



Comprehensive Needs Assessment 2019 - 2020 School Report



**Muscogee County
Dawson Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Renee Tharp
Team Member # 2	Academic Dean	Diane Marshall
Team Member # 3	Academic Coach	Shanta Patrick
Team Member # 4	Kindergarten Teacher	Kimberly Porter
Team Member # 5	1st Grade Teacher	Cassandra Downing
Team Member # 6	2nd Grade Teacher	Kendra Hill
Team Member # 7	3rd Grade Teacher	Lyndsey Graddick

Additional Leadership Team

	Position/Role	Name
Team Member # 1	4th Grade Teacher	Rachel Potenza
Team Member # 2	5th Grade Teacher	Taya Combs
Team Member # 3	SpEd Teacher	Anissa Alvarado
Team Member # 4	Paraprofessional	Kim Owens
Team Member # 5		
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	Parent	Amy Smith
Stakeholder # 2	Community Member	Brian Roberts
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</p>	<p>All team members will be given the opportunity to share their suggestions and opinions, and stakeholders have the opportunity to complete surveys and/or provide the team with written feedback. Meetings are held with the faculty and staff, the Local School Council, and the PTA officers.</p>
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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	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

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

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

Effective Leadership Data

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

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

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	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	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	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

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

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

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

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

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	✓
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. 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?	Parent Surveys Student Surveys Stakeholder Surveys Grade Level Meeting Minutes (self evaluation and reflection) Feedback Notes from Observations and Walkthroughs
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What does the perception data tell you?	<p>Surveys: On the parent survey, most parents strongly agreed or agreed that teachers have high standards for students, students feel successful, the school is safe, and the school regularly communicates with parents. The majority of school personnel reported that the school is safe, colleagues are supportive, and the school promotes academic success for students. The question with the lowest score - Students treat each other with respect.: 25% strongly agree, 36% somewhat agree, 21% disagree, and 18% strongly disagree.</p> <p>UPDATED: 2018-2019 Survey results will not be available until a later date.</p> <p>Grade Level Meeting Minutes: Minutes recorded in grade level and data team meetings during the 2017-2018 school year revealed teachers' perceived needs of professional development and training in conferencing, writing across the curriculum, and learning targets/success criteria. In the 2017-2018 school year, teachers began to utilize learning targets and success criteria. However, learning targets/success criteria were not embedded across the curriculum or an integral part of lessons. In addition, teachers expressed the desire to learn more about student-led conferences. Writing across the curriculum was also mentioned by teachers as an area of concern.</p> <p>According to the 2018-2019 grade level meeting minutes, teachers feel more confident with learning targets and the related success criteria. They know how to unpack the standards to determine the specific learning targets that are to be addressed and how to find resources to deliver instruction that addresses specific targets/criteria. Teachers are conferencing with students in reading and math, but not in depth nor across all academic subjects. We did a study on the writing traits, with special emphasis on a different trait each month. Teachers reported feeling the most confident with the traits of "ideas" and "organization", but they still do not feel they are preparing students for the depth of writing that is required for State/District assessments.</p> <p>Feedback Notes from Observations and Walkthroughs: Feedback obtained from focus walks and observations showed teachers are utilizing <i>Reading Wonders</i> and <i>anden Vision Math</i> to provide CCGPS instruction. Teachers also use <i>Acheive3000</i>, <i>Lexia</i>, and other content area materials as tools for instruction. These materials are used routinely, but an inconsistent level of rigor exists across the curriculum. Students would benefit from more rigorous instruction</p>
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What does the perception data tell you?	that is differentiated to address individual learning needs.
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What process data did you use?	School and District Personnel Formal/Informal Observations Focus Walks Lesson Plans Grade Level Meeting Agendas and Minutes Faculty Meeting Agendas and Minutes Leadership Team Meeting Agendas and Minutes PTA Meeting Agendas and Sign In Sheets Professional Development Agendas and Sign In Sheets School Improvement Plan Schedules
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What does your process data tell you?	<p>District Observations:MCSD Content Specialists did unannounced observations in all classrooms and provided feedback in grade level conferences after the observations. The specialists noted that school-wide Tier 1 instruction has improved, but an inconsistent level of rigor exists in some classrooms. The specialists saw both learning targets and the PBIS Matrix displayed in all classrooms, but these tools were not an integral part of instruction in all classrooms observed.</p> <p>MCSD Content Specialists did not make unannounced observations in the 2018-2019 school year. However, representatives from PBIS did make visits and although matrices were visible in all classrooms, again these tools were not an integral part of instruction throughout the building.</p> <p>Focus Walks:Focus walk data from 2017-2018 revealed that teachers implemented learning targets and success criteria into their lessons by ensuring that they were displayed in the classroom. In a few classrooms, the learning targets and success criteria were used as an integral part of the lesson and used to guide instruction/differentiation. However, in other classrooms, learning targets were used as an introductory part of the lesson.</p> <p>In the 2018-2019 school year, teachers implemented learning targets and success criteria with greater fidelity and reported that their efficacy had increased. This improvement was evident in focus walks in a majority of the classrooms. Learning targets/success criteria became a more integral part of their planning and instruction.</p> <p>Lesson Plans:Teachers submitted weekly lesson plans which included the essential learning targets and related success criteria that were selected along with the academic coach. These lessons were checked for completion on the first day of the school week by the academic coach. The academic coach checked to ensure that the components were present and that the planned activities correlated.</p> <p>Grade Level Meeting Agendas and Minutes:</p> <p>In the 2018-2019 school year, teachers met with the academic coach twice per week. One day each week was dedicated to examining the pacing guides, unpacking the standards and identifying the key learning targets/success criteria for the following week. The other day was utilized for examining data</p>
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What does your process data tell you?

and student work, reviewing assessment results, evaluating Lexia/Achieve3000 progress, scoring writing samples, reviewing conferencing tools and notes and other key areas pertaining to the school improvement plan.

Leadership Team Meeting Agendas and Minutes:The Leadership Team monitored the implementation of the School Improvement Plan, reviewed student achievement data, and reviewed attendance and discipline data. They also made recommendations about the school budget, including Title I, Title IIA and Title IV expenditures.

Parent Liaison/PTA Meeting Agendas and Sign In Sheets:Dawson continues to provide opportunities for parents/families to be involved in their children's education. PTO meetings were held during the school year, and monthly parent workshops were planned by the Parent Liaison. The workshops and informational sessions included the application process for middle school magnet programs, Milestones resources and information, and hands-on training on the use of web-based tools. According to the sign-in sheets, parental attendance was generally low for the monthly workshops, but there was an increase from the previous school year.

Professional Development Agendas and Sign In Sheets: During the 2017-2018 school year, faculty and staff were trained on three PBIS modules, and Dan St. Romaine presented PD on managing challenging behaviors in the classroom. Faculty and staff were trained on unpacking standards to identify learning targets and success criteria, using learning targets and success criteria to assist students in identifying their individual learning goals, and using success criteria in conjunction with student work product to conference with students about their progress and learning path.

In 2018-2019, the faculty and staff continued to receive training on the PBIS modules. Faculty and staff were also participated in PD on the 6 +1 Traits of Writing, selecting and sharing learning targets and success criteria, and conferencing with students to set individual goals and monitor progress. Due to the perceived need to have more training and practice on conferencing with students, the faculty and staff did not receive training on preparing for student-led conferences.

School Improvement Plan:The academic focus of the 2017-2018 school year was on using learning targets and success criteria to address individual student needs and to adjust instruction accordingly. The school climate/behavior focus of the 2017-2018 school year was on implementing the PBIS Classroom Systems Modules to reduce the number of Office Discipline Referrals and facilitate an effective learning environment. An Action Plan was set in place to address these needs and is documented in detail in the 2017-2018 School Improvement Plan.

The academic focus of the 2018-2019 school year was to continue using learning targets and success criteria and to add a conferencing with students on these components. The school climate/behavior focus of the 2018-2019 school year was on implementing the PBIS Classroom Systems Modules to reduce office referrals.

Schedules:Dawson's Instructional Schedule is designed to address appropriate blocks of time for core subjects, electives, lunch, and ILT. With the exception of fourth grade, the first core subject for every grade level is the literacy block. Every grade level has scheduled ILT times built into their schedules to provide an opportunity for remediation, small group instruction, conferencing, etc.

What achievement data did you use?	GMAS Results <i>Achieve 3000</i> Results Lexia QBAs
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What does your achievement data tell you?	<p>GMAS Results: In the 2017-2018 school year, less than 20% of students scored at the proficient level in any subject area on the Georgia Milestones. However, students demonstrated growth in ELA/reading and math for the past two years.</p> <p>According to the preliminary data for the 2018-2019 GMAS, 20% of third graders, 14% of 4th graders and 19% of 5th graders (17% total) performed at the proficient level or above in ELA. In Math, 26% of third graders, 16% of 4th graders, and 13% of 5th graders (18% total) performed at the proficient level or above. Eleven percent of fifth graders performed at the proficient level or above in Science and 6% were proficient in Social Studies. This data does not include the retest results. Students continue to show slow, but steady growth.</p> <p>Lexile Levels / Achieve 3000/ Lexia Results:<i>Achieve 3000</i>reports show the average student Lexile level increased 96 points during the 2018-2019 school year. Third grade increased 159 points, 4th grade increased 92 points, and 5th grade increased 46 points. These gains are less than the growth shown in the previous school year.However, preliminary data from the Spring 2019 Milestones show 63% of third graders, 46% of 4th graders, and 55% of 5th graders with Lexiles on or above grade level.</p> <p>According to <i>Lexia</i>, only 39% of students in grades Pre-k - 2 began the year on grade level. By May 2019, that percentage increased to 77% performing on or above grade level with 42% ABOVE grade level.</p> <p>QBAs:Strengths include: Identifying character traits, basic comprehension, using basic addition and subtraction within 20 to solve word problems, identifying prefixes and suffixes, identifying compound words, telling time, reading line plots, increasing reading endurance, using fractional models (4th grade), context clues, and multiplying fractions by a whole number (5th grade). Weaknesses include: Completing extended response items, organizing and representing data comparing/contrasting characters and/or setting, identifying main idea, telling time to the quarter hour, multi-step word problems, identifying root words and affixes, adding and subtracting fractions with unlike denominators (5th grade), problem solving and long division (5th grade).</p>
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What demographic data did you use?	Infinite Campus Reports SWIS Discipline Reports
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<p>What does the demographic data tell you?</p>	<p>In the 2017-2018 school year:</p> <ul style="list-style-type: none"> * all students were identified as Economically Disadvantaged. 91% percent of students were black, and the remaining 9% were multi-racial, white, or Hispanic. Almost 25% of students had IEPs and received special education services. * 92% of students were absent less than 10% of the days enrolled. * 241 office discipline referrals (ODRs); 34 students suspended for 58 days. <p>In the 2018-2019 school year: Total school enrollment was 395. Demographic make up:</p> <ul style="list-style-type: none"> * all students identified as Economically Disadvantaged. 90% of students are black, and the remaining 10% are multiracial, white, Hispanic, or Pacific Islander/Native Hawaiian. * 313 of the 395 (79%) were absent 10% or less of enrolled days. * 281 office discipline referrals; 41 students suspended for 68 OSS days.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Most classrooms are well-managed with environments that are conducive to learning. Teachers use the State/District pacing guide to teach the CCGPS, and classroom instruction and common assessments are aligned to the curriculum. Curriculum documents and resources exist, but they are not complete in all content areas and lack the intended rigor of the standards. Providing more rigorous, differentiated instruction across the curriculum for all students remains a need. Teacher/student conferences on learning targets and success criteria will continue to be a focus in the coming year.,Most classrooms are well-managed with environments that are conducive to learning. Teachers use the State/District pacing guide to teach the CCGPS, and classroom instruction and common assessments are aligned to the curriculum. Curriculum documents and resources exist, but they are not complete in all content areas and lack the intended rigor of the standards. Providing more rigorous, differentiated instruction across the curriculum for all students remains a need. Teacher/student conferences on learning targets and success criteria will continue to be a focus in the coming year.</p>
<p>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?</p>	<p>Dawson has an Academic/Discipline Dean in lieu of an Assistant Principal because of the enrollment numbers. The Dean handles the duties generally fulfilled by an AP except for TKES evaluations. The Academic Coach works in collaboration with the faculty to ensure that the school's ongoing improvement efforts are implemented with fidelity. The Leadership Team reviews student achievement data, monitors the implementation of the School Improvement Plan, and analyzes effective instructional strategies. Opportunities exist for individuals assume leadership roles, and building teacher capacity is emphasized. Greater collaboration and team building are identified areas for growth.,Dawson has an Academic/Discipline Dean in lieu of an Assistant Principal because of the enrollment numbers. The Dean handles the duties generally fulfilled by an AP except for TKES evaluations. The Academic Coach works in collaboration with the faculty to ensure that the school's ongoing improvement efforts are implemented with fidelity. The Leadership Team reviews student achievement data, monitors the implementation of the School Improvement Plan, and analyzes effective instructional strategies. Opportunities exist for individuals assume leadership roles, and building</p>

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>teacher capacity is emphasized. Greater collaboration and team building are identified areas for growth.</p>
<p>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?</p>	<p>Teachers are highly qualified in the content areas they teach. Continuous, job-embedded professional development is in place, and ongoing support is provided to teachers. Staff collaboration has improved; however, there is a continuing need for increased collaborative planning independent of the Academic Coach. Teachers are highly qualified in the content areas they teach. Continuous, job-embedded professional development is in place, and ongoing support is provided to teachers. Staff collaboration has improved; however, there is a continuing need for increased collaborative planning independent of the Academic Coach.</p>
<p>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?</p>	<p>Teachers and administrators routinely communicate with parents through newsletters, Connect Ed phone messages, and Class Dojo. Monthly workshops are held for parents, and other opportunities exist for parents to participate in school events. Activities such as the Back to School Bash, Open House, Grandparents' Day, and holiday programs are well-attended, but participation in the monthly workshops are generally low. Increased parental involvement remains a need.</p>
<p>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>The staff shares a common vision and mission which guides the continuous improvement process. Rules, practices, and procedures necessary for a safe, orderly school are in place. However, the PBIS Classroom Modules have not been implemented with fidelity in all classrooms. Evidence exists that a culture of trust and respect has been established. However, a sustained commitment to promoting positive interactions and a sense of community remains a need. The achievements and accomplishments of students and staff are recognized and celebrated, but increasing the frequency and/or consistency is needed. Creating an academically challenging learning environment for all students in all classrooms remains a priority.</p>

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>All students are identified as Economically Disadvantaged. 91% percent of students are black, and the remaining 9% are multi-racial, white, Hispanic, or Pacific Islander/Native Hawaiian. Almost 25% of students have IEPs and receive special education services.</p> <p>79% of students were absent less than 10% of the days enrolled.</p> <p>In the 2017-2018 school year, 241 office discipline referrals (ODRs), and 34 students were suspended for 58 days.</p> <p>In the 2018-2019 school year, 281 ODRs; and 41 students suspended for 92 suspension days.</p> <p>Providing supports and effective strategies to address the needs of students with social/emotional issues remains a critical need.</p>
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<p>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>The majority of students did not score at proficient levels on the 2019 Georgia Milestones in all academic areas. However, gains were made in all grade levels for ELA and math and in 5th grade social studies. Preliminary results for the 2018-2019 GMAS show 63% of third graders, 46% of 4th graders, and 55% of 5th graders - 55% total - with Lexiles on or above grade level. According to <i>Achieve 3000</i>, the student average Lexile level increase was 96 points during the 2018-2019 school year. Third grade increased 159 points, 4th grade increased 92 points, and 5th grade increased 46 points.</p> <p><i>Lexia</i> reports show 39% of students in grades Pre-K - 2 began the year on grade level. By May 2019, 77% of students were performing on grade level with 42% of those students ABOVE grade level.</p>
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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.

<p>Strengths</p>	<p>Preliminary results for the 2018-2019 GMAS show 63% of third graders, 46% of 4th graders, and 55% of 5th graders - 55% total - with Lexiles on or above grade level. According to <i>Achieve 3000</i>, the student average Lexile level increase was 96 points during the 2018-2019 school year. Third grade increased 159 points, 4th grade increased 92 points, and 5th grade increased 46 points. <i>Lexia</i> reports show 39% of students in grades Pre-K - 2 began the year on grade level. By May 2019, 77% of students were performing on grade level with 42% of those students ABOVE grade level.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Challenges	The challenge is to increase the percentage of all students performing at proficient levels. Fewer than 20% of students scored at proficient levels on the Georgia Milestones in all academic areas. Academic gains for special education students, who comprise almost 25% of the total enrollment, have lagged behind progress for regular education students.
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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	Planning and implementation of rigorous, differentiated instruction in all classrooms.
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	Learning targets and related success criteria became an integral part of instruction this school year. However, conferencing with individual students on their progress toward the learning targets has not been implemented consistently and with fidelity for all subjects by all teachers. Differentiated, rigorous instruction is needed to address students' individual levels of progress and for continual student achievement and growth. A common understanding of rigor within lessons and professional learning aligned to the meaning of rigor are lacking.
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Overarching Need # 1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Promoting positive interactions and a sense of community among faculty, staff, and students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Rules, practices, and procedures necessary for a safe, orderly school are in place. However, the PBIS Classroom Modules have not been implemented with fidelity in all classrooms. Evidence exists that a culture of trust and respect has been established, but a sustained commitment to promoting positive interactions and a sense of community remains a need. The achievements and accomplishments of students and staff are recognized and celebrated, but increasing the frequency and/or consistency is needed.
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Root Cause # 1

Root Causes to be Addressed	Rules, practices, and procedures necessary for a safe, orderly school are in place. However, the PBIS Classroom Modules have not been implemented with fidelity in all classrooms. Evidence exists that a culture of trust and respect has been established, but a sustained commitment to promoting positive interactions and a sense of community remains a need. The achievements and accomplishments of students and staff are recognized and celebrated, but increasing the frequency and/or consistency is needed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	*
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