Comprehensive Needs Assessment
2023 - 2024 School Report

Meriwether County
Unity Elementary School (PK-5)

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	Eric Alston
Team Member # 2	Assistant Principal	Dr. Gina Bartlett
Team Member # 3	Instructional Coach	Crystal Moseley
Team Member # 4	Counselor	Tykaunda Colton
Team Member # 5	MCSS K-5 Curriculum Director	Monica McDaniel
Team Member # 6	Leadership Team Chairperson	Lakeisha Bynum
Team Member # 7	Leadership Team Past Chairperson	Tara Felts-Fryer

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Pre-K Paraprofessional	Kerry Whitehead
Team Member # 2	1st Grade Teacher	Amanda Slauson
Team Member # 3	3rd Grader Teacher	Anna-Kate Hensley
Team Member # 4	2nd Grade Teacher	Niole Baron
Team Member # 5	4th Grade Teacher	Tonya Davis
Team Member # 6	5th Grade Teacher	Cynthia Hinely
Team Member # 7	PE Teacher/PBIS Coach	Kim Grigley
Team Member # 8	Interventionist	Kerry Ramey
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Tiffany Washington
Stakeholder # 2	Parent	Cindy Strickland
Stakeholder # 3	Parent	Haley Borders
Stakeholder # 4	Parent	Lakeisha Bynum
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	This will be accomplished through regular meetings where all stakeholders opinions are heard and valued. Minutes are taken and uploaded in e-board. Additionally, surveys will be sent out on a regular basis to solicit feedback.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The leadership team met to discuss data that included: Title I Needs Assessment Survey, Parent Title I Survey, UES leadership team feedback, UES Staff Instructional Programs and EOY survey, PBIS Staff Survey, PBIS Student Survey, and other community comments/suggestions from POP (Parents of Patriots) meetings. We also reviewed the FY23 Georgia Student Health Survey for UES.

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?")	Most stakeholders feel school staff communicate well and that instruction is appropriate for students. Students feel safe at school, though they shared distractions from others interfering with their learning. There continues to be a need to improve student rigor and engagement. Parents struggle with finding ways to increase their capacity to support their child's achievement. They appreciated the virtual meetings and in person celebrations (Field Day, Parents of Patriots Meeting, Honors Day). The need to improve parent communications and community relationships requires that we work together to address school climate.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	The leadership team met to review the master schedule, professional learning feedback, lesson plan tuning protocol, classroom observation data, analysis from data talks, tier meeting minutes, grade level team minutes, after-school participation, parent sign in sheets at virtual meetings and live events, behavior referral data, PBIS survey, and online software usage. We also reviewed FY23's SIG short term action plans and monitoring on a weekly basis.

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?")	We supported learners through assignments in i-Ready, Google Classroom, Study Island, Dreambox, Lexia, and Reflex Math. We monitored usage of online programs used for Tier interventions including Lexia and Dreambox. Data showed that a majority of students are not meeting targets specific to their intervention plan. There continues to be a need for consistent, systematic, teacher-facilitated small group instruction that is data driven and based on specific learning needs of students. Targeted interventions for subgroups are also needed to improve academic achievement. Data shows that referrals are decreasing overall; however, there is a

	disproportionally high male referral percentage. There is a need for analyzing students with high incidents and develop additional strategies including small group counseling and parent support.

What achievement data did you use?	The leadership team reviewed FY22 CCRPI content mastery targets for UES, Spring 2022 Georgia Milestones End of Grade scores, Spring 2023 Georgia Milestones End of Grade scores, i-Ready Scale Scores (BOY, MOY, and EOY), Reading A-Z levels, Lexile scores, grades in Infinite Campus, attendance data from Infinite Campus and GaDOE portal, and SIP monitoring tool using i-Ready and EOG comparison with scaled scores and Lexile levels.

What does your achievement data tell you?	Our students are making progress, but are still performing well below state average achievement targets. We noticed that on average as student grade levels increase, their achievement levels decrease. We showed growth on the i-Ready diagnostics from BOY to EOY. There continues to be a need to target subgroups in data monitoring to ensure each group of students is making progress towards specific, measurable learning targets. Economically disadvantaged, students with disabilities, and black students had higher percentages of students scoring in the beginning category.

What demographic data did you use?	The leadership team met to review demographic data from SLDS, Infinite Campus, CCRPI Content Mastery calculations using EOG scores. i-Ready Reading and Math percentile rankings and Lexile scores were also analyzed. We also reviewed discipline data broken down into subgroups from Spotlight.

What does the demographic data tell you?	Our subgroups include SWD, white, black, and economically disadvantaged students. Based on preliminary GMAS scores, students did not meet their 2023 SIP goal of increasing the percentage of students scoring proficient or above by 15 percentile points in ELA. Students did not meet the 2023 SIP goal of increasing the percentage of students scoring proficient or above by 15 percentile points in Math. Students did not meet the 2023 SIP goal of decreasing the percentage of male office discipline referrals by 15% of total referrals. More male than female students have documented discipline referrals. Although students demonstrated progress in several areas on their EOG scores by content and grade level, they did not meet performance targets in content mastery based on projected CCRPI content mastery goals for FY23 in ELA, Math, or Science. Low achievement levels for our students (with disabilities, black, white, and economically disadvantaged) reveal a need for consistent, targeted, and direct instruction with well-defined curriculum documents and monitoring tools.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	There is a need to improve the implementation of standards based classroom instruction. Teachers need commonly shared expectations for how classrooms are set up and instruction is delivered. The leadership team discussed the need to consult the GADOE's Standards-Based classroom support documents in an effort to support this work and create consistency in practices from classroom-to-classroom. Last school year (2022-2023), UES began implementing Teacher Clarity strategies to decrease the variability from classroom to classroom. During the 2023-2024 school year, these strategies should continue to be implemented. During the 2022-2023 school year, the leadership strategically abandoned several computer-based programs. One of the focuses for the 2023-2024 school is to ensure that the remaining instructional programs are implemented with complete fidelity. There is still a need for systematic, targeted individualized and small group instruction that is data driven and focused on specific needs of students. Data is analyzed regularly, but instruction needs to be purposeful based on the data. Teachers need more guidance in targeted, direct instruction. There is also a need for more student empowerment and engagement in the classroom. This will decrease behaviors that may cause a negative impact on classroom management and instruction. Consistent communication and informative feedback will be imperative. Teachers need targeted expectations in walkthroughs and observations that define high impact practices for all.

Strengths and Challenges Based on Trends and Patterns

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The UES Leadership team will continue to meet monthly and dedicate more time to monitoring the SIP through the development of 45-day Short Term Action Plans (STAPs) focused on specific portions of the SIP. Specified learning targets will be included in the monitoring tool to focus efforts. This is going to be a district -wide commitment as well. In addition, frequent teacher observations should continue, but there needs to be time devoted to meet with the teachers to provide face to face feedback on what was observed. The climate and culture of the building with teachers has improved over the past several years school years. Leadership has focused on building Patriot culture after combining two faculties during the 2020-2021 school year. This has resulted in growth of teacher leaders in all grade levels. Teachers continue to lead grade level and leadership team meetings. As a result of teacher empowerment, grade level teams have grown more cohesive. We will continue to work on developing and supporting teacher leaders on our Leadership Team and adding or changing membership as interest is expressed by staff.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Team dynamic is growing and teams feel empowered. Teacher leaders plan agendas and lead conversations during grade level and leadership team meetings. Teacher voice and courageous conversations have improved throughout the year. Data talks and collaborative planning have been non-negotiable and consistent. Through the year, teachers have taken lead in use of data and choice of specific interventions. Teacher leadership has grown through the use of dispersed leadership strategies. We are continuing to grow teachers' literacy instructional capacity through our Growing Reading program and ongoing professional learning. During the 2021-2022 school year, we had 9 fully trained Growing Readers teachers. We had 9 teachers who completed their Year 1 of Growing Readers training. During the 2022-2023, we had 5 teachers begin their Growing Readers training. In addition, our Instructional Coach just completed her first year as a Certified Growing Readers Trainer. During the 2022-2023 school year, our instructional coach also became a Certified Fundations Presenter and Facilitator for grades K-2nd. Teacher retention remains is above 95% for the 2022-2023 school year. Professional learning will continue on a regular basis but will be more focused on individual needs of staff members based on student data. A continuing area of focus for PL will be on data analysis, determining next steps for students based on data, Reading Curriculum implementation, Fundations, and Ready Math Curriculum implementation (2023-2024 will be year 1 of Ready Math implementation). It will also be beneficial to increase the skill set of staff members in the area of positive behavior and supports which will contribute to a well-managed classroom with fewer disruptive behaviors. Capturing Kids Hearts and Second Step training will continue support teachers in creating and maintaining a positive learning environment. Capturing Kids Hearts has been good for helping build positive culture (students and teachers). Positive response in faculty meetings as teachers present work with students and positive

Strengths and Challenges Based on Trends and Patterns

	impact. We are excited about continuation of the Growing Readers Program which will benefit our K-3 staff greatly as reading on grade level continues to be an area of concern for our students. The current school year will require positive incentives for attendance and teacher feedback on how to improve attendance.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We encouraged parent participation through our monthly Parents of Patriot meetings. A majority of the meetings were held in the morning and afternoon. A few highlights of parent engagement meetings included the Black History Program, Literacy Night, Numeracy Night, Trunk or Treat with book give away, and our formal school dances. Our parent attendance significantly increased during the 2022-2023 school year. We used incentives like gift card drawings to encourage parents to join our meetings. Although there is core group of parents who are often in communication with teachers and admin and in attendance at events, we are still seeking ways to boost parent involvement. Perception data shows that our parents will likely attend live events rather than virtual. We need to increase parent and community members in attendance at meetings, continuing to use technology to provide online/phone options as well as opportunities to provide immediate feedback. We have noted that combining parent informational meetings with fun family events increases participation. We will continue to promote the PBIS App for parent communication in the 2023-2024 school year. We will also build in parent capacity training sessions during parent engagement meetings that include short mini lessons for accessing programs and using strategies to help their children at home.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We will continue to make adjustments and improvements to PBIS each year that we hope will build "buy in" from staff and students to encourage a more positive, respectful, and safe environment. Staff members consistently following PBIS procedures will continue to be recognized on the Patriot News and will be given free jeans passes or other awards. Students earn Patriot Points to spend in the store and quarterly celebrations are held for students who earn a specified number of points and have less than a specified number of referrals. Professional learning for staff on behavioral interventions and classroom management will assist in improving a supportive learning environment free of classroom disruptions. Trend data shows that a significant majority of our behavior referrals were male students. We have effectively implemented Capturing Kids Hearts and Second Step. We were also named a National Showcase Capturing Kids Hearts School for the second year in a row. The strategies obtained through CKH and Second Step will continue to strengthen relationships and support social emotional well being of all stakeholders. Implementation of a school-wide tiered model for behavior includes processes for identifying students and supports as well as meeting protocols to

Strengths and Challenges Based on Trends and Patterns

	discuss data. Professional learning and coaching in targeted Tier 2 and 3 interventions for behavior are needed. An area for improvement is analyzing the disparity in discipline data based on subgroups. Student culture will continue to be a focus for next year with emphasis on recognition of student accomplishments. We will use social media and other public announcement opportunities to share student recognition and increase community involvement.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The district continues to find ways to increase funding such as using innovative EIP models when possible. Our school's general funds have continued to increase which allows us to fund many positive opportunities, events, and needs for our staff and students. We are hopeful that our federal funds next year will be sufficient enough to support continuation of much needed software programs and PL for staff. An interventionist was hired through Cares Act funds.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our 2023 EOG data has shown an increase in CCRPI calculations for content mastery (33.95 in FY22 to 36.00 for FY22). i-Ready data in Reading indicated growth from 11% of students on grade level or above in the Fall to 45% on grade level or above in the Spring for grades K-5. i-Ready data in Math indicated growth from 6% of students on grade level or above in the Fall to 41% on grade level or above in the Spring for grades K-5. Lexia was implemented to address intervention and SWD needs in Reading. Inconsistency in implementation of Lexia continued to be a trend observed during informal walkthroughs. Data suggests that teacher-led direct instruction in conjunction with the Lexia program resulted in a positive impact on student scores. We focused on promoting a higher expectation in percentage of students passing lessons in i-Ready this year. Students were expected to maintain a 70% percent pass rate on lessons and work at least 30 minutes each week in i-Ready. This data was monitored and shared with the faculty each Friday during the 2022-2023 school year.

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	Special Education- The SWD team works collaboratively with

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.

	co-teachers to create a supportive environment. The implementation of Lexia supported students with an individualized plan for reading. Exceptional Ed teachers will continue to monitor this progress and provide teacher-led direct instruction in conjunction with the computerized program. Having a lead ExEd teacher in each school is beneficial for organizing IEP meetings and helping train additional ExEd teachers. The support helps teachers meet deadlines and vet goals written in IEPs. Parent involvement has been a strength as we've worked as a team to gain input from families during meetings. Economically Disadvantaged- Our students are provided sufficient nutrition as we have a free breakfast and lunch program for all students. We also have a bookbag buddy feeding program for students to take home items during weekends. Subgroup data is monitored using i-Ready and small group instruction is provided based on the needs of the group. Teachers provide reading strategy groups based on students' individual reading level in K-3 utilizing the Reading A-Z benchmark assessments to determine needs. ELL-Our population is too small to count as a subgroup.

Challenges	Special Education- Monthly monitoring of IEP goals needs to continue. Targeted small group instruction in the areas of math and reading will be a focus for this population. We require additional training with co-teachers to create common goals and expectations for instruction. Economically Disadvantaged- Due to single parent, working families of many of our ED population, it is a struggle to obtain parental support for academic needs of these students. UES will explore additional avenues to provide opportunities that facilitate parental support, including providing services to parents through the Wrap Around Program and access to community supports. We need to work together to improve attendance. 100% of students at Unity are deemed economically disadvantaged. ELL- Our population is too small to count as a subgroup.

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	The percentage of students meeting proficiency or higher in ELA decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
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	The district will continue implementation of iReady and Fundations for 2023-2024 to promote reading. We will also continue to receive the L4GA grant, which requires additional assessments/documentation.

Overarching Need # 2

Overarching Need	The percentage of students meeting proficiency or higher in math decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
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	The district will implement the Ready Math curriculum during the 2023-2024 school year. Teachers will receive ongoing professional learning to assist in the

Overarching Need # 2

Additional Considerations	implementation of this new math curriculum.

Overarching Need # 3

Overarching Need	The number of office referrals for male students is disproportionately high compared to the number of office referrals for female students. 90%+ of all office referral are from male students.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	UES will continue to implement Capturing Kids Hearts (CKH) and Positive Behavior Interventions and Supports (PBIS). Data showed overall improvements in the number of behavior referrals, but we are seeking to reduce the proportionality between male and female students being referred.

Overarching Need # 4

Overarching Need	The percentage of students meeting proficiency or higher in Science is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The district will implement Stemscopes Science Curriculum in grades K-8. Teachers will receive ongoing professional learning to assist in the implementation of this new Science curriculum.

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 - The percentage of students meeting proficiency or higher in ELA decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).

Root Cause # 1

Root Causes to be Addressed	A system for strategic, data-driven intervention needs to be determined.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a need to create consistent expectations and establish monitoring protocols for the implementation of Tier 1 standards-based classroom 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	We will use the GaDoE's High Impact Practices (HIP) for Standards Based Classroom as a guide to monitor implementation.

Root Cause # 3

Root Causes to be Addressed	Students need clear, attainable goals for achievement. Data was inconsistently used to inform 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is a need for schoolwide implementation of curriculum as in pacing guides, assessments, lesson planning, and collaboration.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	There is a need to implement clear expectations for collaborative planning and a system to monitor the effectiveness of collaborative planning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 5

Additional Responses	

Overarching Need - The percentage of students meeting proficiency or higher in math decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).

Root Cause # 1

Root Causes to be Addressed	A system for strategic, data-driven intervention needs to be determined.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a need to create expectations and establish monitoring protocols for the implementation of standards-based classroom Tier 1 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students need clear, attainable goals for achievement. Data was inconsistently used to inform 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is a need to implement clear expectations for collaborative planning and a system to monitor the effectiveness of collaborative planning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - The number of office referrals for male students is disproportionately high compared to the number of office referrals for female students. 90%+ of all office referral are from male students.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	There is a need for consistent schoolwide implementation of positive behavioral intervention strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a need for student engagement and motivation, which has a positive impact on instruction by increasing on-task behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Schedule and organize parent events such as parent orientation , parent/child involvement activities , and celebration involving parents.

Root Cause # 3

Root Causes to be Addressed	There is a need for parent support/training concerning student behavior issues and how to provide consistency from school to home.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is a need to continue implementation of a Social-Emotional Learning Curriculum to teach students appropriate strategies for handling conflicts at school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	There is a need to continue consistent implementation PBIS strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 6

Root Causes to be Addressed	There is a need for continued implementation of Capturing Kids Hearts strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 7

Root Causes to be Addressed	There is a need to establish a mentoring program to provide our students with more positive role models.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - The percentage of students meeting proficiency or higher in Science is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).

Root Cause # 1

Root Causes to be Addressed	There is a need to create consistent expectations and establish monitoring protocols for the implementation of Tier 1 standards-based Science 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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a need for schoolwide implementation of a science curriculum as in pacing guides, assessments, lesson planning, and collaboration.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	There is a need to establish an assessment system to track proficiency of GSE Science Standards throughout the school year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

School Improvement Plan
2023 - 2024

Meriwether County
Unity Elementary School (PK-5)

1 General Improvement Plan Information

General Improvement Plan Information

District	Meriwether County
School Name	Unity Elementary School (PK-5)
Team Lead	Mr. Eric Alston
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of students meeting proficiency or higher in ELA decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
Root Cause # 1	A system for strategic, data-driven intervention needs to be determined.
Root Cause # 2	Students need clear, attainable goals for achievement. Data was inconsistently used to inform instruction.
Root Cause # 3	There is a need for schoolwide implementation of curriculum as in pacing guides, assessments, lesson planning, and collaboration.
Root Cause # 4	There is a need to create consistent expectations and establish monitoring protocols for the implementation of Tier 1 standards-based classroom instruction.
Root Cause # 5	There is a need to implement clear expectations for collaborative planning and a system to monitor the effectiveness of collaborative planning.
Goal	On the Spring 2024 ELA EOG assessment, UES will increase the percentage of students scoring proficient and above by 5 percentile points (18% to 23%) AND decrease the percentage scoring beginning level by 5 percentile points (52% to 47%).

Action Step # 1

Action Step	Schedule increased opportunities for professional learning communities to collaborate in order to enrich the academic program. These formal and informal meeting times will include activities such as curriculum planning, peer meetings, leadership meetings, data talks, personalized teacher coaching, and program evaluation. These plans may include professional development trainings for Fundations, RAZ-Plus, iReady, FIP Assessment modules, L4GA literacy topics (PALs, Acadience Reading, literacy groups), and other trainings to support Tier 1 instruction.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	1) Agendas 2) Sign-in sheets 3) Minutes
Method for Monitoring Effectiveness	1) 80% of students in each grade level will score 70%-100% on their weekly i-Ready Reading Personalized Instruction lessons; 2) 70% of students will score 70% or above on the MCSS ELA Unit Assessments.
Position/Role Responsible	1) Instructional Coach - facilitate meetings, collect and upload documentation 2) Admin - attend meetings; Monitor Success Criteria progress 3) Principal - schedule meeting times
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our RESA contacts are great resources and will be delivering some PL for us. In addition, we have partners in education who may be able to donate funds to provide substitute teachers for teacher release time. They include Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, Zion Hill Missionary Baptist Church, County Line Café, Warehouse Carpets, Clay Plumbing, Smith Hardware, and Coca Cola.

Action Step # 2

Action Step	Develop and implement a parent communication and support plan to increase parental involvement in monitoring their child's reading level.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement

Action Step # 2

Systems	Supportive Learning Environment
Method for Monitoring Implementation	1) 90% of parents are connected to Parent Portal in Infinite Campus. 2) 90% of parents are connected to PBIS Rewards application. 3) Contact logs 4) Progress and score reports 5) Monthly Parent Meeting Documentation (Agenda, Minutes, Flyers, etc.) 6) 1 documented parent training every grading period.
Method for Monitoring Effectiveness	1) 80% of students in each grade level will score 70%-100% on their weekly i-Ready Reading Personalized Instruction lessons; 2) 70% of students will score 70% or above on the MCSS ELA Unit Assessments.
Position/Role Responsible	1) Teachers - send i-Ready Diagnostic Reports Home (BOY,MOY, and EOY), Weekly Grade Level Newsletters, Report Cards 2) Webmaster - post testing and meeting dates 3) Family Engagement Coordinator - Support teachers in communication; Schedule and facilitate monthly parent meetings; Monitor Infinite Campus Parent Portal and PBIS Rewards connections 4)Administration - Parent contacts, Participate in Monthly Parent Meetings; Monitor Success Criteria data for implementation and Student Achievement 5)Secretary - Ensure accurate reporting and print report cards
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)?	Our district website and RESA contacts could assist with reporting to parents and with social media.

Action Step # 3

Action Step	UES will implement and monitor student use of evidence-based programs such as iReady (Level 1), Raz-Plus,(Level 1), BrainPop (Level 1), Lexia (Level 3-4), USA TestPrep (Level 1), Study Island (Level 1), Flocabulary (Level 1), Growing Readers (Level 1), Stemscopes Science/ELA Integration, Gallopade Social Studies/ELA Integration (Level 1), Typing Without Tears (Level 1) and Accelerated Reader (Level 1). Students will need necessary technology equipment, such as Chromebooks, and peripheral tools such as headphones, and mice to properly implement the programs.

Action Step # 3

Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	100% of teachers will use district approved programs to support Tier 1 instruction.
Method for Monitoring Effectiveness	1) 80% of students in each grade level will score 70%-100% on their weekly i-Ready Reading Personalized Instruction lessons; 2) 70% of students will score 70% or above on the MCSS ELA Unit Assessments.
Position/Role Responsible	1) Administration-Monitor usage of evidence-based programs; Roster students 2) Instructional Coach & Interventionist -Monitor usage, provide training, roster students 3) Student - active engagement in software 4) Parents - check progress 5) Family Engagement Coordinator - Provide families with information regarding our various evidence-based programs
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Monitoring student use of these programs would be done through UES admin or county office admin, but partners in education could assist with purchasing these programs or supporting incentives for students who meet their achievement goals. These partners include Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, Zion Hill Missionary Baptist Church, County Line Café, Warehouse Carpets, Clay Plumbing, Smith Hardware, and Coca Cola.

Action Step # 4

Action Step	Conference with all students to share information about their various data points (progress data from iReady, EOG scale scores, and formative assessment data). Conferences will detail student goals for growth based upon typical growth (iReady, Reading A-Z levels). With teacher support, students chart growth after assessments. Celebrate student accomplishments through class and school-wide incentives.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	1) 90% of students have updated data notebooks/folders 2) 90% of classrooms have an up-to-date Data Wall. 3) 90% of teachers can provide evidence of student data conferences.
Method for Monitoring Effectiveness	1) 80% of students in each grade level will score 70%-100% on their weekly i-Ready Reading Personalized Instruction lessons; 2) 70% of students will score 70% or above on the MCSS ELA Unit Assessments.
Position/Role Responsible	1) Administration - schedule collaborative planning, model conferences, access to data, observations 2) Instructional Coach and Interventionist - PD, observations, model conferences. 3) Teachers - communicate data w/students 4) Students - track and analyze data 5) Parents - check progress
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Monitoring student use of these programs would be done through UES admin or county office admin, but partners in education could assist with purchasing these programs and providing incentives for students who meeting their academic progress goals. These partners include Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, Zion Hill Missionary Baptist Church, County Line Café, Warehouse Carpets, Clay Plumbing, Smith Hardware, and Coca Cola.

Action Step # 5

Action Step	Create expectations and monitor implementation of balanced literacy. (Grade specific: K-2 vs. 3-5). Outline steps for effective balanced reading instruction including guided reading for student ability level, and independent reading (Reading A-Z, Levelled Readers) with self-selected texts on reading level. Review appropriate strategies for stations/centers to maximize instruction for students not currently in reading groups.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) Observations of Shared Reading implementation 2) Documented lesson plans, 3) Progress monitoring from Reading A-Z, 4) Documentation of updated individualized reading strategies and goals for teachers implementing Growing Readers.
Method for Monitoring Effectiveness	1) At least 75% of students meet their i-Ready typical growth target. 2) At least a 15 percentile point increase in students meeting their grade level Lexile target as measured by i-Ready.
Position/Role Responsible	1) Leadership Team Members - monitor expectations 2) Instructional Coach - observation, feedback, coaching for teachers as needed 3) Administration - observation and feedback Teachers - implement w/fidelity
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Curriculum director, RESA specialist, and school-based instructional leaders will support development of balanced literacy expectations.

Action Step # 6

Action Step	Implement assessments, strategies, and professional learning as required by the L4GA Grant.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	1) 95%+ student participation rate in L4GA assessments. 2)100% of participating teachers will engage in required L4GA trainings
Method for Monitoring Effectiveness	An increase in students meeting their grade level Lexile as measured by i-Ready, EOG, and L4GA assessments.
Position/Role Responsible	1) Administration-monitoring, observation, feedback 2) Instructional Coach and interventionist - assessment, observation, and feedback 3) Teachers - implementation with fidelity
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Curriculum director, RESA specialist, and SIG specialist will support in implementation of the L4GA grant assessments and progress monitoring.

Action Step # 7

Action Step # 7

Action Step	Establish and monitor clear expectations for Tier 1 Classroom Instruction (Posted standard/learning targets, visible anchor charts, word walls, visible exemplars, use of rubrics, targeted small group instruction, data walls, and data notebooks).
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	1) At least 80% of teachers will have at least 8 out 10 items on the SBC Checklist as monitored by the leadership team. 2) Classroom observations 3)Collaborative Planning Sign in Sheets/minutes
Method for Monitoring Effectiveness	1) At least 80% of students will meet their typical growth target set in i-Ready. 2) At least 70% of students will score 70% or above on the MCSS ELA Unit Assessments.
Position/Role Responsible	1) Administration-monitoring, observation, feedback 2) Instructional Coach and interventionist -observation and feedback 3) Leadership Team - observation and feedback 3) Teachers - implementation with fidelity
Timeline for Implementation	Weekly

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

Action Step # 8

Action Step # 8

Action Step	Establish and monitor clear expectations for delivering research-based interventions for students in the MTSS process
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	100% of students identified for MTSS services will have a designated interventionists.
Method for Monitoring Effectiveness	70% of students in the MTSS process will make adequate progress towards their MTSS learning goals.
Position/Role Responsible	EIP Teachers/Interventionists/RTI Coordinator - Plan and progress monitor interventions; Meet with teachers to discuss student progress; Meet with Parents to discuss student progress
Timeline for Implementation	Weekly

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

Action Step # 9

Action Step	Acquire instructional materials that support Tier 1 and intervention instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	100% of teachers will use district approved programs to support Tier 1 instruction.
Method for Monitoring Effectiveness	1) At least 80% of students will meet their typical growth target set in i-Ready. 2) At least 70% of students will score 70% or above on the MCSS ELA Unit Assessments.

Action Step # 9

Position/Role Responsible	1)Principal 2) Assistant Principal 3) Instructional Coach 4) Curriculum Director
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of students meeting proficiency or higher in math decreases as the grade level increases and is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
Root Cause # 1	A system for strategic, data-driven intervention needs to be determined.
Root Cause # 2	Students need clear, attainable goals for achievement. Data was inconsistently used to inform instruction.
Root Cause # 3	There is a need to create expectations and establish monitoring protocols for the implementation of standards-based classroom Tier 1 instruction.
Root Cause # 4	There is a need to implement clear expectations for collaborative planning and a system to monitor the effectiveness of collaborative planning.
Goal	On the Spring 2024 Math EOG assessment, UES will increase the percentage of students scoring proficient and above by 5 percentile points (21% to 26%) AND decrease the percentage scoring beginning level by 5 percentile points (40.5% to 35.5%).

Action Step # 1

Action Step	Schedule increased opportunities for professional learning communities to collaborate in order to enrich the academic program. These formal and informal meeting times will include activities such as curriculum planning, peer meetings, leadership meetings, data talks, personalized teacher coaching, and program evaluation. These plans may include professional development trainings for new Georgia Math Standards, Ready Math curriculum, Acadience Math, Number Talks, and other math based professional learning opportunities.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) Agendas 2) Sign-in sheets 3) Minutes 4) Data Talk Sign-in Sheets/minutes
Method for Monitoring Effectiveness	1) 80% of students will score 70%-100% on their weekly i-Ready Math Personalized Instruction lessons; 2) 70% of students will score 70% or above on the MCSS Math Unit Assessments.
Position/Role Responsible	1) Instructional Coach - facilitate collaborative planning sessions, collect and upload documentation 2) Admin - attend meetings; Monitor Success Criteria progress 3) Principal - schedule meeting times
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	UES will implement and monitor student use of evidence-based programs such as iReady (Level 1), Raz-Plus,(Level 1), BrainPop (Level 1), Lexia (Level 3-4), USA TestPrep (Level1), Study Island (Level 1), Flocabulary (Level 1), Acadience Math, Growing Readers (Level 1), and Science Weekly (Level 2), Gallopade (Level 1), Math Seeds (Level 2) and Measure Up (Level 2) to provide tiered interventions. Implement and document success of professional learning on roles and navigation of the systems for successful rollout. Students will need necessary technology equipment, such as Chromebooks, and peripheral equipment such as headphones and computer mice.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) Observations, 2) Usage reports, 3) Student score data, 4) Lesson plans, 5) Teacher action plans
Method for Monitoring Effectiveness	1) 70% of students will score 70% or above on the MCSS Math Unit Assessments
Position/Role Responsible	1) Administration-Monitor usage of evidence-based programs; Roster students 2) Instructional Coach & Interventionist -Monitor usage, provide training, roster students 3) Student - active engagement in software 4) Parents - check progress 5) Family Engagement Coordinator - Provide families with information regarding our various evidence-based programs
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Conference with all students to share information about their various data points (progress data from iReady, Acadience Math, EOG scale scores, and formative assessment data). Conferences will detail student goals for growth based upon typical growth (iReady, Reading A-Z levels). With teacher support, students chart growth after assessments. Celebrate student accomplishments through class and school-wide incentives.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) 90% of students have updated data notebooks/folders 2) 90% of classrooms have an up-to-date Data Wall. 3) 90% of teachers can provide evidence of student data conferences.
Method for Monitoring Effectiveness	1) 70% of students will score 70% or above on the MCSS Math Unit Assessments.
Position/Role Responsible	1) Administration - schedule collaborative planning, model conferences, access to data, observations 2) Instructional Coach and Interventionist - PD, observations, model conferences. 3) Teachers - communicate data w/students 4) Students - track and analyze data 5) Parents - check progress
Timeline for Implementation	Weekly

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

Action Step # 3

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	Establish and monitor clear expectations for Tier 1 Classroom Instruction (Posted standard/learning targets, visible anchor charts, word walls, visible exemplars, use of rubrics, targeted small group instruction, data walls, and data notebooks).
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	1) At least 80% of teachers will have at least 8 out 10 items on the SBC Checklist as monitored by the leadership team. 2) At least 80% of teachers will score "operational" on 8 out 10 items on the GADoE HIP Rubric for SBC as reported by the leadership team.
Method for Monitoring Effectiveness	1) At least 80% of students will meet their typical growth target set in i-Ready. 2) At least 70% of students will score 70% or above on the MCSS Math Unit Assessments.
Position/Role Responsible	1) Administration-monitoring, observation, feedback 2) Instructional Coach and interventionist -observation and feedback 3) Leadership Team - observation and feedback 3) Teachers - implementation with fidelity
Timeline for Implementation	Monthly

Action Step # 4

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

Action Step # 5

Action Step	Acquire instructional materials that support Tier 1 and intervention instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	1) At least 80% of teachers will have at least 8 out 10 items on the SBC Checklist as monitored by the leadership team. 2) At least 80% of teachers will score "operational" on 8 out 10 items on the GADoE HIP Rubric for SBC as reported by the leadership team.
Method for Monitoring Effectiveness	1) At least 80% of students will meet their typical growth target set in i-Ready. 2) At least 70% of students will score 70% or above on the MCSS Math Unit Assessments.
Position/Role Responsible	1) Administration-monitoring, observation, feedback 2) Instructional Coach and interventionist -observation and feedback 3) Leadership Team - observation and feedback 3) Teachers - implementation with fidelity
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The number of office referrals for male students is disproportionately high compared to the number of office referrals for female students. 90%+ of all office referral are from male students.
Root Cause # 1	There is a need for consistent schoolwide implementation of positive behavioral intervention strategies.
Root Cause # 2	There is a need for continued implementation of Capturing Kids Hearts strategies.
Root Cause # 3	There is a need for parent support/training concerning student behavior issues and how to provide consistency from school to home.
Root Cause # 4	There is a need for student engagement and motivation, which has a positive impact on instruction by increasing on-task behaviors.
Root Cause # 5	There is a need to continue consistent implementation PBIS strategies.
Root Cause # 6	There is a need to continue implementation of a Social-Emotional Learning Curriculum to teach students appropriate strategies for handling conflicts at school.
Root Cause # 7	There is a need to establish a mentoring program to provide our students with more positive role models.
Goal	During the 2023-2024 school year, UES will increase the percentage of students with 0-1 ODRs from 92% to 95%.

Action Step # 1

Action Step	Continue consistent schoolwide implementation of positive behavioral intervention strategies including weekly, monthly, quarterly, and annual celebrations to acknowledge students using the PBIS Rewards Application.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) At least 90% of staff members are regularly acknowledging positive behaviors using the PBIS App.

Action Step # 1

Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.
Position/Role Responsible	1) Administration-monitor usage, provide feedback 2) Teachers-implement consistently 3) PBIS Team-monitor data, present to faculty
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our RESA consultants and state PBIS representatives could assist with this.

Action Step # 2

Action Step	Continue and strengthen the processes of Capturing Kids Hearts (CKH). Faculty and staff will attend professional learning sessions for implementing the processes of CKH (EXCEL model, affirmations, meeting and greeting others, social contract etc.). Students will independently demonstrate process of CKH.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) 100% of classrooms will have a functioning Social Contract 2) At least 90% of classes will begin with "Good Things" and end with a "Launch."
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year.

Action Step # 2

Method for Monitoring Effectiveness	2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.
Position/Role Responsible	1) CKH Process Champions - observation and feedback 2) Administration - monitor, observation, and feedback 3) Instructional Coach - coaching 4) Teachers - implementation of CKH fundamentals 4) Students - empowerment of implementation
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	UES admin, district personnel, and RESA contacts could assist with this action step.

Action Step # 3

Action Step	Continue implementation of a Social-Emotional Learning Curriculum (2nd Step) to teach students appropriate strategies for handling conflicts at school.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) 100% of classrooms implement CKH lessons on Mondays and complete the 5-7 minute support activities on Tuesdays-Wednesdays. (Observed through observations by the counselor).
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for

Action Step # 3

Method for Monitoring Effectiveness	both ELA and Math.
Position/Role Responsible	1) Counselor - Conduct observations of 2nd Step Lessons/Model Lessons/Provide parents with 2nd Step Family Activities 2) Teachers - Conduct Lessons 3) Administration - Assist with observations
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our RESA and state PBIS consultants could assist with this. If funds for professional learning are needed, we have a variety of partners in education who are happy to donate funds for worthy causes. The organizations and institutions who assist UES are listed as follows: Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, SouthCrest Bank, County Line Café, Warehouse Carpets, Clay Plumbing, and Coca Cola.

Action Step # 4

Action Step	Establish a community mentoring program to provide our students with more positive role models.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	1) At least one community member will come and mentor students monthly.
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.

Action Step # 4

Position/Role Responsible	1) Community members 2) Counselor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	UES admin and RESA consultants could assist with this. Partners in education may be able to provide funding for a character education program. The organizations and institutions who assist UES are listed as follows: Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, SouthCrest Bank, County Line Café, Warehouse Carpets, Clay Plumbing, and Coca Cola.

Action Step # 5

Action Step	Schedule and organize parent events such as parent orientation, parent/child involvement activities, and celebration involving parents.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, agendas, meeting minutes
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.
Position/Role Responsible	PBIS team, instructional coach, administration
Timeline for Implementation	Quarterly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants could provide trainings. We have a variety of partners in education who are happy to donate funds for worthy causes and they might be willing to donate funds to send staff to professional conferences or trainings. The organizations and institutions who assist UES are listed as follows: Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, SouthCrest Bank, County Line Café, Warehouse Carpets, Clay Plumbing, and Coca Cola.

Action Step # 6

Action Step	Purchase and implement PBIS incentives including rewards, fun day activities, and items to get with tokens.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	calendar of events, SWIS data
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.
Position/Role Responsible	PBIS team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We have a variety of partners in education who are happy to donate funds for worthy causes. The organizations and institutions who assist UES are listed as follows: Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, SouthCrest Bank, County Line Café, Warehouse Carpets, Clay Plumbing, and Coca Cola.

Action Step # 7

Action Step	Provide support services through Wraparound to address the basic needs of students that impact student behavior, such as TeleHealth, counseling, clothing, social emotional kits, etc.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Percentage of participation of the center
Method for Monitoring Effectiveness	1) At least a 10% decrease in overall referrals each month when compared to the 2021-2022 school year. 2) 70% of students will score 70% or higher on the MCSS Unit Assessments for both ELA and Math.
Position/Role Responsible	Counselor/maintain center Wrap Around Coordinator/budget, support UES center Local agencies/provide services
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)?	We have a variety of partners in education who are happy to donate funds for worthy causes. The organizations and institutions who assist UES are listed as follows: Pathways, CAFI, DFACs, Rehoboth Baptist Church, Allen Lee Methodist Church, Clark Chapel Methodist Church, SouthCrest Bank, County Line Café, Warehouse Carpets, Clay Plumbing, and Coca Cola.

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of students meeting proficiency or higher in Science is consistently behind the average CCRPI content mastery percentages for the state of Georgia (All students, subgroups, and special populations: minority, economically disadvantaged, and students with exceptionalities).
Root Cause # 1	There is a need to establish an assessment system to track proficiency of GSE Science Standards throughout the school year.
Root Cause # 2	There is a need to create consistent expectations and establish monitoring protocols for the implementation of Tier 1 standards-based Science instruction.
Root Cause # 3	There is a need for schoolwide implementation of a science curriculum as in pacing guides, assessments, lesson planning, and collaboration.
Goal	On the Spring 2024 Science EOG assessment, UES will increase the percentage of students scoring proficient and above by 5 percentile points (12.5% to 17.5%) AND decrease the percentage scoring beginning level by 5 percentile points (68% to 63%)

Action Step # 1

Action Step	Establish consistent guidelines and expectations for Tier 1 Science instruction that aligns to the Georgia Standards of Excellence.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	1) Observations of instruction 2) Collaborative planning sign in sheets 3) Collaborative planning agenda
Method for Monitoring Effectiveness	1) Monitor student performance on Stemscopes platform
Position/Role Responsible	1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teacher Leadership Team 5) Curriculum Director
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Establish an assessment system to monitor mastery of GSE Science Standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	1) Observations of instruction/assessment practices 2) Data Talk sign in sheets 3) Data Talk agendas
Method for Monitoring Effectiveness	1) Monitor student proficiency on common science assessments 2) Monitor student progress on Science-based computer programs
Position/Role Responsible	1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teacher Leadership Team 5) Curriculum Director
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Conduct regular professional learning pertaining to the new Science Curriculum (Stemscopes).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	1)Professional Learning Calendar 2) PL Sign Sheets 3) PL Agendas
Method for Monitoring Effectiveness	1) Monitor student proficiency on common science assessments 2) Monitor student progress on Science-based computer programs
Position/Role Responsible	1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teacher Leadership Team 5) Curriculum Director
Timeline for Implementation	Monthly

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

Action Step # 4

Action Step	Acquire instructional resources to supplement Tier 1 Science instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	1) Observations of instruction/assessment practices 2) Data Talk sign in sheets 3) Data Talk agendas
Method for Monitoring Effectiveness	1) Monitor student proficiency on common science assessments 2) Monitor student progress on Science-based computer programs
Position/Role Responsible	1) Principal 2) Assistant Principal 3) Instructional Coach 4) Teacher Leadership Team 5) Curriculum Director
Timeline for Implementation	Monthly

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	School improvement feedback was solicited at Parent meetings, school council meetings, faculty meetings, and teacher leadership meetings. Parent and staff surveys were also used for suggestions and areas of concerns to address. The leadership team met to review data under guidance ofdistrict personnel.

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.	Newly hired teachers are screened to ensure they have the appropriate professional certification to teach in the area in which they are employed. A clear, renewal teaching certificate is preferred over provisional certifications. All teachers are provided with regular professional learning to ensure professional capacity. A mentor program is established and implemented to provide individualized support.

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).	We plan and implement effective standards-based classroom instruction, maximize instructional time, and provide effective use of intervention times to address differentiated needs of students. All elementary required subjects are taught. However, with the deficit shown in Reading scores from spring 2023, we will focus attention on early literacy with a systematic approach to phonics instruction and foundational reading skills by providing strategic groups, practice in fluency, and consistent monitoring of student progress through Acadience (fluency) and iReady lessons. Students with unique needs are provided with necessary support through the student services department.

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	We are a full Title I school. Therefore, all students have equal access to Title I services. Multiple screeners (iReady, Acadience Reading, Reading A-Z, and informal phonics survey) are used to determine students who may qualify for early intervention services or other needed systems of supports. Students that score below the 30th percentile in iReady and Acadience Reading will receive strategic intervention. Additionally, students not exhibiting typical growth as measured by iReady from BOY to EOY will receive strategic intervention. Typical growth is determined by historical data determined by analyzing growth patterns of UES students in i-Ready.

rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	When Pre-K students register, parents are given a chance to visit the Pre-K classrooms and receive information about the program. In addition, there will be a Pre-K orientation in August. A summer kickoff is occurring in July to encourage parents to register for PreK as well as promote early literacy for our preschool students. These events allow students a chance to get familiar with the school building, teachers, and program prior to the beginning of the school year. Wraparound services are also provided and an upcoming grant will provide specific support to Preschool students.

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.	A transition day was held in May which will allow fifth graders to visit the middle school, tour the building, and have a question/answer session with the middle school administration. This is always a positive event for the 5th grade students who will be transitioning to middle school. We also host a career day and encourage participation from high school students.

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.	Our school's PBIS program focuses on effective strategies for students with behavior issues that are helpful for all teachers. Teachers will have monthly PL sessions that focusing on behavior intervention strategies, as well as data talks to identify students in need of assistance. In addition, the school has a behavior paraprofessional who assists with checking in and out with students on a regular basis to help keep them focused on expectations in order to remain on task in the classroom. Capturing Kids Hearts and Second Step were implemented 2021-2022, and we will continue strengthening culture and climate by intervening at the social emotional level and ensuring a safe environment for all. We have scheduled CKH trainings and teachers have completed training models on Second Step to sharpen skills and sustain transformation. We are targeting males, as data shows they are high on discipline referrals and OSS. A mentor program, which includes members of the community will provide additional support. Wraparound services also provide social emotional support with community partners.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	We believe we have focused goals with effective action steps that will lead to sustainable school improvement. We are building an effective leadership team to empower teachers to work interdependently to improve student achievement. Previously, we have worked with a school improvement specialist from GaDOE and RESA as we were a SIG school. Fortunately, our students made significant progress which led to our removal from the low performing schools list. They provided leadership support in researching and modeling best practices to improve student achievement and build a healthy, safe environment. We continue to implement many of those strategies. Additional supports include wrapround services coordinator, curriculum specialist, and CKH coach who visit the school and provide valuable feedback for improvement.