



Comprehensive Needs Assessment 2021 - 2022 School Report



**Telfair County
Telfair County Elementary**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

| | Position/Role | Name |
|-----------------|----------------------|-----------------|
| Team Member # 1 | Principal | Anthony McIver |
| Team Member # 2 | Assistant Principal | Angelyn McGhee |
| Team Member # 3 | Assistant Principal | Ginger Spires |
| Team Member # 4 | Counselor | Mallory Lovvorn |
| Team Member # 5 | Kindergarten Teacher | Connie Long |
| Team Member # 6 | First Grade Teacher | Cindy Stapleton |
| Team Member # 7 | Second Grade Teacher | Becky Alligood |

Additional Leadership Team

| | Position/Role | Name |
|------------------|----------------------------------|----------------|
| Team Member # 1 | Third Grade Teacher | Wendy Yawn |
| Team Member # 2 | Fourth Grade Teacher | Shelly Schlenz |
| Team Member # 3 | Fifth Grade Teacher | Randy Warren |
| Team Member # 4 | Special Education Teacher | Keely Riggins |
| Team Member # 5 | Music Teacher/Rotation Team Rep. | Kim Seay |
| Team Member # 6 | Media Specialist | Patti Deep |
| Team Member # 7 | Instructional Coach | Teresa Attaway |
| 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 | Business Partner | Freddie Moore |
| Stakeholder # 2 | Business Partner | Jeff McGhee |
| Stakeholder # 3 | Parent | Marie Hollie |
| Stakeholder # 4 | Parent | Britney Yawn |
| Stakeholder # 5 | Health Care | Josie Brown |
| Stakeholder # 6 | Security Officer | John Merritt |
| Stakeholder # 7 | Faith-Based Leader | Tiffanie Maddox |
| Stakeholder # 8 | Technology Director | Jennifer White |

| | |
|--|--|
| How will the team ensure that stakeholders, and in particar parents and/or guardians, were able to provide meaningf input into the needs assessment process? | fostering the learning environment and by providing effective coordination, communication, and facilitation to achieve maximum engagement. |
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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 | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards. | |
| 2. Operational | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff. | ✓ |
| 3. Emerging | Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards | |
| 4. Not Evident | Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards. | |

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

| Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students | | |
|--|--|---|
| 1. Exemplary | <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. | |

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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, blying, 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> | <ul style="list-style-type: none"> *Title I Parent Survey *Georgia Parent Survey *Georgia School Personnel Survey *Georgia Student Health Survey 2.0 |
| <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 Title I Parent Survey indicated that parents agree they feel valued and welcomed at Telfair County Elementary School. They feel that the school staff is helpful and available with providing information needed. Survey data also indicated that teachers regularly communicate with parents and inform them of their student's strengths and challenges. Survey data indicated that the most difficult challenge this school year was school closures/quarantines due to pandemic.</p> <p>Data from the Georgia Parent Survey indicated parents continue to perceive teachers to exhibit high standards for achievement and possess a strong work ethic to promote and recognize student success. Parent data also indicated students were perceived to attend a safe school that treats all students fairly. In addition, data indicated parents felt welcomed and valued in the school. A high percentage of parents believe the instructional materials are up to date and in good condition. Results also indicated that parents are overall involved in the decision-making process, student activities, conferences, and special projects in the school.</p> <p>Results from the School Personnel Survey indicated a strong sense of staff connectedness, positive structure for learning, a well maintained and safe school, and good peer and adult relationships. In addition, most teachers agree that parents attend conferences and school activities frequently.</p> <p>The Georgia Student Health Survey indicated great strengths regarding students' safety, motivation, and academic support. The majority of students like school, feel they do well in school, sense the school wants them to do well, and feel safe at school. A high percentage of students believe the school has clear rules for behavior, teachers treat them with respect, and there is an adult at school to help them. Most students indicated that they get along with other students and students treat each other well. Data shows that a high majority of students have never been picked on by older, bigger, or more powerful kids through hitting/kicking, spreading rumors, threatening, or being left out.</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> | <ul style="list-style-type: none"> *Lexile Data *Lexia Data (CEIS) *Training Agendas and Teacher Evaluations *PLC Minutes *TKES Evaluations *Benchmark Schedules *Benchmark Data (ASW) *School Calendar *RTI/Intervention Data *CEIS Meetings and Reports *Report Cards *Gifted Testing *EIP folders |
| <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>Local assessment data and GKids results provided insight into planning quality, targeted instruction to address the needs of students. Trainings were conducted by the Instructional Coach, Technology Director, Consultant, and Administration to define student work expectations and planning of quality instruction. These trainings were based on the needs of teachers and required standards. PLC meetings were conducted weekly and were both IC/Admin and teacher led. The processes implemented are effective in providing support to teachers for developing and reinforcing their focus on instructional practices that target the needs of all students and student achievement expectations.</p> |
| <p>What achievement data did you use?</p> | <ul style="list-style-type: none"> *GKids Data *Benchmark Assessments (ASW) *STAR Reading Data |
| <p>What does your achievement data tell you?</p> | <p>SY 21 The Georgia Kindergarten Inventory of Developing Skills (GKIDS)-Spring ELA data indicated that 59% of students scored demonstrating/exceeding in phonemic awareness and 54% scored meeting/exceeding in phonics. Only 37% of students scored demonstrating/exceeding for both High Frequency Words and Comprehension. In Conventions of Writing, data indicated 44% scored demonstrating/exceeding. Spring Mathematics data indicated the largest percentage of students scored demonstrating/exceeding in Counting Objects (65%) and Comparing (62%). For Counting Numbers, 39% of students scored demonstrating/exceeding, 36% Emerging/Developing, 16% Beginning, and 7% Not Yet Demonstrated. The data for Shapes indicated 40% of students scored demonstrating/exceeding and 43% scored emerging/developing. For Addition/Subtraction progression, 46% of students scored demonstrating and 43% emerging/developing. For Approaches to Learning progressions, 83% scored developing/demonstrating for "Attention, Engagement, and Persistence" and "Creativity and Problem-Solving" while 84% of students scored developing/demonstrating for "Curiosity and Initiative". The Personal and Social Development progression data indicated 82% scored</p> |

developing/demonstrating for "Personal Development and Social Regulation" and 81% scored developing/demonstrating for "Social Development/Classroom Interactions". Data for Motor Skills indicated that 57% of the students assessed, scored developing/demonstrating for both "Gross Motor Skills" and "Fine Motor Skills". PreK and Headstart programs help prepare students for Kindergarten, however there are challenges for students to transition to a more formal, structured schooling. Kindergarten teachers and the Instructional Coach continue to provide trainings/assistance to these agencies in order to provide the teachers and families with information/practices to increase the academic and social skills of their students. Additionally, the district's literacy team works to implement the Birth to Books program to prepare parents of children ages 0-5 with early literacy and language skills.

SY 21 Local Achievement Data/ Math Benchmark-

Grades 1-5 administered benchmarks at the beginning and end of school year.

*First grade student data indicated that 82% of students scored meeting/exceeding on the beginning of year benchmark and 79% scored meeting/exceeding on end of year benchmark.

*Second grade student data indicated that 86% of students scored meeting/exceeding on the beginning of year benchmark and 81% scored meeting/exceeding on the end of year benchmark.

*Third grade student data indicated that 29% of students scored meeting/exceeding on the beginning of year benchmark and 31% scored meeting/exceeding on the end of year benchmark.

*Fourth grade student data indicated 42% of students scored meeting/exceeding on the beginning of year benchmark and 81% scored meeting/exceeding on the end of year benchmark.

*Fifth grade student data indicated 61% of students scored meeting/exceeding on the beginning of year benchmark and 64% scored meeting/exceeding on the end of year benchmark.

SY 21 Local Achievement Data/ STAR Reading-

*The Lexile score for first grade at the end of the year is 190. Data indicated 8% scored 190 or higher while 84% scored Beginning Reader.

*The Lexile score for second grade at the end of year is 420. Data indicated 23% scored 420 or higher while 37% scored Beginning Reader.

*The Lexile score for third grade at the end of year is 670. Data indicated 21% scored 670 or higher while 9% scored Beginning Reader.

*The Lexile score for fourth grade at the end of year is 840.

*The Lexile score for fifth grade at the end of year is 920.

Data from local assessments represent students that were attending school and receiving in-school instruction. Most virtual students did not participate in beginning or end of year benchmarks. Based on the representation, these benchmarks will be administered in the Fall 2021. The data provides limited insight to the needs of all students enrolled at TCES.

| | |
|--|--|
| What demographic data did you use? | *SLDS *Georgia Census Bureau |
| What does the demographic data tell you? | <p>*Student enrollment at TCES has remained consistent over the past three years including student subgroup enrollment. The two major ethnic groups are the black and white subgroups. These subgroups consist of 92% of the student population. Telfair County is a poor county with higher unemployment, higher generational poverty, and limited economic opportunities.</p> <p>All TCES teachers are 100% certified to teach in their current positions. Several of our teachers are dual certified as well. Some teachers have received gifted endorsements. Over 48% of the teaching staff have 11 or more years of teaching experience. The majority of our professional learning is job-embedded, and our instructional coach and administration work closely with teachers on a daily basis to continue to strive for student success. The use of class-size reduction teachers and guidance from the Instructional Coach will be critical in helping support students at TCES.</p> |

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>TCES implements current technology to enhance learning while providing a well-managed and supportive classroom environment. Assessments are aligned with required curricular standards. Teachers and School Leaders further monitor the assessments that are critical in monitoring progress and directing instruction. Teachers collaboratively plan to ensure coherent instruction is developed and implemented. Collaborative planning times and trainings are critical for supporting the planning and guidance of quality instruction. PLC and grade-level meetings are scheduled weekly and provide opportunities for teachers to review and revise curriculum documents. Common expectations for student achievement, curriculum, and instruction are shared and reviewed during PLCs and grade level meetings. Lesson plans are developed using the EATS framework which consistently implement research-based instructional strategies. The work and program data of students are analyzed regularly and teachers receive consistent feedback to ensure quality instruction is delivered to students. Teachers complete ASW for benchmarks which include data and planned strategies to increase student mastery of skills. Input from teachers is collected and used to identify teacher and student needs and resources. Consistent grading practices across grade levels and students monitoring their own progress are two areas rated emergent that need more focus. Students do not actively self-assess their learning and progress in all classes. The responsibility for tracking and monitoring usually remains a teacher practice. In some classrooms, students use rubrics and exemplar boards to self-assess, but this practice is not occurring as a school-wide practice.</p> |
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Strengths and Challenges Based on Trends and Patterns

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|---|---|
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>The TCES leadership utilizes a comprehensive process to analyze data and teacher/student performance. Our school is effective in gathering and analyzing data from multiple sources to support decisions and achieve the desired results. Teams discuss the needs of students and teachers in PLCs and Leadership Meetings to make adjustments and support continuous improvement. Stakeholder input is collected to help develop rules, schedules, and procedures to support continued improvement and maximize student learning and staff effectiveness.</p> |
| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Trends and Patterns:</p> <ul style="list-style-type: none"> *All teachers are highly qualified. *We are retaining majority of teachers. *Structures exist for staff to be involved in decision-making and problem-solving to build and strengthen leadership capacities. *Staff members are actively involved in job-embedded professional learning with feedback from the Instructional Coach. Staff members engaged in ongoing professional learning. Professional Learning Communities were led by the following: Principal, Assistant Principal, Instructional Coach, Counselor, ESOL/Migrant staff, Media Specialist, Parent Involvement Coordinator, Reading Consultant, etc. Based upon a Participant Evaluation, the following information was gathered: Overall, it was determined that learning sessions provided instructional strategies to promote academic achievement. A significant portion of staff members surveyed reported that they were able to utilize the information to meet the learning needs of their students. Staff members also engaged in ongoing professional learning with a centralized focus on technology. Professional Learning Communities were led by the following: Technology Director, Assistant Technology Director, TAPS Director, etc. Based upon a Participant Evaluation, the following information was gathered: Overall, it was determined that these technology-focused learning sessions provided the foundational knowledge to effectively organize and utilize Google Classroom, Slides, Drive, etc. Further, these sessions provided teachers the understanding of how to utilize instructional strategies to promote academic achievement through technology. Specifically, teachers were provided with sessions focusing on Google Classroom and Odysseyware as the school system offered a virtual learning module of learning. A significant portion of staff members surveyed reported that they were able to utilize the information to meet the learning needs of their students through Google Classroom and Odysseyware. Staff members reported that they will continue to utilize this information as they effectively utilize technology in the classroom in the future. |

Strengths and Challenges Based on Trends and Patterns

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|---|--|
| <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>TCES hosts many Family and Community Engagement events throughout the year. Participation data has indicated hands-on activities with parents and students that are sponsored on campus during regular school hours are much more successful than parent activities that are held during the day with no student interaction or activities held in the evenings.</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>TCES strives to continuously develop, communicate, and implement rules, practices, and procedures to maintain a safe, orderly learning environment for all students. Teachers implement Rituals and Routines at the beginning of school to set expectations. Other practices used are smaller class sizes, shared paraprofessionals in lower grades for reading/math, and technology devices to enhance learning. The Counselor works with teachers/parents to provide increased support for the social and emotional needs of students as needed.</p> |
| <p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Title I funds provide teachers and students with additional staff, technology resources, and supplies that our students would lack having. The economic status of households is often directly connected to student achievement.</p> |
| <p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Due to COVID, lack of assessment data and loss of instruction have both negatively affected student achievement. State and local assessments were utilized to monitor progress/mastery of content. School closures and quarantines caused scheduled benchmarks to be delayed, thus causing a lag in progress monitoring and plan of instruction to support students' needs. Data from local assessments represent students that were attending school and receiving in-school instruction. Most virtual students did not participate in beginning or end of year benchmarks. Based on the representation, these benchmarks will be administered in the Fall 2021. The data provides limited insight to the needs of all students enrolled at TCES. The After-School Tutoring program and Summer School are critical in supporting students' learning and increasing progress. The Instructional Coach is critical in supporting teachers in analyzing data and developing targeted instruction to close gaps.</p> |

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

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

| | |
|------------|--|
| Strengths | The number of special education students we serve in our general education program is one strength. Special Education students receive strong Tier 1 instruction in addition to their IEP specialized instruction and support. All students are served through our regular education program and are provided additional support services they may qualify for such as ELL, Gifted, and EIP. |
| Challenges | Staffing of dual certified teachers. |

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 | To increase the depth and rigor of the curriculum. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | No Change |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 2

| | |
|---|--|
| Overarching Need | Increase academic student performance. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

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 - To increase the depth and rigor of the curriculum.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Inadequate resources aligned to standards that did not provided increased level of rigor. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Inadequate instructional delivery methods being used. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program |

Root Cause # 2

| | |
|-------------------|--|
| Impacted Programs | Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |
|-------------------|--|

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 3

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

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Increase academic student performance.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Students entering the school at Kindergarten level lack foundational skills. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Need for more effective, targeted, differentiated evidence-based interventions and support for students to help them meet grade level reading and ELA expectations. |
| 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 I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Students continue to struggle with literacy and low Lexile levels which impacts student achievement in all content areas. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |
| Additional Responses | |



School Improvement Plan 2021 - 2022



**Telfair County
Telfair County Elementary**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|-------------|---------------------------|
| District | Telfair County |
| School Name | Telfair County Elementary |
| Team Lead | Anthony McIver |

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

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| <input 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 | To increase the depth and rigor of the curriculum. |
| Root Cause # 1 | Inadequate resources aligned to standards that did not provided increased level of rigor. |
| Root Cause # 2 | Inadequate instructional delivery methods being used. |
| Root Cause # 3 | Lack of appropriate assessments |
| Goal | By the end of 2021-2022, TCES will increase the percentage of students scoring at levels proficient (3) and distinguished (4) in grades 3-5 in ELA and Math as measured by GMAS by 3% in each subgroup. |

Action Step # 1

| | |
|--|---|
| Action Step | Maintain a wide variety of relationships with all stakeholders and communicate academic expectations/achievement status to families. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Sign-in sheets, Minutes pages, and Documentation |
| Position/Role Responsible | Stakeholders, Teachers, Instructional Coach, Administration |
| Timeline for Implementation | Weekly |

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

Action Step # 2

| | |
|--|---|
| Action Step | Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Rosters, Observations, Data, PLC documentation, On Course lesson plans |
| Position/Role Responsible | Administration Instructional Coach |
| 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)? | |
|--|--|

Action Step # 3

| | |
|-----------------|--|
| Action Step | Protect learning and instructional time. Implementation of new Character Education Program. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority |

Action Step # 3

| | |
|--|--|
| Subgroups | Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Observations, Training Sign-In Sheets |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|--|---|
| Action Step | Develop teacher leaders and mentors and empower them to make decisions and take ownership. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Effective Leadership |
| Method for Monitoring Implementation and Effectiveness | PLC Sign-in/Minutes sheets, Observations, Walk-Throughs, Data |
| Position/Role Responsible | Administration Instructional Coach Teacher Leaders |
| Timeline for Implementation | Weekly |

Action Step # 4

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

Action Step # 5

| | |
|--|---|
| Action Step | Provide paraprofessionals to support and assist teachers in grades K-2. Provide job-embedded professional development to all paraprofessionals. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Sign-In /Minutes sheets, Walk-Throughs |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 6

| | |
|--|---|
| Action Step | Work in collaboration with the Instructional Coach and teacher leaders to prioritize job-embedded professional learning. Create a schedule of Admin/Teacher-Led PLC meetings for ideas to be shared and implemented in the classroom. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | PLC schedule, PLC Sign-In/Minutes sheets, OnCourse Lesson Plans, PL Evaluations |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 7

| | |
|-----------------|---|
| Action Step | Contract with consultant for conducting teacher and paraprofessional trainings of new curriculum and coaching throughout the school year. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 7

| | |
|--|---|
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | PLC Sign-In/Minutes sheets, Coaching feedback, Agendas |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Monthly |

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

Action Step # 8

| | |
|--|---|
| Action Step | Provide after school program and summer school to support students academic progress. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Time Sheets, Rosters, Schedules |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

Action Step # 8

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

Action Step # 9

| | |
|--|---|
| Action Step | Implement the use of technology into instruction to enhance learning. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Observations |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 10

| | |
|--|---|
| Action Step | Provide opportunities for teachers to expand their certification/endorsement. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Staff Rosters and Requisition Forms |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Quarterly |

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

Action Step # 11

| | |
|-----------------|---|
| Action Step | Provide and utilize instructional coach to support teaching and learning. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 11

| | |
|--|--|
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | PLC documentation, Salary/Benefits print out, IC calendar, PLC Evaluations, Data |
| Position/Role Responsible | Administration Instructional Coach |
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Increase academic student performance. |
| Root Cause # 1 | Students entering the school at Kindergarten level lack foundational skills. |
| Root Cause # 2 | Need for more effective, targeted, differentiated evidence-based interventions and support for students to help them meet grade level reading and ELA expectations. |
| Root Cause # 3 | Students continue to struggle with literacy and low Lexile levels which impacts student achievement in all content areas. |
| Goal | By the end of 2021-2022 school year, 85% of students in each grade K-5 will score on or above the Lexile level for their grade on the Star test: K (BR450), 1st (190), 2nd (420), 3rd (520), 4th (740), and 5th (830). |

Action Step # 1

| | |
|--|---|
| Action Step | Utilize leveled-readers in the classroom during small group reading. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Observations, Walk-Throughs |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| 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)? | |
|--|--|

Action Step # 2

| | |
|--|---|
| Action Step | Incorporate fiction and nonfiction Teacher Read-Alouds in all classrooms daily. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Teacher Read Aloud Log, Observations |
| Position/Role Responsible | Administrators Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 3

| | |
|--|---|
| Action Step | Provide resources and materials to supplement instruction and student practice. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Observations |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|-----------------|---|
| Action Step | Contract with consultant for conducting teacher and paraprofessional training of new curriculum and coaching sessions throughout the school year. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |

Action Step # 4

| | |
|--|--|
| Method for Monitoring Implementation and Effectiveness | PLC Sign-In/Minutes sheets, Coaching Feedback, Agendas, Data, Observations |
| Position/Role Responsible | Administration Instructional Coach Teachers Paraprofessionals |
| Timeline for Implementation | Monthly |

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

Action Step # 5

| | |
|--|---|
| Action Step | Teachers will administer Sight Word Inventories at least three times a year. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Data |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Quarterly |

Action Step # 5

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

Action Step # 6

| | |
|--|---|
| Action Step | Kindergarten students will know all letters, letter sounds, and the first hundred Fry Words by end of year. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | GKids data, STAR Literacy data, OnCourse Lesson Plans, |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 7

| | |
|--|---|
| Action Step | Students will use technology to enhance learning and performance. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | OnCourse Lesson Plans, Observations, Data |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Monthly |

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

Action Step # 8

| | |
|-----------------|---|
| Action Step | Provide ESOL/Migrant Tutor to support student learning and to increase student performance. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |

Action Step # 8

| | |
|--|--|
| Method for Monitoring Implementation and Effectiveness | ACCESS data, ESOL/Migrant Student Schedule, Data |
| Position/Role Responsible | Administration ESOL/Migrant Tutor Teacher |
| Timeline for Implementation | Weekly |

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

Action Step # 9

| | |
|--|---|
| Action Step | Provide families with information to support students' academic achievement. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Student data |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Quarterly |

Action Step # 9

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

Action Step # 10

| | |
|--|--|
| Action Step | Teachers will administer the STAR Reading assessment (Gr. 1-5) and STAR Early Literacy (K) to students three times a year. Data (Lexiles) will be recorded and analyzed using ASW forms. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | ASW Data Forms, STAR Data, |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Quarterly |

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

Action Step # 11

| | |
|--|---|
| Action Step | Provide after school program and summer school to support students academic performance. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Time sheets, Rosters, Schedules |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Weekly |

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

Action Step # 12

| | |
|-----------------|---|
| Action Step | Provide/utilize school nurses, counselors, school social worker, and resource officers to better meet the diverse needs, safety, and well-being of the whole child. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 12

| | |
|--|---|
| Systems | Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Counselor Log, Nurse Log, Office Referrals |
| Position/Role Responsible | Administration Instructional Coach Teachers |
| Timeline for Implementation | Yearly |

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| 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 # 13

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| Action Step | Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Rosters, OnCourse lesson plans, TKES, PLC documentation, Data |
| Position/Role Responsible | Administration Instructional Coach |

Action Step # 13

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| Timeline for Implementation | Yearly |
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| 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 # 14

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| Action Step | Provide opportunities for teachers to expand their certification/endorsement. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | PLC documentation, Requisition forms, Observations/Walk-Throughs, Data |
| Position/Role Responsible | Administration Instructional Coach |
| Timeline for Implementation | Quarterly |

Action Step # 14

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| 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 # 15

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| Action Step | Provide and utilize instructional coach to support teaching and learning. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | IC Calendar, Data, PLC documentation/evaluations |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Yearly |

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| 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, Serving Children, PQ

Required Questions

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| <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) was accomplished.</p> | <p>Telfair County Elementary School's Comprehensive Needs Assessment (CNA) was conducted in Spring 2021 by all instructional personnel. The CNA provided the necessary information for the development of the School Improvement Plan (SIP). Members of the Parent Advisory Committee (PAC), School Council, and Leadership Team were also heavily involved in the formation of the CNA and SIP.</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>School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.</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>The instructional program at TCES includes a focus on small group, whole group, and one-on-one instruction. All subject areas are addressed in the classrooms at TCES. Data from common assessments is utilized to drive instruction in all subject areas. For the 2021-2022 academic year, we have streamlined our math, reading, science, and social studies curriculums for grades K-5. Teachers will continue to focus on increasing rigor in all subject areas and will use common assessments to identify at-risk students.</p> |

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| <p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (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>TCES is a school-wide program.</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <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>During the Spring, students from Pre-K, Headstart, and Enrichment School visit TCES to assist in the transition from Pre-K, to TCES in the fall. Kindergarten Orientation is held each Spring to provide parents with information to better prepare their student for the Elementary School experience. Pre-K teachers help prepare the students for Kindergarten each year by teaching beginning phonics and math skills to provide a smooth transition for students as well as to provide familiarity with the curriculum taught in Kindergarten.</p> |
| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>N/A</p> |
| <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>Teachers model and implement rituals and routines to set the tone for the classroom. The School Counselor is available to teach classes in areas that will support students' academic success by targeting behavioral tendencies that hinder learning. Mental Health Services are also available within the school to help reduce the amount of time students may spend traveling to appointments in other outside locations. The RTI process is used to identify students that need additional behavioral support. Character Education is a daily curriculum feature as well. Additional behavioral support training sessions will be available to all staff in the Fall of 2021.</p> |

ADDITIONAL RESPONSES

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| <p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p> | <p>The School Improvement Plan has been collectively developed and reviewed throughout the process to ensure that we have addressed multiple perspectives in identifying strengths and weaknesses. A wide variety of data has been used to support findings and drive the improvement plan. Through this process, all stakeholders have been made aware of the plan to identify students' strengths and weaknesses so we can focus on meeting their individualized needs. A FLEX time for small groups has been incorporated in grades K-2 to support students in increasing achievement in foundational reading and math skills. An After-School Tutoring Program has been implemented to support students needing extra academic support using highly qualified teachers. In addition, the Summer School Program began in June 2021 for grades K-5. The summer program focuses on students' needs in reading and math to support the learning loss due to the pandemic.</p> |
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