Comprehensive Needs Assessment
2019 - 2020 School Report

Vidalia City
J. D. Dickerson Primary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Brenda McLain
Team Member # 2	Assistant Principal	Charleen Norfleet
Team Member # 3	Teacher	Belinda Warnock
Team Member # 4	Teacher	Kara Martin
Team Member # 5	Paraprofessional	Harriet Smiley
Team Member # 6	Teacher	Sonja Hamilton
Team Member # 7	Teacher	Sissy Anderson

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Business Partner	Bill Sharpton
Team Member # 2	Parent	Amanda Driggers
Team Member # 3	Parent	Maranda Ellis
Team Member # 4	Parent	Morgan Hodge
Team Member # 5	Administrator	Charleen Norfleet
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Business Partner	Bill Sharpton
Stakeholder # 2	Parent	Amanda Driggers
Stakeholder # 3	Parent	Maranda Ellis
Stakeholder # 4	Parent	Morgan Hodge
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The team will meet throughout the year to discuss school needs. A timeline for implementation of school improvement will be established and monitored by the leadership team. Surveys will be administered for feedback on the progress of the implementation for school improvement measures.

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.	

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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?	Our school used the following types of perception data: ? AdvancED Staff surveys ? AdvancED Student surveys ? AdvancED Parent surveys ? Title I parent surveys ? School climate surveys for parents and staff

What does the perception data tell you?	The results from the surveys indicated the following areas as strengths. ? Parents feel their students are receiving a rigorous and viable curriculum. ? Most teachers feel prepared based on the professional learning they receive. ?The students and parents feel that they are safe in their school. The results from perception data indicated: ? Parents would like more information about how to help their child at home. ? Teachers need additional PL related to curriculum alignment, use of data, the development of common assessments, and classroom management.

What process data did you use?	We used the following process data. ? Discipline data ? Attendance procedures and data ? Evaluation data

What does your process data tell you?	The process data continues to reinforce the need for classroom management skills and parental involvement in making sure students are in school daily and on time.

What achievement data did you use?	Achievement data was based on the following benchmarks and progress monitoring data obtained from: • GKIDS • Guided Reading Running Records • IDI cards • DIBELS • I-Learn multi grade diagnostics.

What does your achievement data tell you?	Achievement data continues to reinforce all other data sources, beginning reading skills excel while comprehension is identified as an area that needs improvement. Math scores are inconsistent and need to improve.

What demographic data did you use?	We used various surveys as well as the school information system such as: • Ethnicity • Gender • Economically disadvantaged • Special Education

What does the demographic data tell you?	Demographic data suggests that we are an increasingly large minority and poor school. The ESOL population as well as the special needs population specifically children with autism are increasing yearly.

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?	The team at JDDP observed a consistent process of assessing students progress followed by a systematic approach for remediation for at risk students. Tier 1 instruction in all classes is very consistent as is the progress monitoring and identification of individual students who needs differ from others through planning and the use of research-based instructional strategies as a best practice for all students, especially those who may need more remediation or enrichment than others. These best practices are implemented in a consistent manner and are monitored frequently, followed by regrouping as necessary.
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?	Leadership has implemented a systematic approach to assessment and progress monitoring. Students are quickly identified as being at risk and given an individualized intervention and placed in the RTI process when necessary. Although these students are identified quickly, they do not always receive the extra services needed at the same rate of identification. The leaders in the building work fervently at making sure that they have covered all of the necessary areas of the identification process so as to not be the issue for a student not being processed in the Tiers for extra support. The principal, instructional coach and counselor as well as other school leaders work together to insure this process is effective and systematic. PLCs(Professional Learning Communities) have also become a very intricate part of the process in helping to provide the best possible curriculum and education to all students grades Pk-1 regardless of their social economic status or background.
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?	All teachers are actively engaged in the data analysis process as well as the PLC's. Grade level teams meet regularly with the counselor to discuss and adjust instruction, interventions and the RTI process. Our staff has been stable with few turnovers other than teachers retiring therefore, we have a strong support system among the teachers and other leaders in the building with a great deal of collaboration happening at each grade level and also when feasible, across the grades.

Strengths and Challenges Based on Trends and Patterns

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?	The team observed that family engagement has improved some but is still an area of concern. Multiple family engagement activities take place yearly but attendance is inconsistent with our most at risk families. One on one conferences are offered at different times to accommodate families and this has improved parental engagement to some extent. We do communicate effectively through our Parent Teacher Organization, parent conferences, social media, and partnering with business and civic organizations. We also have representatives of the community serving on the School Governance Council who impact decision making at our school. By holding events during the day, parent engagement increased and seemed enjoyable by all stakeholders as oppose to conducting the meetings after school hours.

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?	The ongoing processes are put in place such as PBIS(Positive Behavior Intervention Supports) to identify students' behavioral needs early on and it has consistently improved results for all of the students. The RTI process is more fluid and meets individual needs better than in the past. This is still an area of focus but has improved. We use data produced by DIBELS scores, iLearn scores, tiers of intervention, and student grades to help support the identification of student, teacher, and leader needs. Standard 8 which establishes a learning environment that empowers students to actively monitor their own progress would be a strong need(as our children are very young and naive), while Standard 5 which recognizes and celebrates achievements and accomplishments of students and staff would be considered a strength by the team.

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 community and school is trending toward increased poverty and higher special needs students as well as an increased enrollment of ESOL students. Financially, the increase in costs paired with decrease in public funding and continues to be a challenge for our school. With more labor intensive subgroups on the rise, the need for increased staff and resources has been imminent here at Dickerson.

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?	Student achievement numbers are improving in basic reading skills, but comprehension not as strong and is our next area of focus. Math scores are inconsistent and need to improve and will become a part of the focus for the upcoming school term(s).

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

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

Strengths	The academic achievement of all of our subgroups continues to improve. Even though the majority of our students are ED they are exposed to a curriculum that is aligned with state standards therefore our basic skills (DIBELS) test scores are good. We do see an increase in enrollment of special needs to students as well as ESOL students our teachers continue to participate in on-going professional learning sessions that helps them to implement and modify standards as needed for students with disabilities and those that speak English as a second language. Students are also given incentives and rewarded with celebrations for their accomplishments great or small.

Challenges	The greatest challenges that we face with increased numbers of special needs students relates to the severity and needs of the individual students. We have an increased need for self contained classes and teachers. While most of our special needs students are in the regular academic setting in a co-teaching environment, we have seen increased numbers of students with more severe needs each school year. It would be helpful to offer more professional learning opportunities for teachers that would help enhance their knowledge base on how to handle students with severe discipline issues.

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	Development of a guaranteed curriculum for all students in reading and math by implementing a common unit framework to deliver instruction based on evidenced based best practices.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 3

Overarching Need	Academic achievement concerns in Reading and Math for students who perform below grade-level expectations.
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	

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 - Development of a guaranteed curriculum for all students in reading and math by implementing a common unit framework to deliver instruction based on evidenced based best practices.**

Root Cause # 1

Root Causes to be Addressed	Lack of teacher knowledge and training related to deconstructing standards to develop corresponding learning targets and success criteria.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of alignment of assessments to learning targets and success criteria.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of time and resources to develop the necessary curriculum documents.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.

Root Cause # 1

Root Causes to be Addressed	Lack of foundational knowledge of PLC fundamental principles and processes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of PLC team SMART goals.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of identified common formative assessments for data collection.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Academic achievement concerns in Reading and Math for students who perform below grade-level expectations.

Root Cause # 1

Root Causes to be Addressed	Lack of professional learning opportunities for understanding and implementing RTI and intervention processes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of effective data analysis related to interventions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of data effective data analysis as it relates to interventions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

School Improvement Plan
2019 - 2020

Vidalia City
J. D. Dickerson Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Vidalia City
School Name	J. D. Dickerson Primary School
Team Lead	Brenda McLain

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

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 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Development of a guaranteed curriculum for all students in reading and math by implementing a common unit framework to deliver instruction based on evidenced based best practices.
Root Cause # 1	Lack of teacher knowledge and training related to deconstructing standards to develop corresponding learning targets and success criteria.
Root Cause # 2	Lack of alignment of assessments to learning targets and success criteria.
Root Cause # 3	Lack of time and resources to develop the necessary curriculum documents.
Goal	By 7/2020 all content/grade level teams will submit units with identified learning targets and success criteria aligned with DOK/ALD.

Action Step # 1

Action Step	Review/revise learning targets and success criteria based on deconstruction of the standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title IV, 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 and Effectiveness	Quarterly review and feedback
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits,	

Action Step # 1

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

Action Step # 2

Action Step	Develop assessments formative and summative aligned to learning targets and success criteria.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A 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 and Effectiveness	PLC Forms , Sign-in Sheets, Agendas
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in	

Action Step # 2

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

Action Step # 3

Action Step	Provide opportunities for PLC teams to analyze and deconstruct standards and data.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC forms, sign-in forms, data analysis results
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.
Root Cause # 1	Lack of foundational knowledge of PLC fundamental principles and processes.
Root Cause # 2	Lack of PLC team SMART goals.
Root Cause # 3	Lack of identified common formative assessments for data collection.
Goal	Increase to 100% the number of teachers participating in effective PLC's to impact instruction as measured by qualitative data from PLC protocols and observations.

Action Step # 1

Action Step	Content area teachers update and revise common formative assessments for each LT to analyze during PLC's.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review of lesson plans, assessments and frameworks.
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	Content teams establish SMART goals tied to school goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC agenda meetings, Forms, Sign-in sheets
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	Continue to develop a common understanding of PLCs and collaborative planning.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC agenda and mninutes
Position/Role Responsible	Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Academic achievement concerns in Reading and Math for students who perform below grade-level expectations.
Root Cause # 1	Lack of professional learning opportunities for understanding and implementing RTI and intervention processes.
Root Cause # 2	Lack of effective data analysis related to interventions.
Root Cause # 3	Lack of data effective data analysis as it relates to interventions.
Goal	Increase by 5% the number of students performing at a higher performance band in reading and Math as measured by The Balanced Literacy Approach to Reading and Writing for Reading, WSO for Pre-K students, and I-Learn multi grade diagnostics for Math.

Action Step # 1

Action Step	Use iLearn program for math progress monitoring data and math interventions or enrichment during Extended Learning Time.
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 and Effectiveness	iLearn Data
Position/Role Responsible	Teachers/Counselor
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in	

Action Step # 1

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

Action Step # 2

Action Step	Continue to implement expectations for consistent data analysis related to progress monitoring.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Tier documentation
Position/Role Responsible	RTI Coordinator/Administration
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	Increase staffs' understanding of RTI process and purpose.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in sheets and documents
Position/Role Responsible	RTI Coordinator/Administration

Action Step # 3

Timeline for Implementation	Yearly

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

SCHOOL IMPROVEMENT PLAN

3 Required Questions

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) was accomplished.	The leadership team consists of teachers, paraprofessionals, support staff that represent each grade. They disseminated information about the plan i their respective grade level meetings to receive feedback from staff. The administrators, grade level teams and school governing council reviewed data from multiple sources and resources to collaborate in order to develop the needs, goals and plans for school improvement.
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.	All classes are scheduled and created equally regarding ability and demographics. Teachers who are new, inexperienced or deemed to be ineffective are assigned mentors and are closely monitored throughout the year to ensure quality instruction is taking place in the class. Teachers also receive feedback from the TKES evaluation system.
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).	All students are assessed at the beginning of the year to identify their specific needs. Students are placed in RTI/interventions based on the identified needs. They receive ELT on a daily basis and are progress monitored on a weekly basis. The school RTI/intervention team meets monthly with the teachers to analyze the data and adjust instruction. Small groups are rearranged based on progress and or needs. This is reviewed and monitored on a weekly /monthly basis to ensure fidelity of instruction.
4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	All students are assessed at the beginning of the year to identify their specific needs. Students are placed in RTI/interventions based on the identified needs. They receive ELT on a daily basis and are progress monitored on a weekly basis. The school RTI/intervention team meets monthly with the teachers to analyze the data and adjust instruction. Small groups are rearranged based on progress and or needs. This is reviewed and monitored on a weekly /monthly basis to ensure fidelity of instruction.

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.	We have a PIP program as well as 7 Pre-k classes that flow smoothly from one grade level to the next. We also coordinate with the local child care facilities to assess their children before they transition to our Pre-K and kindergarten classes. We communicate with the parents of all of these students so that they are prepared for the start of school and are aware of our standards, requirements and expectations.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Does not apply.

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.	As a school we have implemented the PBIS program and have seen reduced disciplinary numbers across all demographics and subgroups. Our PBIS team meets at least once a month to dis-aggregate discipline data,overall and by subgroups to address concerns and look into interventions for student behavior.

ADDITIONAL RESPONSES

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