Comprehensive Needs Assessment
2023 - 2024 School Report

GaDOE
Georgia Department of Education

Identify Needs

Select Interventions

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

READY TO LEARN
READY TO LIVE
WHOLE CHILD
READY TO LEAD

Family & Community Engagement

Supportive Learning Environment

Plan Implementation

Implement Plan

Fayette County
Huddleston Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Josh Noland
Team Member # 2	Assistant Principal	Maeve Irvin
Team Member # 3	Instructional Coach	Amanda Munroe
Team Member # 4	Kindergarten Teacher	Taylor Holder
Team Member # 5	1st Grade Teacher	Heather Kendall
Team Member # 6	2nd Grade Teacher	Carrie Davis
Team Member # 7	3rd Grade Teacher	Bo Holder

Additional Leadership Team

	Position/Role	Name
Team Member # 1	4th Grade Teacher	Ariana Robinson
Team Member # 2	5th Grade Teacher	Ally Merchant
Team Member # 3	EIP Teacher	Jennifer Crow
Team Member # 4	Exceptional Children's Services Teacher	Stephanie Swanson
Team Member # 5	Counselor	Bryan Tatum
Team Member # 6	Media Specialist	Katie Arp
Team Member # 7	Technology Specialist	Misty Brown
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	PTO President	Annie Lewis
Stakeholder # 2	PTO Vice President	Lynlee Garmon
Stakeholder # 3	Parent	Kelly O'brien
Stakeholder # 4	Parent	Carmen Zinn
Stakeholder # 5	Parent	Terry Byers
Stakeholder # 6	Parent	Emily Mckay
Stakeholder # 7	Parent	Kym Bushmire
Stakeholder # 8	Parent	Josh Bloom

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	PTO and Huddleston School Council members participate in and contribute to the Comprehensive Needs Assessment through meetings and discussion. Parents were also members of our CNA rating teams and participated in the Comprehensive Needs Assessment process via input and discussion of overarching needs and possible actions steps.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	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.	

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
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	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.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. 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.	
2. Operational	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. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
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	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

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	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
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	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
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	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	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. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	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. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

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	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. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
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	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). 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).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. 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).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
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.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Surveys were created and distributed to stakeholders. Members of the PTO and parent stakeholders took part in the SIP Needs Analysis process. Monthly, during PBIS, PLC, and staff meetings, SWIS data is presented and reviewed. The student school health survey was completed by 3rd-5th grade students.

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?")	The perception data yields many positive results from stakeholders in terms of attitudes towards school, belief in competencies, and overall satisfaction with the school community. Due to Covid-19 a CCRPI School Climate score is not calculated. **Strengths from student stakeholders include**: students feel like their school wants them to do well, believe their teachers care about them, feel safe at school, get along well with others, and students treat each other well.**Growth areas of focus include:**continued work on improving students' feelings towards school, their individual feelings of success at school, and ensuring that students behaviors within the classroom contribute to a positive learning environment for all students. **Strengths from the parent stakeholders include: children feel safe at school, parents feel welcome and comfortable talking to teachers in the building. Growth areas of focus include: continuing encouragement for parents actively engaged in the school community, streamlining of communication, and increase opportunities for collective decision-making and volunteer opportunities. Strengths from staff stakeholders include: Improved protocols regarding behavior support and academic support via MTSS, use of PLCs to impact instruction and student achievement. Growth areas of focus include: Clarity of communication and response efforts by administration when addressing dangerous/unsafe behaviors.**

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	Process data included review of student participation in support programs and the implementation of best practices that support student learning within each program. For example students in the ESOL program benefit instructionally when the results of the ACCESS test are used to identify their Can Do Descriptor levels. These levels work to inform teachers about the best instructional strategies to use to support each student. Within the ECS department, student goals and progress monitoring is used to plan for

workshops)	instruction. The team also utilizes the data from the MTSS program to identify and monitor students' learning and response to intervention. Common assessment tools and resources are used within the grade level and universally to ensure that students' progress is monitored. These universal assessment tools include: STAR, RI, Dibels, as well as grade level assessments in ELA and Math. Every monthly staff meeting, members of the PBIS PLC review student conduct and discipline reports, and the information is also shared with the staff digitally. Staff members from the Leadership PLC meet every other month to review and discuss progress on the school's continuous improvement cycle and structures. Attendance data is used to monitor overall school attendance and also address concerns and support for attendance rate of a student or staff member. Communication between teacher/parent, school counselor, administrator and system social work to promote positive attendance and engagement at school.

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?")	The process data reflects: ● continued professional learning on effective instructional strategies for EL students as this population continues to increase ● a systematic process of MTSS to identify students in need of intervention supports and/or other program supportsul ● further professional learning of reporting options in our benchmark platforms could prove useful in decision making to support student learning ● effective processes and supports to maximize student growth within the MTSS system further revision of PLC process is needed to improve student achievementstudent attendance is an area of concern as our number of students missing 15 or more days is significant

What achievement data did you use?	Various forms of school and district achievement data include: ● Lexile from Reading Inventory ● Dibels Reading data ● Math STAR data ● Georgia Milestone Assessment Program (Grades 3-5)

What does your achievement data tell you?	Growth from fall to spring regarding student achievement is evident. There are significant concerns regarding subgroup growth and proficiency of students in profiient and distinguished markers on various assessments. Achievement data from district and state assessment reflects higher numbers of students scoring in the Level 3 and 4 categories in ELA and Math than in the Spring of 2022. Data regarding writing shows positive trends with students receiving conditional scoring reduced from 17.4 % to 1.2%. Reading proficiency data is concenring with 17% of students scoring below level.

What demographic data did you use?	Data regarding enrollment, ethnicity, and attendance is used from the CCPRI state report.

What does the demographic data tell you?	Demographic data reflects: decrease in enrollment to 605, most since SY 19/20. Our average attendance rate (94.04%) dropping each year, with an increasing number of students with attendance rist up to 16.48%, highest in the last 5yrs. We show a low transient trend, and slight increase in percent of economically disadvantaged students (17.46% in previous year to 28.92%).

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

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?	As an instructional team, we have multiple resources and systems that support instruction: State standards with aligned county level scope and sequence, a wealth of instructional resources both hard copy and digital, standards based rubrics in grades K-5, and access to professionals such as Instructional Coaches, Content Coordinators, and Instructional Support Teachers. The main challenge yet, truly an opportunity, is learning to balance and apply these resources effectively based on student learning needs. Continued collaboration within grade level teams, vertical action teams, and with support staff is vital to accomplishing this goal with an emphasis on data driven professional learning communities and a cycle of continuous improvement. As the 2023-2024 school year begins, we will continue to focus on data driven work in PLC's to strengthen a coherent instructions system and guaranteed viable curriculum for all students. Incorporating PLC leads with monthly professional learning, team agreements, and quarterly effectiveness measures will work to strenghten, streamline, and monitor our progress. The master schedule is structured to provide some additional time for collaboration, data analysis, and planning on a weekly basis. Additional modifications to the schedule maximize instructional chunks, and supports are provided during highly effective instructional segments. Leadership have developed a plan for providing routine opportunities for district support staff to provide meaningful professional learning each month via staff meeting breakout sessions. Grade level teams will utlize the DSC platform for interum assessment purposes across all content areas and assesslets for writing skills and development. Familarization with these platforms, their reports, and item banks should provide rigorous formative assessments to better align our instruction with the expected outcomes. This unification will allow for concensus scoring opportunities and widespread use of student outcome exemplars. MTSS processes continue to be refined and focused to identify student learning needs and effectiveness of interventions. In order to improve its effectiveness formative and summative assessments need to be provided, analyzed, and instructional action taken with the results in a timely manner. Additionally, establishing a shared responsibility among teachers and students to understand standards, set goals, and work to meet those goals will become part of our school's culture in the form of student-led conferences.

Strengths and Challenges Based on Trends and Patterns

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?	Effective leadership trends are centered around shared leadership throughout the building and varied roles of staff. This area is a strength in terms of our school community. We have professional learning communities with focused work: Leadership, PLC leads, LIM, Community Engagement, explicit Writing and Math strategies across the building. Additionally, we are scheduling opportunities for our support staff to conduct PLC sessions of their own. The goals of these PLC are ever evolving and expanding based upon the needs of our students, teachers, and stakeholders. Continued work must be focused on identifying needs and setting focused goals to address the work of each PLC with timely monitoring and adjustments to the progress. Expanding opportunities for stakeholders to be engaged in decision making processes is a need for the 23-24 SY.

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?	Professional capacity remains a strength for the Huddleston community. Staff retention rate is positive with a good balance of early, mid, and later career experienced staff. School level mentors are assigned to new staff members to support their acquisition of knowledge and learning about the FCPS system, Huddleston, and our community. We will continue Professional Learning Communities for the 2022-2023 school year. Targeted efforts for grade-levels is needed based on student achievement data and reflective goals of staff. Additional steps involving PLC leads implementation and quarterly self-assessment practices will begin SY23-24. In addition a continued focus on structured literacy and LETRS professional learning will continue for select staff. Every year all staff members set professional learning goals and plans and participate in county and school level professional learning opportunities. A pattern of challenge emerges when there are multiple professional learning opportunities from the county level and the school level, requiring diligence in allocating time to participate and transfer new learning into practice. Creating a professional learning timeline with cohesive content and tailoring individual professional learning to meet stakeholders' needs is necessary.

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?	Our school community is described as being opening, welcoming, and connected. An active PTO supports many opportunities for family engagement and community building, and the school invites parents to a variety of events to celebrate student learning, share in performances, and school traditions. With this in mind, the trends noted by the team include a need to expand more consistent engagement opportunities for stakeholders including non-English speaking families, parents with more limited access to school during the regular school day, and also to expand business and community partnerships to serve as mentors and support real life connections to learning. In addition, our staff also noted the need for increased communications to engage and support parents in ways they can help with academic learning from

Strengths and Challenges Based on Trends and Patterns

	the home setting. There is also expressed interest from parent feedback to have access to learning and strategies to help their students at home. Communication methods must continue to be an area of focus since our parents respond to and participate in varied modes of communication. Increasing social media presence, utilizing the LMS, and setting common expectations for school to home communication is necessary. Another need to is offer more two-way communication opportunities from home to school rather than the school simply providing information.

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?	Fayette County provides a strong umbrella of support services with school level access and outreach. Within our school we have a full time school counselor, nurse, MTSS team, behavioral support staff, a character education program, and a productive PBIS team that all work to create a supportive learning environment for students and staff. Considering MTSS data and discipline data, we need to continue to focus on restorative practices to support students that experience self-regulation, emotional, and behavioral challenges. The PBIS team will work to implement explicit teaching of expectations and routines while emphasizing LIM habits. Continuing to implement a consistent student discipline program, with identification of classroom and office managed behaviors, for all students while promoting positive recognition of individual, class, and school level successes is a focus. This year a goal to schedule and include students and parents in more frequent and informal communication opportunities for feedback will be developed.

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?	Huddleston's demographic data in terms of overall enrollment, program participation, economically disadvantaged, and ethnic diversity changes slightly each year. We have a low transiency rate as recorded by GOSA. One enrollment trend is an increase in Hispanic student enrollment. Upon analysis of student achievement data, focus of work will continue in the subgroup areas of Hispanic and Students with Disabilities.

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?	Analysis of achievement data from 2022-2023 compared to previous years data shows: ● Individual growth for students from the beginning of year benchmarks compared to the end of year benchmarks. As an aggregate of school achievement data the data reflects: ● Fewer students scoring in Level I and II on the Georgia Milestones Assessment. ● Fewer students scoring in Intensive and Strategic Support areas on the Dibels reading assessment.

Strengths and Challenges Based on Trends and Patterns

	• Our trends regarding RI bands in 2-5 remained relativitely the same. • Fewer students scoring in the Beginning or Developing levels on the STAR math assessment. Examining longitudinal trends, we are seeing steady growth in most assessed areas. Concerns regarding our lack of growth in subgroup areas, especially regarding Reading Proficiency measured via GMASS are apparent as 17% of assessed students scored below proficiency for their grade level.

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	Exceptional Children's Services: Collaborative and co-teaching models with a general education and special education teacher create engaging learning environments when both professionals are open to co-teaching and have the opportunity to work together to build effective instructional strategies, trust and relationships. All students, regardless if they receive special education services or not, can benefit from collaborative and co-teaching models. ECS staff are continuously involved in professional learning, both district provided as well as sought out individually, to create better outcomes for students. Across our staff, they possess training in Orton-Gillingham, Dyslexia endorsements, and LETRS along with Reading Specialist Degrees. We also employ the support role of an ECS paraprofessional to further support students' individual learning needs and goals. ECS staff have the opportunity to build positive relationships with students and families because as a team, they work with students and families for many years. ESOL: Generally, we are able to place students in co-teaching environments where Tier 1 instruction is maximized and instruction can be effectively co-designed to meet students at their language levels and while incorporating best practices. Co-planning time has been intentionally designed. The ESOL staff is fully committed in meeting individual students' needs and provides engaging, authentic learning lessons that align with the curriculum and maximize student access to learning. Relationships is our strength. Our relationships with one another, and the trust and support we have developed with our families is very strong.

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.

Challenges	Exceptional Children's Services: Devising schedules to maximize instructional time and services. When creating schedules the focus is also on trying to make our students' day as cohesive as possible with fewer transitions. This requires attention to details and flexibility to address the wide range of needs. Time limitations for collaboration with general education teachers can be a challenge. Maintaining the level of rigor regarding student learning remains a challenge when working to support various IEPs. ESOL: Staffing limitations combined with higher numbers of enrollment at certain grade levels can make co teaching more difficult to schedule. Additionally, continually training and supporting our general education staff regarding best practices and effective models of coteaching requires continuous attention. Work to streamline and translate communication in a variety of languages and in a timely, cohesive manner requires ongoing work and access to digital tools. Within the school community, all staff members and stakeholders must embrace solid Tier I instructional strategies to maximize the learning of all students. Specialized programs and resources are a valued support used to enhance, extend, and maximize the learning taking place in the general education classroom.

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	Use a systematic, collaborative process for curriculum planning and assessment. Instruction should be consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Professional Learning Assessment FOR Learning Improving specific, varied, student feedback Using multiple forms of assessment that require DOK and critical thinking skills Collaboration and planning with resource staff Implementing high effect, best practices to improve student learning

Overarching Need # 2

Overarching Need	Define expectations for implementing professional learning communities including details regarding the stages of implementation, how monitoring will occur as implementation progresses, and the impact of PLCs on student achievement.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	● Focused content based on grade level data and/or need ● Implementation protocols ● Data-driven decisions for instruction

Overarching Need # 2

Additional Considerations	- PLC lead training - Self-assessment parameters/opportunities - Plan to implement PLC protocols for all teams

Overarching Need # 3

Overarching Need	Increase opportunities for parent and community involvement in day-to-day operations and/or special events that will positively impact student achievement and/or authentic learning opportunities.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	- Face-to-face conferences - Grade level/Area support events beyond the school day - Designing and implementing club opportunities throughout the school year

Overarching Need # 4

Overarching Need	Develop a plan to reduce the number of chronically absent students in SY2023-2024.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	- District and school level attendance protocols - PBIS innitiatives - Impact on School-wide achievement goals - Conferences with parents/guardians to share concern

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 - Use a systematic, collaborative process for curriculum planning and assessment. Instruction should be consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.**

Root Cause # 1

Root Causes to be Addressed	Limited time for collaborative planning for data analysis, planning, and assessment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Differentiate and adjust lesson plans in collaboration with support staff to meet individual and small group learning needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Implement MTSS protocols to provide effective and timely supports and/or acceleration based on student needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Additional Responses	

Overarching Need - Define expectations for implementing professional learning communities including details regarding the stages of implementation, how monitoring will occur as implementation progresses, and the impact of PLCs on student achievement.

Root Cause # 1

Root Causes to be Addressed	Professional learning needs to be tailored to varied roles and responsibilities to increase relevance and alignment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Need to implement specific protocols, agendas, and self-assessment tools guiding collaborative work in PLC with the support of grade levels, coach, and county support staff.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Root Cause # 2

Additional Responses	

Overarching Need - Increase opportunities for parent and community involvement in day-to-day operations and/or special events that will positively impact student achievement and/or authentic learning opportunities.

Root Cause # 1

Root Causes to be Addressed	Promote consistent volunteer opportunities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Using multi-media and human resources to plan and implement parent information sessions regarding learning support strategies and tools to support student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Overarching Need - Develop a plan to reduce the number of chronically absent students in SY2023-2024.

Root Cause # 1

Root Causes to be Addressed	Implement consistent, unique learning opportunities for students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Implementation of school-based response to absenteeism via PBIS/Lighthouse team.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

School Improvement Plan
2023 - 2024

Fayette County
Huddleston Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Huddleston Elementary School
Team Lead	Josh Noland
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	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	Use a systematic, collaborative process for curriculum planning and assessment. Instruction should be consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.
Root Cause # 1	Differentiate and adjust lesson plans in collaboration with support staff to meet individual and small group learning needs.
Root Cause # 2	Implement MTSS protocols to provide effective and timely supports and/or acceleration based on student needs.
Root Cause # 3	Limited time for collaborative planning for data analysis, planning, and assessment.
Goal	Increase the number of students in L3/proficient and L4/distinguished in ELA and Math by 2% and 4% respectively in grades 3rd-5th on the GMAS. ELA Proficient and Distinguished achievement levels from 56% to 58%. Math Proficient and Distinguished achievement levels from 60% to 64%.

Action Step # 1

Action Step	Create Master Schedule to embed weekly PLC meetings focused on the continuous improvement cycle.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Master Schedule Digital Documentation
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks
Position/Role Responsible	Administration Instructional Coach Leadership PLC Grade Level/Area PLC
Timeline for Implementation	Yearly

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	Devise and implement weekly PLC agendas and protocols that are data driven to improve differentiation and individual learning progress.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC Agendas Protocols Formative and Summative Assessments Lesson Plans
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks
Position/Role Responsible	Administration Instructional Coach Content Coordinators/IST Certified Staff
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	Utilize county curriculum guides, resources, and support staff to design lesson plan details to support varied students learning needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedule of Collaborative Planning Meeting Agenda/Notes Lesson Plans
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks
Position/Role Responsible	Administration Instructional Coach County Support Staff Certified Staff
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 # 4

Action Step	Revision of MTSS protocols to provide a collaborative, timely problem solving approach and strategic supports to improve student growth and achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedule and protocols for MTSS cycle
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks
Position/Role Responsible	MTSS Team
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 # 5

Action Step	Increase the percentage of collaborative models of instruction via push-in support with ECS, EIP and ESOL and/or student flexible grouping.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Assess segments of collab each semester
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks
Position/Role Responsible	Administration MTSS team Certified Staff
Timeline for Implementation	Yearly

Action Step # 5

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

Action Step # 6

Action Step	Implement effective teacher selected coaching cycles utilizing the district selected coach. All staff will participate in a coaching cycle in a three year period.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Staff sign up Implementation calender via instructional coach
Method for Monitoring Effectiveness	Staff feedback form
Position/Role Responsible	Administration Instructional Coach Certified Staff
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	Define expectations for implementing professional learning communities including details regarding the stages of implementation, how monitoring will occur as implementation progresses, and the impact of PLCs on student achievement.
Root Cause # 1	Need to implement specific protocols, agendas, and self-assessment tools guiding collaborative work in PLC with the support of grade levels, coach, and county support staff.
Root Cause # 2	Professional learning needs to be tailored to varied roles and responsibilities to increase relevance and alignment.
Goal	100% of staff members will participate in targeted PLCs to address student and/or staff needs.

Action Step # 1

Action Step	Provide varied opportunities for staff professional learning that are relevant and aligned to role.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Professional Learning Goal/Plan Contributing Professional Goal/Plan PL Logs Staff Meeting Agendas
Method for Monitoring Effectiveness	Improved student proficiency and growth via formative and summative assessments.
Position/Role Responsible	Administration Leadership PLC Instructional Coach County Level Coordinators/IST Certified and Classified Staff
Timeline for Implementation	Yearly

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	Set TKES or Contributing Professional Learning Goal/Plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	TKES Platform Contributing Professionals Platform PL Logs
Method for Monitoring Effectiveness	Documented application of professional learning.
Position/Role Responsible	Administration Instructional Coach Certified and Classified Staff
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	Devise and implement weekly PLC agendas and protocols that are data driven to improve differentiation and individual learning progress.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC Agendas Team Agreements Formative and Summative Assessments Lesson Plans
Method for Monitoring Effectiveness	Improved student proficiency and growth via formative and summative assessments. Team Self Assessments
Position/Role Responsible	Administration PLC Leads Instructional Coach Certified Staff County Support Staff
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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase opportunities for parent and community involvement in day-to-day operations and/or special events that will positively impact student achievement and/or authentic learning opportunities.
Root Cause # 1	Promote consistent volunteer opportunities.
Root Cause # 2	Using multi-media and human resources to plan and implement parent information sessions regarding learning support strategies and tools to support student achievement.
Goal	Implement various initiatives to increase student and parent engagement.

Action Step # 1

Action Step	STEAM/Fine Arts/EXPO initiative to establish authentic learning opportunities for all students and other parent volunteer opportunities
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Master events calendar STEAM Overview STEAM schedule
Method for Monitoring Effectiveness	Documented Checkmate for volunteers Improved student proficiency and growth via formative and summative assessments
Position/Role Responsible	Administration Instructional Coach Certified Staff
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 # 2

Action Step	Conduct quarterly PBIS/Leader in Me Celebrations
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Master Events Calendar Parent Survey Results
Method for Monitoring Effectiveness	Documented Checkmate for volunteers Improved student proficiency and growth via formative and summative assessments
Position/Role Responsible	Administration Lighthouse Team Certified Staff
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	Re-establish the use of Staff Mentor & Community Mentor programs
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Mentor Enrollment documentation outlining participation Parent Survey Results
Method for Monitoring Effectiveness	Documented Checkmate for volunteers Improved student proficiency and growth via formative and summative assessments
Position/Role Responsible	Administration Certified Staff

Action Step # 3

Position/Role Responsible	PBIS Team
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 # 4

Action Step	Hold after school grade level events (one per grade level/area)
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Master Events Calendar
Method for Monitoring Effectiveness	Documented Checkmate for volunteers
Position/Role Responsible	Administration Certified Staff Lighthouse Team
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 # 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	Face-to-Face conferences by HR teachers with all parents within the 1st 9 weeks
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documented contact via Infinite Campus contact log
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks Improved student proficiency and growth via formative and summative assessments
Position/Role Responsible	Administration Certified Staff
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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop a plan to reduce the number of chronically absent students in SY2023-2024.
Root Cause # 1	Implement consistent, unique learning opportunities for students.
Root Cause # 2	Implementation of school-based response to absenteeism via PBIS/Lighthouse team.
Goal	Reduce the number of students with 15 or more absences by 50% from 125 students to less than 50 students.

Action Step # 1

Action Step	Protocols to increase contact frequency and informational sessions sharing the impact on student success for families struggling with consistent attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Student/Family Handbook
Method for Monitoring Effectiveness	Documented Checkmate for volunteers Improved student proficiency and growth via formative and summative assessments Documented Student Attendance
Position/Role Responsible	Administration Certified Staff Counselor
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)?	

SCHOOL IMPROVEMENT GOALS

Action Step # 2

Action Step	Prepare informational opportunities sharing the impact of attendance on student achievement ie parent conferences, meet the teacher, pto meeting, student council.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documented contact via Infinite Campus contact log Presentation sharing relationship between attendance and achievement Parent Survey Results
Method for Monitoring Effectiveness	Documented Student Attendance Improved student proficiency and growth via formative and summative assessments
Position/Role Responsible	Administration Certified Staff PBIS Team MTSS Team County Support Staff
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	Conduct quarterly PBIS/LIM Celebrations including highlights monthly attendance awards for classroom and/or individual students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement

2.4 Overarching Need # 4   59

Action Step # 3

Method for Monitoring Implementation	Master Events Calenda
Method for Monitoring Effectiveness	Documented Checkmate for volunteers Documented Student Attendance
Position/Role Responsible	Administration Certified Staff PBIS Team
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 # 4

Action Step	Positive contact by HR teachers to all families within the first 2 weeks of school
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documented contact via Infinite Campus contact log
Method for Monitoring Effectiveness	Student growth via progress monitoring and benchmarks Improved student proficiency and growth via formative and summative assessments Documented Student Attendance
Position/Role Responsible	Administration Certified Staff
Timeline for Implementation	Yearly

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The Huddleston staff, School Council, and PTO were engaged in learning about the SIP process and sharing information and input. Vertical teams in the school collaborated on the data collection and analysis to help determine further needs and root causes. The Huddleston Leadership PLC reviewed the SIP and shared with grade level/area PLC's.

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.	Although Huddleston is not a Title I school, we adhere to the FCBOE Human Resources department of hiring highly qualified, certified staff for all positions.

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).	Huddleston uses the school based SIP to plan for instruction and utilizes instructional resources and strategies with a strong support staff to meet students' learning needs.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Huddleston is not a designated Title I school. We utilize the MTSS framework for identifying students in need of services and support.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Huddleston is fortunate to have the Bright from the Start Pre-K program. The teacher in this program supports early education and introduction to the school learning community. The teacher collaborates with necessary support service personnel. Students also attend a pre-view to Kindergarten in the spring of each year.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	The majority of Huddleston students transition to Booth Middle School, then to McIntosh High School feeder pattern. The Huddleston 5th grade staff, school counselor, and assistant principal collaborate with staff at Booth to ensure that students have a successful transition to the middle school setting. Fifth grade students attend Booth Fine Arts Day in the spring to meet key staff members and learn about the opportunities and learning ahead. Students also are encouraged to attend the orientation before school starts at the middle school.

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.	Huddleston provides a warm, nurturing environment for our students that is based on the PBIS Framework. Within this framework, students receive Tier 1 support for learning expectations to help them be successful at school. We also implement many strategies of support through Discipline with Love & Logic, Conscious Discipline, and promote social emotional learning with monthly school guidance lessons, frequent class meetings, and the Voyage Character Education Program. During the 23-24 SY, we will begin implementing the "Leader in Me" program with primary focuses on adult practices, integration of PBIS elements, and instruction on the "seven habits for students". We also employ the support role of our Behavior Paraprofessional that works with students in the MTSS process to learn positive tools for connecting with others and making safe, responsible choices. It is our belief that when this foundation is set, students experience fewer instances of behaviors that would require discipline practices.

ADDITIONAL RESPONSES

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