

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

*PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS*

MET	NOT MET	SCHOOLWIDE COMPONENTS	Evidence
<b>1. Comprehensive Needs Assessment: Sec. 1114(b)(6)</b>			
x		<p align="center">a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;</p>	<p>Throughout the school year, students participate in a variety of shared formative and common assessments. Data are examined, and root cause analysis activities are conducted throughout the year on leading data points. Teachers participate in professional learning sessions to analyze data, report strengths and weaknesses, and develop strategies and interventions to address deficiencies.</p> <p>Lagging data is carefully analyzed at the end of each year and critical areas of need are identified. Strategies to address these critical areas, the time line for implementation of these strategies, the manner in which these strategies will be monitored to determine effectiveness (leading data collection and dates), and the persons responsible for monitoring the strategies are identified.</p>
<b>2. School-wide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)</b>			
		<p align="center">a. The school will be implementing to address school needs, including a description of how such strategies will:</p>	
x		<p align="center">i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;</p>	<p>Every student is administered universal screenings in August. Data is used to identify students at risk who score far below proficiency. Identified students are provided with appropriate intervention from the classroom teacher, the Early Intervention Program teacher or the Title I interventionist with assistance from the contract services teachers. The progress of these students is closely monitored through the Response to Intervention Team. The team can recommend for increased support if a child continues</p>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

			<p>to struggle despite support. Extra small group or individualized support that is recommended by the RTI team is provided by the Title I Interventionist and, depending on the number of students needing intensified support, by contract service personnel. This monitoring continues over time and can possibly lead to additional screening or testing. Student who are identified through this Pyramid of Intervention Program as having some type of disability receive increased support and an Individualized Education Plan (IEP). These students are continuously monitored for progress and growth. Students with identified disabilities are also given an opportunity to receive additional instruction during the instructional day in the regular education classroom, as appropriate. Parent involvement and home contacts are vital components of success and are encouraged and pursued by each teacher.</p>
<p align="center">x</p>		<p align="center">ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</p>	<p>All students are instructed by qualified teachers using direct classroom instruction. A rigorous, relevant curriculum that meets Georgia Standards of Excellence Standards is followed within each grade level. The district instructional model that is followed when planning for instruction and assessment is the Learning -Focused Schools (LFS) model. All students are monitored and assessed through the Reading Inventory (RI) and Math Inventory (MI), formative assessments, STAR tests, Accelerated Reader Tests, and the Georgia Milestones EOG assessments. Students exhibiting higher levels of mental ability are assessed and placed in the Challenge program. These students attend Challenge program classes 1 day per week.</p>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

		<p>iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which <b>may</b> include—</p>	<p>Students who are academically at risk in ELA and/or Math are provided extra support by Early Intervention Program (EIP) interventionists, Title I Interventionist, or contract service personnel. Woodbine Elementary does not currently serve any students living in institutions for neglected or delinquent children.</p>
x		<p>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</p>	<p>All students participate in whole class guidance lessons twice a month. Students identified as needing additional assistance are offered small group counseling and individual counseling.</p>
x		<p>b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p>	<p>The school counselor delivers appropriate content in line with the career awareness standards on each grade level.</p>
x		<p>c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p>	<ul style="list-style-type: none"> <li>•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.</li> <li>•It is best practices 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,</li> </ul>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

			<p>enjoy strong empirical support for their effectiveness with at-risk students.</p> <p>PBIS uses tiered models of service delivery coupled with PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity.</p> <p>The Military Family Life Counselor program (MFLAC) supports military students by providing a MFLEC at each elementary school. This counselor interacts with students in open areas of the school and makes herself available throughout the day via small group impromptu and planned sessions (including lunch buddies) and informal individual counseling sessions based on need. The counselor supports students through transitions such as deployments, relocation/moving, etc.</p> <p>The Trevor Romaine Transition and Resiliency program at WES is in place to teach and reinforce life skills to better connect students with their peers and community during transitions. This program coupled with the WES Connections Club offers not only support to newcomers but also offers opportunities for student leaders to develop leadership and interpersonal skills.</p> <p>Camden County Schools faculty and staff have access to Project Provides advisors through Board Certified Behavior Analysts (BCBA) and Behavior technician several days per week. These personnel observe students who exhibit problematic behavior and offer suggestions to teachers for strategies to guide improvement in behavior. With written parent permission, the BCBA may also interact with the</p>
--	--	--	---

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

			<p>student and provide them with personal strategies for managing their behavior The behavior technician provides professional learning for teachers as needed and also as indicated on the Project Provides survey.</p>
x		<p>d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;</p>	<p>All certified teachers and contributing professionals participate in Professional Learning Communities designed to improve instruction, school climate, and</p>
x		<p>e. strategies for assisting preschool children in the transition from early childhood education.</p>	<p>Pre-k students at WES are included in all appropriate school activities at WES In addition, all incoming students will be invited to “Camp Kindergarten” with their parents. This transition activity is held to familiarize parents and incoming kindergarten students with their school and to offer social and emotional support as kindergarten student transition from home to school. The main goal is to provide parents with information about the skills and knowledge that are most important for children as they first enter school. It was identified as a need during the Title I program evaluation meeting and during an analysis of the PBIS data at various meetings during May.</p>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

*PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS*

MET	NOT MET	SCHOOLWIDE COMPONENTS	Evidence
<b>3. Schoolwide Plan Development: Sec. 1114(b)(1-5)</b>			
x		<p align="center">a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;</p>	<p>Camden County Schools has a robust Outcomes Based Continuous Improvement Model based on yearly action plans that are update throughout the year as teachers analyze multiple points of data from leading indicators.</p> <p>FY18 data was analyzed to identify the following critical areas to be addressed during FY18:            ELA/ Math/ Content Area Goals:            Increase the % of students performing at or above the “proficient” level in ELA on the 2018 EOG from 51% to 55%.            Increase the % of students performing at or above the “proficient” level in math on the 2018 EOG from 61% to 65%.            Increase the % of students performing above the “proficient” level in social studies on the 2018 EOG from 56% to 60%</p>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

<p align="center">x</p>		<p>b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;</p>	<p>The school-wide improvement plan 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 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"> <li>• Participation in an extensive review of all school data and documentation related to student performance</li> <li>• Participation in meetings to communicate the results of the annual comprehensive needs assessment.</li> <li>• Participation in the development and revision, of the School Improvement Plan (SIP) based on student achievement, demographic, process, and perception data.</li> <li>• Participation in the development and revision, of the SIP and short-term action plans.</li> <li>• Participation in the periodic review of data to determine individual and group progress toward intermittent goals.             <ul style="list-style-type: none"> <li>• Participation in root cause analysis activities throughout the year as data are reported.</li> </ul> </li> </ul>
<p align="center">x</p>		<p>c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</p>	<p>All action plans are based on SMART objectives and revised on a yearly basis.</p>

**CAMDEN COUNTY SCHOOLS COMPREHENSIVE NEEDS ASSESSMENT CHECKLIST**

***PLEASE COMPLETE AND SUBMIT ALONG WITH YOUR ACTION PLANS***

x		d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Action plans undergo a rigorous peer review process, are submitted to central office personnel, are posted to school and county web pages and are provided as hard copies upon request.
<b>4. ESSA Requirements to Include in your Schoolwide Plan</b>			
x		a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)	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 <i>What Works in Schools Clearinghouse</i> .
		b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.	
x		c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—	NA
		i. through coordination with institutions of higher education, employers, and other local partners; and	NA
		ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)	NA

**Comments:**

## Camden County Schools Action Plan 2019-2020

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2019 GMAS data revealed 34% of students in grades 3-5 performed below the "proficient" performance level in math.

**S.M.A.R.T. Objective:** Increase the % of students performing at or above the "proficient" performance level from 62% to 65% on the 2020 GMAS EOG in Math.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:  
(Lagging Indicator)** 2020 GMAS EOG Math

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/1/2020      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data.	RTI Teachers	TLS	Dec. 4 & March 26	Title I & IE Funds	Increase percentage of students in the high achievement high growth quadrant per assessment period on MAP.
To increase math performance, implement 15 minute school-wide anchor time for fact fluency	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I	Increase percentage of students meeting fluency targets in Math Masters initiative to 25%, 50%, and 75% respectively.
Math teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance.	Math Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase grade level average from 40% to 50% and then 60% respectively on common and formative assessments.
Teachers will conduct collaborative conferences (C-4) for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations.	Leadership Team	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year.
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase Black and ED subgroup averages by 25% on common and formative assessments until 75% target is reached
PLC for SPED teachers on ALDs and co-teaching service model.	SPED Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase SWD subgroup averages by 25% on common and formative assessments until 75% target is reached

## Camden County Schools Action Plan 2019-2020

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2019 GMAS data revealed 43% of students in grades 3-5 performed below the "proficient" performance level in ELA.

**S.M.A.R.T. Objective:** Increase the % of students performing at or above the "proficient" performance level from 57% to 60% on the 2020 GMAS EOG in ELA.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:  
(Lagging Indicator)** 2020 GMAS EOG ELA

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/1/2020      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data	RTI Teachers	TLS	Dec. 4 & March 26	Title I & IE Funds	Increase percentage of students in the high achievement high growth quadrant per assessment period
To increase ELA performance, implement school-wide anchor time for HOTS through writing and conduct Lexile goal setting conferences	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & Writescore	Increase student writing performance by 10% in grades 3-5 from 2019
ELA teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance	ELA Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase grade level average from 40% to 50% and then 60% respectively on common and formative assessments
Teachers will conduct collaborative conferences (C-4) for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations	Leadership Team	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase Black and ED subgroup averages by 25% on common and formative assessments until 75% target is reached
PLC for SPED teachers on ALDs and co-teaching service model	SPED Teachers	TLS	Oct. 2, Jan. 15, March 20	Title I & PL Funds	Increase SWD subgroup averages by 25% on common and formative assessments until 75% target is reached

## Camden County Schools Action Plan 2019-2020

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2019 GMAS EOG data revealed 66% of all 5th grade students performed below the "proficient" performance level in social studies.

**S.M.A.R.T. Objective:** Increase the % of students performing at or above the "proficient" performance level from 44% to 47% on the 2020 GMAS EOG in SS.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:  
(Lagging Indicator)** 2020 GMAS EOG SS

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/1/2020      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Social studies teacher in grade 5 will administer formative and common assessments to identify student needs and apply interventions based on those results.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 26	Title I	Increase the grade level average from 40% to 50% and then 60% on common and formative assessments.
Social studies teacher in grade 5 will incorporate daily/weekly maintenance activities.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 27	Title I	Increase the grade level average from 40% to 50% and then 60% on common and formative assessments. *LPA
Incorporate higher order thinking strategies (HOTS) into the SS content activities and teacher made assessments.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 28	Title I	Increase the grade level average from 40% to 50% and then 60% on common and formative assessments.
Contract services will work with targeted groups for areas in need of improvement as identified through assessment data.	Teacher/Contract Services	TLS	Oct. 30, Dec. 18, Mar. 28	Title I & IE Funds	Increase the grade level average from 40% to 50% and then 60% on common and formative assessments.