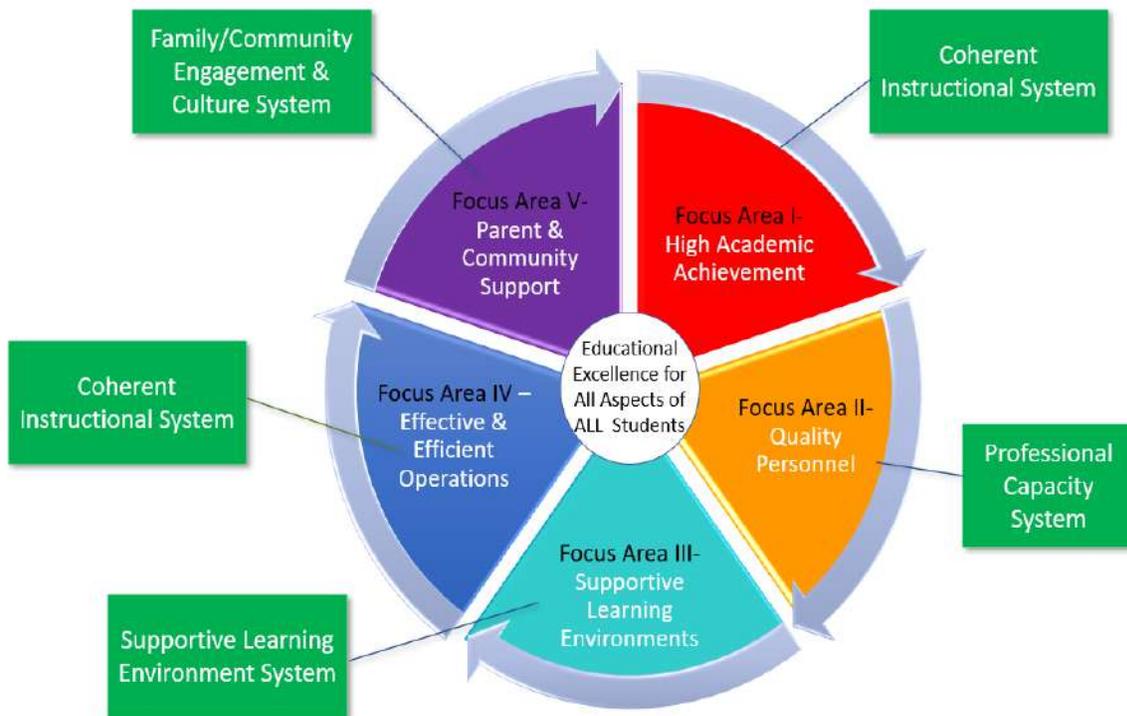


CAMDEN COUNTY SCHOOLS
Comprehensive Needs Assessment
2021-22 School Report



School Name Woodbine Elementary School

Principal Name Mrs. Maura Fegel

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Planning and Preparation – Identifying the Team

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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. List the names and roles of the team members who participated in the process.

Position/Role	Name
Principal	Maura Fegel
Teaching and Learning Specialist	Robert Davis
Counselor	Daydra Roberts
Interventionist/RTI	Natalie Sheppard
ELA Teacher	Ruth Ann Martin
Math Teacher	Tamara Fry
Visual Arts Teacher	Dr. Kerri Willmann

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. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs.

Position/Role	Included??? Yes or No
Instructional Lead Teacher	Yes
Counselor	Yes
Parent	Yes
Health Care Provider	Yes
Social Worker	Yes
Faith Based Community Member	No
Technology Expert	Yes
Media Specialist	Yes
Special Education Rep	Yes
English Learner Rep	Yes
Immigrant Rep	No
Resource Officer	Yes
Administrator	Yes
Teacher	Yes
Other ()	

GUIDING QUESTIONS

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The comprehensive needs assessment was developed with the participation of individuals who will carry out the comprehensive school-wide/school improvement plan. Persons involved included the Woodbine Elementary School
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	<p>faculty and staff, the WES Leadership Team, the WES Parent Council, WES community members, parents of Title I students, and business partners of the school. These stakeholder groups act as an integral part of the school through:</p> <ul style="list-style-type: none"> • Participation in an extensive review of all school data and documentation related to student performance • Participation in meetings to communicate the results of the annual comprehensive needs assessment. • Participation in the development and revision, of WES action plans and strategies based on student achievement, demographic, process, and perception data. • Participation in the development and revision, of the SIP and short-term action plans. • Participation in the periodic review of data to determine individual and group progress toward intermittent goals. • Participation in root cause analysis activities throughout the year as data are reported.
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<p>Who will be responsible for organizing and running meetings? How will the meetings be organized and run?</p>	<p>Principal and Teaching and Learning Specialist</p> <p>Meetings are advertised in advance. Parents and stakeholders are invited via general and personalized announcements. All meetings are accompanied by a presentation created from a universal template to ensure consistency. Responses are collected via Google Forms, paper responses, and verbal feedback.</p>
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2. DATA COLLECTION AND ANALYSIS

Analyze the school’s data and 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). Place an “X” in the box that applies.

2.1.1 COHERENT INSTRUCTIONAL SYSTEMS

Standard	Exists	Does Not Exist
A supportive and well-managed environment conducive to learning is evident in most classrooms.	X	
Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	X	
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.	X	
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).	X	
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).	X	
Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	X	
Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	X	
Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	X	
Most students are provided timely, systematic, data-driven interventions to support their learning needs	X	
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.	X	
A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed in most content areas or grade levels, or both.	X	
A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction.	X	

Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	X	
Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	X	
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.	X	

2.1.2 COHERENT INSTRUCTION SYSTEM GUIDING QUESTIONS

Planning for quality instruction: What processes are in place to plan for quality instruction? Include processes to define both what students should “know” and “do”, as well as determine how students will demonstrate they “know” the content and can “do” a skill or perform a task. Describe the effectiveness of the existing processes.	Daily lesson plans for each subject and grade level are created using the Georgia Standards of Excellence, system developed curriculum maps, and results from student data. Expectations for plans are included in the WES handbook and include required items for quality instruction. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Lesson plans, TKES

Delivering quality instruction: What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes.	Staff and administrators meet during collaborative planning and data analysis sessions every Tuesday in grade level or content area groups. Data points are examined and publicly recorded. Sessions are designed to seek out solutions, provide collaborative coaching, and ensure strategies are implemented with fidelity. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	TKES, Formative and Summative Assessment Data

2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

2.2.1 EFFECTIVE LEADERSHIP DATA

Analyze the school’s data 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). Place an “X” in the box that applies.

Standard	Exists	Does Not Exist
Administrators regularly build and sustain relationships to foster the success of students and staff.	X	
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.	X	
The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	X	
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.	X	
Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	X	
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.	X	
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.	X	
Most support provided to teachers and other staff is targeted to individual needs.	X	
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.	X	
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.	X	

The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	X	
The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	X	
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.	X	
Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, schoolwide 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.	X	

2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS

Place the response in the blank box.

<p>Creating and maintaining a climate and culture conducive to learning: What school processes are in place to support and ensure schools allow both adults and children to put learning at the center of their daily activities? Describe the effectiveness of existing processes.</p>	<p>The master schedule is created to provide uninterrupted instructional blocks for ELA, math, and content areas.</p> <p>WES has adopted PBIS, a schoolwide tiered model, to prevent and address problem behavior. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	<p>PBIS Meeting Data</p>

<p>Cultivating and distributing leadership: What processes are in place that support the development of leadership across the</p>	<p>All teachers serve on or lead a subject area committee. In addition, vertical teams meet monthly to address the needs of students,</p>
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organization? Describe the effectiveness of existing processes.	examine performance data, identify areas in need of improvement, and brainstorm potential solutions. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Team meeting minutes

Managing the school and its resources: What processes are in place to ensure that leaders use all resources in an effective and efficient manner that is aligned to the school's mission? Describe the effectiveness of existing processes.	Leaders use the Plan-Do-Check-Act cycle of continuous improvement to ensure resources are used effectively. Decisions stem from systematic data analysis sessions to action plans strategies and strategies are adjusting according to student performance. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	School-Based Budget Report, Action Plan Report

Ensuring high quality instruction in all classrooms: What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes.	All students are instructed by qualified teachers using direct classroom instruction. A rigorous, relevant curriculum that meets Georgia Standards of Excellence Standards is followed at each grade level. Our district instructional model when planning for instruction and assessment is the Learning-Focused Schools (LFS) model. In addition, grades 1-5 teachers are subject specific (ELA, Math, and/or Content) to allow for vertical teams. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Formative and Summative Assessment Data

Managing school improvement efforts: What processes are in place to support ongoing improvement of the school's major systems, structures and processes? Describe the effectiveness of existing processes.	Through the Outcome Based Continuous Improvement process (OBCI) utilized within the school system and at the school level, critical issues are determined and addressed through targeted strategies. During this process, root causes are identified by all stakeholders and are the foundation of the strategies. Resources and professional development needs are identified and addressed as part by subject area teams with teacher leaders. <ul style="list-style-type: none"> • Process is effective.
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What data sources were utilized to make the above determinations?	Formative and Summative Assessment Data
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<p>Providing quality professional learning: What professional learning is provided currently for leaders in the areas of instruction and operation? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning.</p>	<p>Monthly principal and TLS meetings are held to share professional learning in the areas of teaching and learning, budgets, human resources, and operations. Leaders have expressed an interest for professional learning in in the area of student services to include mental health, health and safety during a pandemic.</p> <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Meeting Minutes

2.2.3 EFFECTIVE LEADERSHIP TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

2.3 PROFESSIONAL CAPACITY

Analyze the school’s data 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). Place an “X” in the box that applies.

2.3.1 PROFESSIONAL CAPACITY DATA

Standard	Exists	Does Not Exist
Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	X	
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).	X	
Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	X	
Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	X	

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.	X	
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	X	
Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	X	

2.3.2 PROFESSIONAL CAPACITY GUIDING QUESTIONS

Attracting staff: What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the school? Describe the effectiveness of existing processes.	Camden County Schools Human Resources Department utilizes approved policies and procedures to recruit, employ, retain, and mentor qualified professional and support staff to fulfill roles and responsibilities at Woodbine Elementary. Veteran teachers are trained as mentors who work closely with personnel new to the school. Contracted personnel are required to submit letters of intent for employment annually. All personnel are evaluated annually. All teachers, administrators, and program personnel at Woodbine Elementary are state certified and assigned to the school based on state policy and need (Title I, Federal Impact Funding, Special Education, Gifted Education, school nurse, media, and counseling) and are highly qualified as defined by the Camden County Board of Education. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	

Developing staff: What evidence-based processes are in place to ensure the increasing quality of the school staff’s knowledge and skills? Are existing processes effective in increasing both staff’s knowledge and skills and student achievement?	Teachers are directly involved in the planning of professional development activities through their involvement on the school’s professional development committee. Representatives from all grade levels and departments are part of the committee. A
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	<p>plan for professional development is created prior to the start of each school year. Revisions to the plan are made as dictated by the OBCI process. Woodbine Elementary School teachers regularly attend targeted trainings designed to increase their knowledge of the standards and expectations. Grade level and content specific trainings are provided to provide teachers with the skills and information required to deliver the most effective instruction possible. Trainings are conducted by the teaching and learning specialist, RESA trainers, and contracted consultants. Teachers participate in reading and math training professional learning opportunities in support of action plan goals.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	

<p>Retaining staff: What processes are in place to ensure that all school staff are working in the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes.</p>	<p>Staff placement decisions are impacted by student performance and PBIS data. In addition, every effort is made to create cohesive teams for whom collegial collaboration is the norm.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	

<p>Staff collaboration: What processes are in place to ensure that effective collaboration is occurring across the school to advance student achievement? Describe the effectiveness of existing processes.</p>	<p>Teachers collaborate each Tuesday or Wednesday during their specials time. They meet with their team and with administrators to share data from recent classroom assessments. These sharing sessions include a time to develop answers to these questions: What does my data reveal? What will happen next to respond to this data? Teachers also have a half day each month to analyze county formative assessment data and use it to identify strategies that need to be put into place based on the data.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	

<p>Providing quality professional learning: What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional learning</p>	<p>All professional learning sessions are linked directly to student data sources. All interventions are assessed for effectiveness throughout the school year when compared to previously identified interim targets. Strategies and interventions are derived from best practices based on the work of John Hattie and the What Works in Schools Clearinghouse.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	

<p>Recruitment and retention concerns: Examine current and recent recruitment and retention data in the school by content areas, grade levels, and instructional support areas to pinpoint precise areas of concern.</p>	<p>WES has a high rate of retention among staff. This is the third year in a row with no openings for certified staff. Classified positions are quickly filled.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	<p>Frontline applicant data, Position postings</p>

2.3.3 PROFESSIONAL CAPACITY TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

2.4 FAMILY and COMMUNITY ENGAGEMENT

Analyze the school’s data 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). Place an “X” in the box that applies.

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

Standard	Exists	Does Not Exist
The school has created an environment that welcomes, encourages, and connects family and community members to the school	X	
Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented	X	

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.	X	
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).	X	
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.	X	
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.	X	

2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS

Welcoming all families and the community: What processes are in place to ensure that the school is making families and communities feel welcomed? Describe the effectiveness of the existing processes.	Although in-person visitors are not permitted due to the pandemic, parents are welcome to volunteer from home. As soon as it is safe to do so, we will welcome volunteers back to campus. We provide training through the school counselor. Front office staff are well-trained in creating a welcome environment and communicating in ways that are sensitive to parent needs and concerns. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Parent Engagement Plan & Participation data for C-4, Conference Minutes

Communicating effectively with all families and the communities: What are the processes for ensuring effective communication with families and communities in the school? Describe the effectiveness of existing processes.	Processes in place include weekly folders, weekly email updates using PowerSchool, ClassDojo, Seesaw, or Google Classroom. Updates and information are posted on the school website and Facebook page. Parents can regularly access student progress through PowerSchool and Renaissance Connect. Conference are held for grade level groups during C-4 nights. Individual conferences are
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	available upon request or if a student is struggling academically. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Parent Engagement Plan & Participation data for C-4, Conference Minutes

Supporting student success: What processes are in place to ensure the school is supporting student learning and healthy development both at home and at school? Describe the effectiveness of existing processes.	Universal screenings are conducted in math and reading. The MAP Growth assessment is used to measure student achievement. It is administered 3-4 times per year to identify the lowest sixteen percent of the student population in each grade level first through fifth. Results from these assessments are used to establish intervention groups. System-level personnel create formative and common assessments (aligned to GA standards and formatted much like the Georgia Milestones). Results are used to plan for intervention and acceleration. <ul style="list-style-type: none"> • Process is effective.
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Empowering families: What processes are in place at the school to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.	Parents are given opportunities to attend periodic school and system level educational opportunities. Topics for trainings include skills for providing academic support at home, testing tips, community resources, and behavior management. Parents are also given opportunities to provide input into the types of trainings offered using yearly parent surveys on their needs <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Survey data, C-4 participation data

Sharing leadership with families and the community: What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes.	The parents, students and staff of Woodbine Elementary School developed a School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs. WES teachers and staff members engage parents in regular, two-way, and
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	<p>meaningful communication. Teachers and teaching teams regularly engage parents in communication involving student academic learning and other school activities. In addition, parents are both generally and specifically invited to attend.</p> <ul style="list-style-type: none"> • Process is effective.
<p>What data sources were utilized to make the above determinations?</p>	<p>Parent Meeting Minutes, Survey data</p>

<p>Collaborating with the community: What processes are in place to ensure the school effectively collaborates with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes.at home and at school? Describe the effectiveness of existing processes.</p>	<p>Several parent and family engagement programs are offered with the support of community service partners, such as the Woodbine Women’s Club, Woodbine Lions Club, and the Woodbine School Parent Council.</p> <p>A grant provides a field trip for 4th grade students to the Cumberland Island National Seashore; however, due to the pandemic this year the field trip was held virtually.</p> <p>The K-KIDS club involves 4th and 5th grade students in community service projects and is sponsored by our local Kiwanis chapter.</p> <p>Backpack buddies with a local church provide food for students in need over the weekend.</p> <ul style="list-style-type: none"> • Process is effective.
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2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

2.5 SUPPORTIVE LEARNING ENVIRONMENT

Analyze the school’s data 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). Place an “X” in the box that applies.

Standard	Exists	Does Not Exist
A supportive and well-managed environment conducive to learning is evident in most classrooms.	X	
Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	X	
Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	X	
Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	X	
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.	X	
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.	X	
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.	X	
The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	X	
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.	X	

2.5.2 SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS

<p>Maintaining order and safety: What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes.</p>	<p>WES is a PBIS school. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The three expectations for WES are to be safe, responsible, and respectful. These expectations are taught, rewarded, and reviewed with students and staff throughout the year.</p>
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	<p>Fire drills are conducted monthly. Safety drills including lock downs are held throughout the year.</p> <p>Students respond very well to the PBIS system and respond appropriately during fire and safety drills.</p> <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	PBIS Meeting Minutes, Educator’s Handbook Data

<p>Developing and monitoring a system of supports: What processes are in place to ensure the school has a supportive learning environment that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes.</p>	<p>The PBIS system was implemented using staff team approach. The team meets monthly to review school-wide data, make recommendations, and monitor implementation and best practices.</p> <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	PBIS Meeting Minutes, Educator’s Handbook Data

<p>Ensuring a student learning community: What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes.</p>	<p>PBIS Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. WES provides these universal supports to all students, school-wide.</p> <ul style="list-style-type: none"> • Process is effective.
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<p>Supports and interventions: What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?</p>	<p>The PBIS expectations are explicitly taught (e.g., modeled, practiced to fluency, and checked), regularly reviewed, practiced, and prompted directly with students in classrooms and common areas. Explicitly teaching expectations across settings ensures students can broadly apply new skills, promote overall wellness, and ensure access to the learning environment.</p> <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	PBIS Meeting Minutes, Educator’s Handbook Data

<p>Out-of-School Time: What processes are in place to provide students with engaging and enriching learning opportunities during out-</p>	<p>Tutoring is offered both before and after school. In addition, the Camden County</p>
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of-school time (i.e. before school, after school, summer)?	school system is offering an additional summer extended learning opportunity.
What data sources were utilized to make the above determinations?	N/A

2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

2.7 STUDENT ACHIEVEMENT

2.7.2 STUDENT ACHIEVEMENT GUIDING QUESTIONS

Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring at the school to advance student achievement? Are existing processes effective?	Teachers collaborate each Tuesday during their specials time. They meet with their team and with administrators to share data from recent classroom assessments. These sharing sessions include a time to develop answers to these questions: What does my data reveal? What will happen next to respond to this data? Teachers also have a half day each month to analyze county formative assessment data and use it to identify strategies that need to be put into place based on the data. <ul style="list-style-type: none"> • Process is effective.
What data sources were utilized to make the above determinations?	Collaborative Planning Meeting Minutes, Vertical Team Meeting Minutes

Supporting improved graduation outcomes: What processes are in place to support practices that will positively affect graduation outcomes?	The MAP Growth test is a nationally normed assessment. This tool is used to measure growth, compare WES students to national peer groups, and ensure students stay on-track for graduation.
What data sources were utilized to make the above determinations?	Performance Review Reports, MAP Data, Action Plan Reports

Student subgroup gaps: What gaps exist in outcomes among student subgroups?	Disaggregated data reveals that students with disabilities, economically disadvantaged students, and African American students have an achievement gap when compared to the
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	average school performance on formative assessments and MAP assessments.
What data sources were utilized to make the above determinations?	Performance Review Reports, MAP Data, Action Plan Reports31569

2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS

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? [Click or tap here to enter text.](#)

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 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.

2.1 Coherent Instructional System: 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?	A review of the trend data reveals ELA and math performance are growing in a positive direction. Grade level performance in the highest two levels (3&4) on the GMAS EOG has significantly increased from 2017.
2.2 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?	Trends that need to continue to support positive changes include regular teacher and administrator collaboration, providing protected time for teachers to report and disaggregate performance data, and sustaining regular checkpoints to determine progress toward meeting interim targets. This system enables leaders to direct resources to the areas most in need.
2.3 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?	Students, teachers, and leaders need to continue to work to develop increased capacity for using multiple sources of student data to identify needs. This empowers teachers and school leaders to inform and adjust instructional content, practices, and resources.
2.4 Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the	WES teachers and staff members engage parents in regular, two-way, and meaningful communication. Teachers and teaching teams

<p>team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>regularly engage parents in communication involving student academic learning and other school activities.</p>
<p>2.5 Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources. Faculty and staff need to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring,</p>
<p>2.7 Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Students at WES continue to perform at or above the county average for assessments in reading, on-demand writing, math, science, and social studies.</p>