as leveled readers and other high interest sources) for teaching reading/language arts standards.</p> <p>Utilize programs and resources for specific student needs such as: FastBridge, Reading Eggs, WriteScore, and other electronic platforms ; Marzano's Academic Vocabulary; FastBridge Benchmark Fluency; Leveled Reading Library; Corrective Reading, Really Great Reading, and Voyager Passport for Tiger Time and tier 3 reading, Tiger Time for math, reading, and writing interventions and enrichment; Number Worlds, Touch Math; and, Extempore.</p> <p>Incorporate project-based and cooperative learning in classrooms.</p> <p>Continue and refine goal-setting (SMART goals) and monitoring/graphing results by students.</p> <p>Reinforce effort and provide recognition in classrooms and during school-wide assemblies, and in parent communication.</p> <p>Resources are posted on the shared school server and teacher Google classroom which allows quick access for the Professional Learning Communities.</p> <p>Plan and implement family events for the purpose of teaching ways to reinforce reading and math skills at home.</p> <p>Communicate to both students and parents through school newsletters, school website and aptegy app, Agendas, Parent Teacher Organization (PTO) meetings, School Council, Class DOJO, School Facebook Page (Social Media).</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>MES teachers and the intervention specialist use the EIP checklist to identify students. This checklist has multiple criterion for placing children based on the checklist. Also, we use our pyramid of interventions to identify students. This identification process is based on FastBridge assessment which is administered 3 times a year. FastBridge has a norming criterion that allows us to categorize students into 4 categories 1) Above Benchmark 2) At Benchmark 3) Below Benchmark 4)Well below benchmark. All of the students scoring Below Benchmark and Well Below are placed in an intervention. The interventions are from 7:45-8:20(3,4, and 5) each morning using a researched based program. These students are progress monitored once every two weeks. Based on progress monitoring data the students are either moved back to Tier 1, referred for Tier 3, or continue in Tier 2. FastBridge also gives a composite score that is used to rank the student from lowest to highest, which forms our Tiger Time Groups. Interventions for K-2 are based upon the same type of benchmarking. However, Tiger Times for K-2 occur at different times during the day in order to accommodate scheduling for both Tier 2 and Tier 3 instruction. Appropriate curriculum is chosen according to the intervention needed per child. After school tutoring is also provided for students at need of grade level standard support.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>PreK Transition Plan</p> <p>August 2025</p> <ul style="list-style-type: none"> ● Morning routines are introduced to school. Arrival procedures, unpacking, etc., are modeled and practiced. Adult support is given until routine is learned. ● Students and parents are invited to a PreK Orientation during the evening of the second week of school. Parents are introduced to PreK guidelines and expectations. Students are able to play in the gym during this time. <p>Students are introduced to Top Tiger expectations (school wide Positive Behavior Incentive Plan). Students will begin to earn DOJO points for demonstrating these positive behaviors. As students reach milestones they will participate in school wide incentives: intercom shoutouts, facebook shoutouts, lunch table, etc.</p> <ul style="list-style-type: none"> ● Students are served breakfast and lunch cafeteria style in the lunchroom. Teachers will assist students with this process. Extra adults are on hand to help students manage their trays and transition in and out of the cafeteria. ● Self-help skills are modeled and practiced so that students can gain independent in the restroom. Skills such as wiping, buttoning, or zipping are modeled and practiced. Good hygiene is stressed and appropriate restroom skills are developed. ● Teachers will lead students on tours of the building introducing the students to areas such as the front office, nurses office, Principal's office, cafeteria, and media center. <p>September 2025</p> <ul style="list-style-type: none"> ● Community helpers come in and read to classes. Students participate in an activity with local community helpers (fire fighters, police officers, etc.) <p>Teachers will model the self-help skill of opening milk cartons, juice cartons, and condiments. Students will be given opportunities to practice this skill during small groups, if needed.</p> <ul style="list-style-type: none"> ● Parent Orientation night for all Pre-K parents. ● Parents and students participate in Breakfast opportunity to learn about Phonemic Awareness program.
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	<p>October 2025</p> <ul style="list-style-type: none"> ● PreK Students will participate in school activities and attend a school-wide assembly with K-5 students for Red Ribbon Week. ● Students will participate in Homecoming activities as sponsored by Candler County schools. Students will participate in the Trunk or Treat with K-5 students. <p>November 2025</p> <ul style="list-style-type: none"> ● Teachers may take small groups of students to the Media Center for a visit and to check out books. ● PreK students and their families will participate in the school wide tradition of Heritage Days. Parents will be invited to attend a picnic lunch with their student(s). ● Teachers plan small group activities to take students out into the school, for example "going on a shape/color hunt." ● PreK Teachers have conferences with parents about the student's progressions and experiences. <p>December 2025</p> <ul style="list-style-type: none"> ● PreK students participate in the Holiday Book Fair and Snowflake Shop with K-5 students. ● PreK students and families are invited to attend the Christmas lunches hosted at school. <p>January 2026</p> <ul style="list-style-type: none"> ● Teachers take small groups of students to observe classes in PE, Music, Art, and Agriculture. ● Media Specialist/assistant reads to PreK classes. ● Begin to adjust daily schedules to meet the developmental changes of students; increasing small and large group time, reducing rest time, adding additional activities during the day. <p>February 2026</p> <ul style="list-style-type: none"> ● Kindergarten (former PreK) students visit the PreK Classrooms and share a story, journal writing, or artifact with the PreK classrooms. ● Create literacy and/or math activities/packets for students to take
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	<p>and complete at home.</p> <p>March 2026</p> <ul style="list-style-type: none"> Kindergarten teachers visit PreK classrooms and share a story, activity, or artifact with PreK students. PreK Teachers will read stories about kindergarten during large and small group story times. Create literacy and/or math activities/packets for students to take and complete at home. <p>April 2026</p> <ul style="list-style-type: none"> Students participate in a field trip off campus. PreK students will visit a Kindergarten classroom for a designated amount of time. PreK Teachers have conferences with parents about the student's progressions and experiences and expectations transitioning to Kindergarten. <p>May 2026</p> <ul style="list-style-type: none"> PreK Teachers will read stories about kindergarten during large and small group story times. PreK students will visit a Kindergarten classroom for a designated amount of time. PreK students participate in Field Day/Fun Day activities. Students will be recognized for their accomplishments and transition from PreK to Kindergarten at the end of the celebration where families will be invited to attend.
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or</p>	<p>N/A</p>
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<p>concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>MES has implemented a school-wide PBIS program entitled Hard Hat and "W.I.N." Students are recognized for displaying Top Tiger traits such as "working hard, including others, and never giving up." Students earn school wide incentives as well as grade level incentives. This positive behavior system allows teachers to focus upon positive behaviors in order to promote preemptive management strategies versus reactive discipline strategies.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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MES School Parent Compact 2025-2026

Revised: (06/13/2025)

What is a School-Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective Compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. Quarterly Parent-Teacher Academic Meetings and Title I Committee meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feed-back at any time. All feedback will be collected and reviewed during the annual revision meeting with parents.

Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. (See our parent & family engagement plan event appendix or the Annual Title I Parent & Family Engagement Calendar.) Please consider joining the faculty, staff, and fellow parents through some of the following events and programs:

- Academic Family Nights
- Grandparents and Family Day
- Christmas Dinners
- Parent Workshop and Lunch and Learns: day/night time meetings to increase parent capacity on varied topics
- Other events as planned

Communication about Student Learning

Metter Elementary is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Class DOJO
- Daily Communication Agendas
- Weekly communication/homework folders
- Current grades available through Infinite Campus Student Information System
- Parent-teacher conferences in Fall and Spring
- Frequent progress checks and report cards once per quarter
- School website, app and Facebook
- You may contact your child's teacher at any time. Please call the school at (912) 685-5050 or email the teacher directly. Emails can be found on the school website.

<https://www.metter.org/o/mes>

Student Achievement

District Goal

- 90% of students will graduate on time
- 100% of Students will be career or college ready
- CCSD will increase the percentage of students reading on Lexile by 3% as measured by the FY25 Georgia Milestones ELA assessments in grades 3-11.

School Goals and Focus Areas

- At MES, we will foster a passionate and inclusive environment where every student is empowered to reach their fullest potential. We are dedicated to nurturing a love for literacy and numeracy, encouraging continuous growth, and celebrating achievements.
- 75% of MES students will show moderate and/or high growth in the area of Reading from fall to spring benchmark as measured by Beacon

Teachers

- Will model instruction and provide parents with reading materials and strategies by grade level during parent workshops, newsletters, parent/teacher academic meetings (up to 3 per year) and on the school website
- Will share with parents and students a portfolio containing the student reading level and tips/resources on how to choose the right book
- Will send home to parents math goals and materials to help parents understand problem solving
- Will host academic math and reading nights to provide hands on experiences and share strategies with parents

Parents

- Will practice grade level reading strategies for comprehension and fluency building with my child using the materials sent home daily in the communication folders.
- Will read with my child at least 20 minutes each day
- Will use application problems and other strategies to help my child make real world/math concept connections
- Will practice math facts with my child at least 3 times per week
- Will use school website resources by grade level and attend parent workshops and academic nights to learn tips and strategies to practice with their child/children

Students'

- Will keep a reading log of weekly readings
- Will read at least 20 minutes each day
- Will practice math facts for fluency (repetitive practice) using manipulatives or online resources
- Will find ways of using math concepts at home – use Google Classroom videos, resources, and collaboration blogs to practice and communicate understanding