



# Comprehensive Needs Assessment 2024 - 2025 School Report



Fayette County  
Spring Hill 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               | Jamie Munoz    |
| Team Member # 2 | Assistant Prinicipal    | Anissa Freeman |
| Team Member # 3 | Title I Contact/Teacher | Katie Gay      |
| Team Member # 4 | Title I Parent Liason   | Cara Colson    |
| Team Member # 5 | Teacher/Parent          | Michelle Shaw  |
| Team Member # 6 | Teacher/Parent          | LaMecia Ali    |
| Team Member # 7 | Teacher                 | Rita Atkinson  |

#### Additional Leadership Team

|                  | Position/Role    | Name            |
|------------------|------------------|-----------------|
| Team Member # 1  | Teacher          | Amber Arnold    |
| Team Member # 2  | Teacher          | Fonda Buycks    |
| Team Member # 3  | Teacher          | Brian Gorham    |
| Team Member # 4  | Interventionist  | Bridget Waters  |
| Team Member # 5  | ECS Lead Teacher | Jessica Waseman |
| Team Member # 6  | Teacher          | Danielle Aragon |
| Team Member # 7  | Parent           | April Thacker   |
| Team Member # 8  | Teacher          | Tonisha Hines   |
| Team Member # 9  | Teacher          | Rachel Harris   |
| Team Member # 10 | Speech Teacher   | Jill Shedd      |

## 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 | Counselor      | Pat Scott       |
| Stakeholder # 2 | Parent Liason  | Cara Colson     |
| Stakeholder # 3 | Teacher/Parent | LaMecia Ali     |
| Stakeholder # 4 | Teacher        | Michelle Shaw   |
| Stakeholder # 5 | Teacher/Parent | April Thacker   |
| Stakeholder # 6 | Interpreter    | Maria Thompson  |
| Stakeholder # 7 | Parent         | Nicole Goode    |
| Stakeholder # 8 | Parent         | Ashley Blessitt |

|  |   |
|--|---|
| 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? | All data is reviewed and meetings are offered . Parents, and other community stakeholders are provided with the opportunity to attend. Teachers put in on there newsletters .Newsletters and paper reminders were sent, along with phone calls and an Infinite Campus blast. Teachers also include this information on their Schoology Pages and Parent Square. |
|--|---|

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

| Instruction Standard 2 -Creates an academically challenging learning environment |  |   |
|--|--|---|
| 1. Exemplary   | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).<br><br>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.<br><br>Learning targets are evident throughout the lesson and in student work.  |   |
| 3. Emerging  | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.   |   |
| 4. Not Evident   | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.  |   |

Coherent Instruction Data

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

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

Coherent Instruction Data

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

| Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets |  |   |
|---|--|---|
| 1. Exemplary  | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.<br><br>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.<br><br>Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |   |
| 2. Operational   | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  | ✓ |
| 3. Emerging  | Some students use tools to actively monitor their own progress.   |   |
| 4. Not Evident   | Few, if any, students use tools to actively monitor their own progress.   |   |



Coherent Instruction Data

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

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

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

Coherent Instruction Data

| Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction |  |   |
|---|--|---|
| 1. Exemplary  | Teachers extensively use a systematic, collaborative process to analyze assessment results.<br>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.<br>Instruction is routinely adjusted based on the analysis of assessment results.  | ✓ |
| 3. Emerging   | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results.   |   |
| 4. Not Evident  | A collaborative process to analyze assessment results does not exist.<br>Instruction is rarely, if ever, adjusted based on the analysis of assessment results.   |   |

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

| Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff |   |   |
|--|---|---|
| 1. Exemplary   | Administrators consistently build and sustain relationships to foster the success of students and staff.<br><br>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.<br><br>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.<br><br>The principal provides an appropriate balance of pressure and support to manage the change process for desired results.   | ✓ |
| 3. Emerging   | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.   |   |
| 4. Not Evident  | Administrators initiate few, if any, changes that impact staff performance and student learning.  |   |

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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



Effective Leadership Data

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

| Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving |   |   |
|--|---|---|
| 1. Exemplary   | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.<br><br>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).<br><br>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).<br><br>Teachers conduct action research and assume ownership of professional learning processes. |   |
| 2. Operational   | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  | ✓ |
| 3. Emerging  | Administrators and staff sometimes collaborate to improve individual and collective performance.   |   |
| 4. Not Evident   | Administrators and staff rarely collaborate to improve individual and collective performance.  |   |

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

Professional Capacity Data

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

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

Professional Capacity Data

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning |   |   |
|--|---|---|
| 1. Exemplary   | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.<br><br>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.<br><br>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.<br><br>Structures are continuously monitored for reliable and interactive communication. | ✓ |
| 2. Operational   | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.   |   |
| 3. Emerging  | Some structures that promote clear and open communication between the school and stakeholders exist.   |   |
| 4. Not Evident   | Few, if any, structures that promote clear and open communication between the school and stakeholders exist.   |   |

Family and Community Engagement Data

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



Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

| Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning |  |   |
|--|--|---|
| 1. Exemplary   | A supportive and well-managed environment conducive to learning is evident throughout the school.<br><br>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).<br><br>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.<br><br>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.<br><br>These rules, practices, and procedures are continually monitored and revised as needed. |   |
| 2. Operational  | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.   | ✓ |
| 3. Emerging   | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.  |   |
| 4. Not Evident  | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.  |   |

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

|   |   |
|---|---|
| <p>What perception data did you use?<br/>[examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Data is collected at various times throughout the year to make needed adjustments and move forward. We looked at teacher feedback from staff surveys, grade level/group meetings, Action Team Meetings, Lighthouse Meetings, and parent feedback from surveys and meetings</p> |
|---|---|

|   |   |
|---|---|
| <p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p> | <p>The perception data supports our current academic and school environment goals. This data tells us that we are on the right path towards successfully achieving our goals. This data allows the school to determine next steps, areas of improvement, and areas of strength. Listed below is our school climate data from year 2017 to the current year 2018:</p> <p><u>2017 CCRPI</u><br/>                 Survey Total: 79.361<br/>                 Student Response: 73.587<br/>                 Personnel Response: 79.167<br/>                 Parent Response: 85.329</p> <p><u>2018 CCRPI</u><br/>                 Survey Total: 80.40<br/>                 Student Response: 70.33<br/>                 Personnel Response: 83.27<br/>                 Parent Response: 87.58</p> <p><u>2019 CCRPI</u><br/>                 Survey Total-74.8<br/>                 School Climate Score-96.9</p> |
|---|---|

|  |   |
|--|---|
| <p>What process data did you use?<br/>(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</p> | <p>As we continue to strive to reach our goals, there are a multitude of measures that we look at. For grades 3-5, we use the Georgia Milestones scores and STAR Reading and Math. For grades K-2, we look at their reading measure scores and STAR Reading and Math.</p> |
|--|---|



|                                |  |
|--------------------------------|--|
| meetings and parent workshops) |  |
|--------------------------------|--|

|  |   |
|--|---|
| 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?”) | Our data allows the team and teachers to understand where a student currently is academically and where they need to be. We are able to provide interventions based on what the data shows. The data also provides us with the guidance in developing our yearly goals and School Improvement Plan. |
|--|---|

|                                    |   |
|------------------------------------|---|
| What achievement data did you use? | When looking at achievement, we look at the previous years and the current year Milestones, STAR Math, STAR Reading and Dibels. |
|------------------------------------|---|

|   |   |
|---|---|
| What does your achievement data tell you? | Looking at both the previous year's and current year's data, we are able to identify growth and areas of improvement. We are able to look at grade level data and also individual student data. |
|---|---|

|                                    |   |
|------------------------------------|---|
| What demographic data did you use? | With Infinite Campus we are able to identify the demographics of the entire school, grade levels, and individual classes. |
|------------------------------------|---|

|  |   |
|--|---|
| What does the demographic data tell you? | We are able to determine the culture and needs of of students who are coming to our school. We are able to identify students who have frequent tardies and absences, along with the percentage of students who receive free and reduced lunch. We are also able to determine the students who receive ESOL and SPED services. |
|--|---|

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

|  |  |
|--|--|
| <p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>On average Spring Hill is operational as a whole. Spring Hill has several trends in place. The MTSS process and team have undergone changes and are tasked with communicating and carrying out the process to fruition. This is a strong process and very beneficial for teachers and students. We have implemented collaborative planning with our instructional coach through PLC (Professional Learning Communities) and afterschool planning with our grade levels and support teachers. Through our collaborative planning, grade levels have the opportunity to look at specific data, analyze the data and determine next steps to successfully support student success. This process is a positive approach in supporting both teacher and student success.</p> |
| <p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>            | <p>Currently, Spring Hill has a strong structure for collaboration and leadership. The next steps for the school, would be to continue the collaboration process with the utilization of intentional and regularly conducted PLCs incorporating our support teachers.</p>  |
| <p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>          | <p>Important positive trends: Collaborative Planning, Action Team Meetings PBIS, Leader in Me, District IST's, and school Instructional Coaches. Needs: Continue to focus on Math and ELA best practices to best support teachers and students.</p>  |

## Strengths and Challenges Based on Trends and Patterns

|   |   |
|---|---|
| <p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Spring Hill has maintained a strong relationship with our community engagement. We have increased our number of parent and student academic workshops along with a number of other events that encourage collaboration between the faculty and staff, parents, students and the community. We will continue to grow our programs to support family engagement.</p>   |
| <p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Spring Hill uses flexible seating, flexible grouping, WIN Time, use of HOT SPOT room, use of collaborative library space, courtyard and other flexible learning spaces.</p>  |
| <p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>             | <p>Spring Hill has a large population of free and reduced lunch. The majority of the parents work full time jobs, Professional Learning in culturally responsive training to close the achievement gap in culturally and linguistically diverse students.</p>   |
| <p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>                         | <p>Historically, Milestone scores of minority subgroups indicate an achievement gap in both ELA and math. Milestones scores indicate that many of our students are below grade level in both reading and math. Milestones reports allow teachers to analyze individual students areas of strength and weakness. As we looked at Milestones score reports and other pieces of data, we determined that teachers need to understand how to effectively teach diverse learners and how to provide appropriate intervention. Teachers and leaders will be provided with professional development that will provide best practices for both math and ELA instruction, while also understanding how to effectively teach diverse students. As we move into the 2024-2025 school year, teachers, leaders and staff members will focus on providing interventions in ELA and math that will support an increase in math and ELA milestone scores.</p> |

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

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

|           |   |
|-----------|---|
| Strengths | Through the Special Education, Economically Disadvantaged Children, and English Learners we are provided with staff and tangible items to support the individual students and their learning. |
|-----------|---|

|            |   |
|------------|---|
| Challenges | With large percentages of Special Education, Economically Disadvantaged Children and English Learners, it becomes challenging to maintain balance with providing an equal amount of support for your on grade level learners. |
|------------|---|

### 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                                | ELA Instruction (Reading and Writing) |
| 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 |  |
|---------------------------|--|

Overarching Need # 2

|   |                  |
|---|------------------|
| Overarching Need                                | Math Instruction |
| 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 |  |
|---------------------------|--|

Overarching Need # 3

## Overarching Need # 3

|   |                                    |
|---|------------------------------------|
| Overarching Need                                | School Culture, Climate and Safety |
| How severe is the need?                         | Low                                |
| Is the need trending better or worse over time? | Better                             |
| Can Root Causes be Identified?                  | Yes                                |
| Priority Order                                  | 3                                  |

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

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - ELA Instruction (Reading and Writing)**

Root Cause # 1

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Inconsistent implementation of phonics program<br>Weak systematic writing instruction and training.<br>A large population of students who are reading below grade level.<br>lack of rigor in ELA instruction  |
| This is a root cause and not a contributing cause or symptom | Yes   |
| This is something we can affect                              | Yes   |
| Impacted Programs  | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : |

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

**Overarching Need - Math Instruction**

Root Cause # 1

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Students lacking foundational skills and number sense.<br>Students lacking the ability to read and comprehended problem solving questions.  |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : |

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

Overarching Need - School Culture, Climate and Safety

Root Cause # 1

|  |   |
|--|---|
| Root Causes to be Addressed                                  | lack of knowledge and understanding of how to successfully teach diverse learners<br>Students lack an understanding of how to use their leadership skills in the classroom and how to use leadership to become college and career ready.<br>Lack of effective classroom management (Tier 1 interventions)   |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth |



Root Cause # 1

|                   |   |
|-------------------|---|
| Impacted Programs | Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : |
|-------------------|---|

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



# School Improvement Plan 2024 - 2025



Fayette County  
Spring Hill Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

|   |   |
|---|---|
| District  | Fayette County  |
| School Name   | Spring Hill Elementary School                           |
| Team Lead   | Jamie Munoz   |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

|   |   |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | ELA Instruction (Reading and Writing)   |
| Root Cause # 1                                    | Inconsistent implementation of phonics program<br>Weak systematic writing instruction and training.<br>A large population of students who are reading below grade level.<br>lack of rigor in ELA instruction  |
| Goal  | Increase the number of students who earned a 3 or 4 as measured on the English Language Arts Milestones by 3%<br>3rd Grade 46% to 49%<br>4th Grade 37% to 40%<br>5th Grade 63% to 66%<br>Students in K-2nd will increase their proficiency as measured by Star Early Literacy Assessment. |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Provide Professional development to increase the rigor of ELA instruction in the classroom and Tier 1 best practices (Title I Staff Included)      |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Meeting Agendas during professional development, lesson plans, sign in sheets and observations and feedback.                                       |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.   |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

Action Step # 1

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

Action Step # 2

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Implementation of Really Great Reading in grades K-2, and supplemental educational subscriptions such as Scholastic Storyworks.                    |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Usage reports from programs and implementation in the classroom  |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.   |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 3

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Use of Title I teachers to provide intense intervention in ELA instruction through small group.  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Teacher lesson plans, observation feedback and student progress from assessments.  |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.   |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 4

|                 |   |
|-----------------|---|
| Action Step     | Students will track and monitor their academic progress in ELA through the use of leadership notebooks. |
| Funding Sources | Title I, Part A<br>N/A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant                         |

Action Step # 4

|                                      |  |
|--------------------------------------|--|
| Subgroups                            | Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A  |
| Systems                              | Coherent Instruction<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Students will use their Leadership Notebooks to monitor progress in the Fall, Winter and Spring. Student graphs in their notebooks |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.   |
| Position/Role Responsible            | Students/ Teachers   |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 5

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Peer observations to observe ELA instruction and vertical planning.  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity  |
| Method for Monitoring Implementation | Observation Feedback and meeting agendas   |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.   |

Action Step # 5

|                             |                             |
|-----------------------------|-----------------------------|
| Position/Role Responsible   | Administration and Teachers |
| Timeline for Implementation | Quarterly                   |

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

Action Step # 6

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Implement Make-It Take-It Workshops for ELA instruction (Family Engagement) sessions, extended day program and Successful Saturday ELA review sessions. |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A      |
| Systems                              | Effective Leadership<br>Family and Community Engagement<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Sign in Sheets and Agendas. Parent Surveys and parent feedback  |
| Method for Monitoring Effectiveness  | Growth within all reading and ELA domains.  |
| Position/Role Responsible            | Administration  |
| Timeline for Implementation          | Quarterly   |



Action Step # 6

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

Action Step # 7

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Implementation of LETRS training for students K-3  |
| Funding Sources                      | Title I, Part A<br>N/A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction   |
| Method for Monitoring Implementation | Monitor student progress   |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, DIBELS, Star Reading ,and GKIDS  |
| Position/Role Responsible            | Principal  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 8

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Continuation of Professional Learning Communities; review and respond to assessment data   |
| Funding Sources                      | Title I, Part A<br>N/A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Weekly PLC agendas   |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, ELA assessments, Star Reading, and GKids   |
| Position/Role Responsible            | Teachers and Principal   |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 9

|                 |  |
|-----------------|--|
| Action Step     | Implementation of a data action team to review and assess data in ELA instruction. |
| Funding Sources | Title I, Part A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant    |

Action Step # 9

|                                      |  |
|--------------------------------------|--|
| Subgroups                            | Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant                                    |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Monthly Action Team Agendas and minutes  |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, ELA assessments, Star Reading, and GKids     |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

|   |  |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Math Instruction   |
| Root Cause # 1                                    | Students lacking foundational skills and number sense.<br>Students lacking the ability to read and comprehended problem solving questions. |
| Goal  | Increase the number of students who earned a 3 or 4 as measured on the Math Milestones by 3%.  |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Hire and implement Title I teachers to offer intense intervention in math instruction  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Teacher Lesson Plans, observations and feedback and student progress from assessments  |
| Method for Monitoring Effectiveness  | Monitor student's academic progress in the area of math. Look at growth and areas of concern.  |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 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                          | Provide professional learning regarding Tier 1 best practices for math.  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity  |
| Method for Monitoring Implementation | Teacher lesson plans, observations and feedback, agendas and sign in sheets.   |
| Method for Monitoring Effectiveness  | Monitor student's academic progress in the area of math. Look at growth and areas of concern.  |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 3

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Provide supplemental materials such as manipulatives and math supplies to teachers.  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Monitor Usage of materials, teacher lesson plans and observation feedback.   |
| Method for Monitoring Effectiveness  | Monitor student's academic progress in the area of math. Look at growth and areas of concern.  |
| Position/Role Responsible            | Teachers and Administration  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 4

|                 |   |
|-----------------|---|
| Action Step     | Provide Summer Bridge books to prevent summer learning loss in the area of math. \$   |
| Funding Sources | Title I, Part A   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 4

|                                      |   |
|--------------------------------------|---|
| Subgroups                            | N/A   |
| Systems                              | Family and Community Engagement   |
| Method for Monitoring Implementation | Monitor completion with students and provide work time with parents, teachers and students.   |
| Method for Monitoring Effectiveness  | Monitor student's academic progress in the area of math. Look at growth and areas of concern. |
| Position/Role Responsible            | Teachers/ Title I Team  |
| Timeline for Implementation          | Quarterly   |

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

Action Step # 5

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Implementation of extended day, summer program, Make It Take IT workshops, and Successful Saturdays opportunities for students and parents. \$     |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation | STEAM Lesson Plans   |
| Method for Monitoring Effectiveness  | Monitor student's academic progress in the area of math. Look at growth and areas of concern.  |

Action Step # 5

|                             |           |
|-----------------------------|-----------|
| Position/Role Responsible   | Teachers  |
| Timeline for Implementation | Quarterly |

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

Action Step # 6

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Continuation of Professional Learning Communities; review and respond to assessment data   |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Weekly PLC Agendas and Data Recording Sheers   |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, Dibels, Star Reading and GKIDS   |
| Position/Role Responsible            | Principal and Teachers   |
| Timeline for Implementation          | Quarterly  |



Action Step # 6

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

Action Step # 7

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Students will track and monitor their math progress in their Leadership Notebooks  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Leadership Notebooks and Student Led Conferences   |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, DIBELS, Star Reading and GKIDS   |
| Position/Role Responsible            | Students and Teachers  |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 8

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Peer observations to observe Math instruction  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Peer Observation Feedback Forms  |
| Method for Monitoring Effectiveness  | Feedback from peer observations in various classrooms. Reflection on peer observations   |
| Position/Role Responsible            | Teachers and Parents   |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 9

|                 |  |
|-----------------|--|
| Action Step     | Implementation of Data Review Action Team to review and assess data  |
| Funding Sources | Title I, Part A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |

Action Step # 9

|                                      |   |
|--------------------------------------|---|
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment                                    |
| Method for Monitoring Implementation | Data Action Team Agendas and Meeting MInutes  |
| Method for Monitoring Effectiveness  | Formative/Summative Assessments, EOG Milestones Assessment, ELA assessments, Star Reading, and GKids<br>-Peer observations and walkthroughs |
| Position/Role Responsible            | Teachers and Administration   |
| Timeline for Implementation          | Quarterly   |

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

|   |   |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | School Culture, Climate and Safety  |
| Root Cause # 1                                    | lack of knowledge and understanding of how to successfully teach diverse learners<br>Students lack an understanding of how to use their leadership skills in the classroom and how to use leadership to become college and career ready.<br>Lack of effective classroom management (Tier 1 interventions) |
| Goal  | Improve school culture, climate and safety for faculty, students and parents as measured by the 2023-2024 school climate surveys  |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Provide materials and resources to support teachers in the implementation of Leader In Me  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Coherent Instruction   |
| Method for Monitoring Implementation | Grade Level Lesson Plans   |
| Method for Monitoring Effectiveness  | Student growth within in the Leader in Me Program  |
| Position/Role Responsible            | Administration and Teachers  |
| 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 # 1

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

Action Step # 2

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Incorporate the Leader In Me program to promote a positive school climate and culture.   |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Effective Leadership   |
| Method for Monitoring Implementation | Climate Survey Results   |
| Method for Monitoring Effectiveness  | Reflection of daily implementation of the Leader in Me through lessons and other activities  |
| Position/Role Responsible            | Administration and Teacher   |
| Timeline for Implementation          | Quarterly  |

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

Action Step # 3

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Planning time to schedule implementation and lessons for Leader In Me to include:<br>Leadership Assemblies<br>DEAL Lessons                         |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Professional Capacity  |
| Method for Monitoring Implementation | Sign in sheets and Agendas   |
| Method for Monitoring Effectiveness  | Student growth within the Leader in Me program   |
| Position/Role Responsible            | Teachers and Administrations   |
| Timeline for Implementation          | Quarterly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 4

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|-----------------|---|
| Action Step     | Provide community apartment outreach between teachers, students and parents   |
| Funding Sources | Title I, Part A   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 4

|                                      |                                 |
|--------------------------------------|---------------------------------|
| Subgroups                            | N/A                             |
| Systems                              | Family and Community Engagement |
| Method for Monitoring Implementation | Sign in sheets                  |
| Method for Monitoring Effectiveness  | Family and teacher feedback     |
| Position/Role Responsible            | Teachers and Administration     |
| Timeline for Implementation          | Yearly                          |

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

|                                      |  |
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| Action Step                          | Provide effective communication between the school and parents (Via Parent Square)   |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Family and Community Engagement  |
| Method for Monitoring Implementation | Newsletters, Reminders and Parent Institute  |
| Method for Monitoring Effectiveness  | Reflection of newsletters and impact on family engagement  |
| Position/Role Responsible            | Administration and Teachers  |
| Timeline for Implementation          | Weekly   |

Action Step # 5

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

|                                      |  |
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| Action Step                          | Title I resource room available to parents to receive materials to support students  |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Family and Community Engagement  |
| Method for Monitoring Implementation | Sign in Sheet  |
| Method for Monitoring Effectiveness  | Percentage of checkout rate compared to the growth of those students and families utilizing the program.   |
| Position/Role Responsible            | Parent Liason  |
| Timeline for Implementation          | Yearly   |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 7

|                                      |  |
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| Action Step                          | Provide leadership opportunities through the Leader In Me program.   |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems                              | Supportive Learning Environment  |
| Method for Monitoring Implementation | Leadership role feedback forms   |
| Method for Monitoring Effectiveness  | Implementation of Leader in Me within the teacher community  |
| Position/Role Responsible            | Teachers and Administration  |
| Timeline for Implementation          | Yearly   |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 8

|                 |  |
|-----------------|--|
| Action Step     | Provide interpreter to translate for parents   |
| Funding Sources | Title I, Part A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems         | Family and Community Engagement<br>Supportive Learning Environment   |

Action Step # 8

|                                      |  |
|--------------------------------------|--|
| Method for Monitoring Implementation | Translated forms, agendas and sign in sheets                   |
| Method for Monitoring Effectiveness  | Implementation and usage of our translator within our families |
| Position/Role Responsible            | Parent Liason and Title I Contact                              |
| Timeline for Implementation          | Yearly   |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 9

|                                      |   |
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| Action Step                          | Provide a multitude of opportunities for parents and other community members to volunteer and collaborate within the school setting.                            |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems                              | Family and Community Engagement   |
| Method for Monitoring Implementation | Volunteer sign in sheets, parent and community feedback forms   |
| Method for Monitoring Effectiveness  | The involvement percentage of parents and community leaders   |
| Position/Role Responsible            | Administration, Parent Liason and Title I Contact   |
| Timeline for Implementation          | Yearly  |

Action Step # 9

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 10

|                                      |  |
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| Action Step                          | Provide the use of a Parent Liason to bridge the school and home communities. The parent liason will communicate with families and provide them with resources that will support their students at home and at school. |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant  |
| Systems                              | Family and Community Engagement  |
| Method for Monitoring Implementation | Parent/Family Feedback/ Surveys  |
| Method for Monitoring Effectiveness  | Student growth at home and in the classroom  |
| Position/Role Responsible            | Administration   |
| Timeline for Implementation          | Yearly   |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 11

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| Action Step                          | Monitor student attendance   |
| Funding Sources                      | Title I, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Effective Leadership<br>Family and Community Engagement  |
| Method for Monitoring Implementation | Use Infinite Campus to monitor attendance  |
| Method for Monitoring Effectiveness  | Monitor daily attendance reports   |
| Position/Role Responsible            | Principal  |
| Timeline for Implementation          | Quarterly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 12

|                 |  |
|-----------------|--|
| Action Step     | Implementing safety drills as required   |
| Funding Sources | N/A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |

Action Step # 12

|                                      |   |
|--------------------------------------|---|
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Monthly documentation of drills   |
| Method for Monitoring Effectiveness  | Documentation of drills   |
| Position/Role Responsible            | Administration  |
| Timeline for Implementation          | Monthly   |

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

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

Required Questions

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| <p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>  | <p>Spring Hill formed a team of certified and classified staff. This team met at various times through the year and parents shared their concerns and thoughts along with teachers and administration . As a team we discussed steps for the 2024-2025 school year.</p>  |
| <p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>   | <p>Spring Hill Elementary ensures through the interview process that only effective and professionally qualified teachers are placed in the classrooms. Teachers are observed and monitored through the TKES system. Title I teachers will be monitored and evaluated by administration. Instruction will be differentiated to meet the needs of all students in the classroom. Teachers and students will be provided with materials and resources to implement effective and engaging instruction.</p>   |
| <p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>The Title I instructional program is an integral part of the success of all students at Spring Hill Elementary. As we move forward to the 2024-2025 school year, as a Title I team we decided to continue our focus on the implementation of math and ELA instruction and building a culture and climate that is safe, effective, engaging and diversely supportive. To ensure that all students are supported, a variety of strategies will be implemented. There is an implementation of Tile I teachers. Title I teachers will be used in a pull out and push in models. During our grade level intervention time, students will be pulled to work with the Title I teachers on intense intervention. The Tile I teachers will be utilized to ensure that our most academically at-risk students are provided with academic support. Title I will begin the implementation of a morning intervention period in which Title I teachers will work with small groups of students in math and reading fluency. Teachers will implement Scholastic Storyworks as a supplemental resource to further develop student understanding of fiction and non-fiction texts and also increase understanding of vocabulary. A series of Parent University courses will be offered to parents. This series will be provide strategies on how parents can best support their students in academic areas. Spring Hill will continue to host student led conferences. This will allow students and parents to stay informed of student progress and next steps. Students will share their current reading and math levels, where their levels should be and what steps they need to take to sure that they meet their goals. Parents will stay informed of their individual child's academic progress and how teachers and staff are ensuring that they are being provided with support. Through the Leader in Me</p> |

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|  | <p>program, along with the county's PBIS initiative, students will be engaged and immersed in character education and leadership instruction. The instruction will further support our school culture and climate. Our Title I parent liason will provide a backpack program, a parent supply checkout system, homework help and a variety of other outreach opportunities along with constant communication and support to parents.</p> |
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| <p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p> | <p>To ensure that our most at-risk students are provided with Title I services, we will use a variety of data collection and a teacher ranking. Teachers rank students based on their most current Reading Inventory Scores, I-Ready Scores and if Applicable Georgia Milestones Scores. Teachers also provide a teacher recommendation score. Students with the highest scores are considered the most at-risk students</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>  | <p>All pre-school students at Spring Hill and rising kindergarten students are provided with Summer Bridge Books to help prepare students for Kindergarten. Spring Hill also implements a Summer Kindergarten Camp. This camp provides students with the opportunity to adjust to the expectations of Kindergarten and to assess current levels and needs</p>  |
| <p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>N/A</p>   |
| <p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>  | <p>Through the school's implementation of Leader in Me and PBIS, students will be immersed in character education programs. Both programs focus on leadership and positive behavior. Focusing on instilling leadership skills and focusing on positive reinforcement, students are less likely to engage in negative behavior and discipline issues. Administration, Teachers and staff members provide expectations for all students. Students are aware of these expectations, as well as the consequences if the expectations are not met. Leader In Me has proven to decrease disciplinary issues and negative behavior, while promoting leadership and positive behavior.</p> |

ADDITIONAL RESPONSES



ADDITIONAL RESPONSES

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

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