



Comprehensive Needs Assessment 2026 - 2027 School Report



Brantley County
Hoboken 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.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Marcia Chesser
Team Member # 2	Assistant Principal	Rachel Baxley
Team Member # 3	Assistant Principal	Randall McCarty
Team Member # 4	Counselor	Andie McDowell
Team Member # 5	Media Specialist	Ronda Dowling
Team Member # 6	Instructional Coach	Jill Todd
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	SpEd Representative	Terri Lee
Team Member # 2	Kinder Representative	Kelli Blount
Team Member # 3	1st - 2nd Grade Representative	Shaina Flowers
Team Member # 4	3rd - 4th Grade Representative	Jennifer Boatright
Team Member # 5	5th - 6th Grade Representative	Hannah Gunter
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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent - K, 2nd, and 4th Grade	Jessica Harris
Stakeholder # 2	Parent - 4th Grade	Heather Crews
Stakeholder # 3	Parent - 6th Grade	Traci Spell
Stakeholder # 4	Parent - 2nd & 5th Grade	Jessica Lee
Stakeholder # 5	Parent - 3rd and 6th Grade	Haley Lee
Stakeholder # 6	Parent - 2nd & 4th Grade	Richole Rentz
Stakeholder # 7	Parent - PreK and 3rd Grade	Katie Antczak
Stakeholder # 8	Parent - PreK and 3rd	Kaylyn Knox

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	HES stakeholders will have opportunities to provide feedback on the needs assessment process through school and system level surveys, participation in Family Engagement meetings, as well as communication at Curriculum Night and Open House. !--a=1-- !--a=1--
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	HES used Georgia Student Health Survey, Parent Survey, PBIS Survey, Personnel Survey, Title I Surveys, School Climate Data (if given), and a Title I parent input meeting/survey in order to gather perception data for Hoboken Elementary School.!--a=1--!-a=1--
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The data that is viewed tells us that many of our stakeholders are responding favorably concerning our school culture and climate. We are providing a safe and comfortable learning environment that fosters student success. We have worked hard to increase parent communication and involvement and continue to strive to provide events that are accessible to parents after work hours.!--a=1--!-a=1--
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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	HES used PBIS behavior/discipline data, Universal Screener data, attendance data, TKES Observations, 9-week Benchmark analysis data, grade level planning, and professional development opportunities to guide our decisions.!--a=1--!-a=1--!-a=1--!-a=1--
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What do you do for whom?")	Our discipline data has continued to decrease with the implementation of PBIS (Traits of a Trojan). Rather than using school-wide events that recognize positive student behaviors, each team of teachers has the autonomy to pick an event or activity that appeals to their specific group of students. This allows for greater student input and buy-in, thus typically producing better results with regard to student behaviors. Teachers use a combination of documentation tools for communicating with parents including marks in the student agenda, as well as digital forms of communication like Remind and Class Dojo. Attendance continues to be an area we strive to improve. As an elementary school, we believe most of the responsibility remains on the shoulders of the parents to make sure that students get to school on time and remain there throughout the day. Teachers are encouraged
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	to provide classroom-level incentives to their students to maintain a focus on good attendance.!--a=1--!--a=1--!--a=1--!--a=1--
What achievement data did you use?	HES used Georgia Milestones data, Universal Screener Data, Benchmark Data and classroom grades to make decisions concerning achievement.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
What does your achievement data tell you?	Based on the most recent GMAS Mathematics results, Hoboken Elementary School students in grades 3 and 6 demonstrated positive growth and strong overall performance. Additionally, STAR Assessment and IDI data indicate steady improvement among students in grades K–3 since 2024. This growth can be attributed to the implementation of the Wonders curriculum, structured literacy instruction, and consistent intervention and enrichment opportunities through WIN (What I Need) time.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
What demographic data did you use?	HES used our GMAS demographic data, SLDS data, CCRPI data, Star Data, and IDI data.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
What does the demographic data tell you?	We continue to see a need for improvement with our special education population of students. This is an area we continue to work on.in all areas of data. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--

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 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	HES uses daily common planning for each grade level as well as periodic planning days for content areas each semester. We have implemented WIN time (What I Need time) to target specific needs of students. In the coming year, we will be adding more teachers with Orton Gillingham and LETRS training. This training will enable our teachers to better meet the needs of all students, but especially those students with learning gaps.
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?	HES has observed many trends and patterns that support identification of student, teacher, and leader needs. Some of these trends include a master schedule that accommodates grade level planning and inclusion of students with disabilities. We effectively use school resources, protect instructional time, participate in system wide vertical planning and school-wide content planning. We also have a school-wide leadership team that consists of representatives throughout the school. Some other trends that support teacher needs are professional learning opportunities offered at the local BOE and district OKRESA.
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?	The professional capacity trends we observed are monitoring teacher effectiveness using TKES observations, short walk-throughs and student achievement data. Teacher conferences when a level 1 or 2 is given on a TKES Observation has proven to be effective in helping teachers improve classroom procedures, pedagogy, and classroom management strategies. Our administrative team does weekly walk-throughs just to be available and visible for staff and students. A system is in place for a few of our lead teachers to meet with our new teachers for support, feedback and encouragement.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	HES has numerous opportunities for parent, family and community involvement. For parents and families, we annually offer an Open House, Family Curriculum Night, and Parent Conferences (as needed). In addition to those event, most years we invite families to a fall festival, Thanksgiving lunches, choral and band concerts, family fun days, and awards ceremonies. For community involvement, we offer PTO meetings, Book Fair Family Nights, PBIS celebrations to volunteer, Fall Festival community booths, and a mentor program for our BETA students. We also have involvement from local agencies for family resources like counseling, help with vision needs, dental hygiene, as well as food and clothing needs. For communication with all stakeholders, we use our BC Schools Facebook, Hoboken Elementary School Facebook, Remind and Infinite Campus communication tool. For family feedback, we use Google forms for surveys that can easily be completed online.
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?	Based on school surveys given to parents, families feel welcome and supported at HES. Students are provided with extra-curricular opportunities such as BETA Club, FCA, and middle school sports. HES also offers classroom guidance counseling lessons, check-in and check-out system, MTSS and attendance communication from teachers, SRO and counselor. Student achievement is acknowledged at the classroom and school-wide level. Each month students are selected by their teachers as Trojans of the Month for making good choices, demonstrating effort academically, and being good citizens in the classroom.
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?	HES is part of a system that has a high percentage of economically disadvantaged students that qualifies us for free breakfast and lunch for all students through the CEP Program. Several races are represented throughout HES (Hispanic-6%, American Indian-0.6%, Asian-3%, Black-1.1%, Multi-Racial-3%) but 89.8% of our population is white.
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?	Local screening assessments and benchmark data will continue to be utilized to monitor student progress and guide instructional decisions across all content areas. WIN (What I Need) time provides targeted intervention for students who demonstrate areas of academic need while also offering enrichment and acceleration opportunities for students who have mastered grade-level expectations. Due to the Hwy 82 Wildfire and the resulting disruption to state testing, ELA GMAS data is not available for analysis. However, Mathematics GMAS results indicate positive growth trends in grades 3 and 6 when comparing 2024–2025 and 2025–2026 performance data. Specifically, the percentage of students scoring at the Developing Learner level or

Strengths and Challenges Based on Trends and Patterns

	above increased, reflecting continued progress toward the school's mathematics achievement goals. !-a=1a=1--!-a=1--!-a=1--
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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.

Strengths	Student data is analyzed and strategies are implemented as needed with collaboration with the Special Education teachers. Students with Disabilities are provided accommodations as outlined by their Individualized Educational Plan (IEP) and participate in the ASPIRE Program for their EIP meetings. Economically disadvantaged students have access to supports in the form of Reading and Math specialists. They also have resources in the classroom such as math manipulatives and technology resources. We utilize co-teachers for inclusion of Students with Disabilities as well as students who access the regular education program. ESOL students are supported through our RTI program and interventionists. !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Challenges	One of the biggest challenges facing HES continues to be addressing learning gaps in ELA. To tackle this, HES teachers have received specialized training in Growing Readers and Orton-Gillingham strategies, with plans to expand professional development through LETRS training for more teachers this year. Additionally, we have implemented WIN (What I Need) time to target specific student needs in ELA more effectively. Our district has provided HES with new resources to support these efforts, and we have leveraged the expertise of our instructional coach to guide implementation. While these initiatives are making a positive impact, they require significant additional time and financial investment—resources that remain a challenge to secure. !-a=1a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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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 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Students in grades K–6 will engage in evidence-based literacy practices, including reading and writing across the curriculum, to strengthen literacy skills and improve student achievement in English Language Arts.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	HES Administration will continue to consider scheduling options, curriculum or instructional programs and resource allocation to improve student achievement. Teachers will examine and use research based instructional practices in Reading and Literacy instruction. Rigor and expectations need to be streamlined with a focus on reading and writing. More support for new and struggling teachers through instructional coaching and mentoring will be provided as needed.!--a=1--!--a=1--
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Overarching Need # 2

Overarching Need	Teachers in all grade levels will implement research-based mathematics strategies that strengthen number sense, mental computation, and fact fluency to support student growth and achievement in mathematics.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Implementation of Reflex Math in all grade levels and Eureka Math/supplemental in all grades K-4 in order to increase student outcomes in Math . Grades 1-6 will use IXL to meet the math standards/needs of our students. Consideration given
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Overarching Need # 2

Additional Considerations	to WIN time that focuses on students with significant learning gaps in math.!--a=1--!--a=1--
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Students in grades K–6 will engage in evidence-based literacy practices, including reading and writing across the curriculum, to strengthen literacy skills and improve student achievement in English Language Arts.

Root Cause # 1

Root Causes to be Addressed	Consistent implementation of evidence-based literacy practices across all grade levels and content areas is needed to ensure all students receive high-quality literacy instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children

Additional Responses	!-a=1--!-a=1--
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Root Cause # 2

Root Causes to be Addressed	Some students continue to demonstrate gaps in foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension, which impact overall reading achievement.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 2

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	!-a=1--!-a=1--
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Root Cause # 3

Root Causes to be Addressed	Students need increased opportunities to engage in meaningful reading and writing experiences across the curriculum to strengthen literacy skills and demonstrate understanding.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	!-a=1--!-a=1--
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Overarching Need - Teachers in all grade levels will implement research-based mathematics strategies that strengthen number sense, mental computation, and fact fluency to support student growth and achievement in mathematics.

Root Cause # 1

Root Causes to be Addressed	Consistent implementation of research-based mathematics instructional practices across grade levels is needed to strengthen student understanding and mathematical proficiency.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 1

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	!-a=1--!-a=1--
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Root Cause # 2

Root Causes to be Addressed	Some students demonstrate gaps in foundational mathematical skills, including number sense, mental computation, and fact fluency, which impact their ability to access grade-level content.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	!-a=1--!-a=1--
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Root Cause # 3

Root Causes to be Addressed	Students need increased opportunities to engage in mathematical reasoning, problem-solving, and the application of efficient computational strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	



School Improvement Plan 2026 - 2027



Brantley County
Hoboken Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Brantley County
School Name	Hoboken Elementary School
Team Lead	Marcia Chesser
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students in grades K–6 will engage in evidence-based literacy practices, including reading and writing across the curriculum, to strengthen literacy skills and improve student achievement in English Language Arts.
Root Cause # 1	Consistent implementation of evidence-based literacy practices across all grade levels and content areas is needed to ensure all students receive high-quality literacy instruction.
Root Cause # 2	Some students continue to demonstrate gaps in foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension, which impact overall reading achievement.
Root Cause # 3	Students need increased opportunities to engage in meaningful reading and writing experiences across the curriculum to strengthen literacy skills and demonstrate understanding.
Goal	Increase the overall percentage of students passing the ELA Georgia Milestone by 3% over the next two years. If the percentage reaches 90% or higher, we will either increase or maintain it.

Action Step # 1

Action Step	ELA teachers will continue to have protected planning time as well as designated time on system-wide planning days to update/prepare pacing guides, curriculum maps. Specifically, in grades K-3, the school literacy coach will be available to support teachers in their efforts.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	training agenda, minutes, lesson plans, copies of updated guides, and maps
Method for Monitoring Effectiveness	WIN data, Universal Screening data, and GMAS
Position/Role Responsible	Administration, IC, BOE
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 2

Action Step	HES will provide smaller student to teacher ratios in academic classes when possible.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Class rosters, master schedules
Method for Monitoring Effectiveness	WIN data, Universal Screening data, and GMAS
Position/Role Responsible	BOE, Admin
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 3

Action Step	Continued implementation of Heggerty Phonemic Awareness/Bridge to Reading in grades K-3.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Effectiveness	WIN data, Universal Screening data, and GMAS
Position/Role Responsible	Administration, IC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 4

Action Step	Devices and software-Provide differentiated practice and support via student devices and carefully selected instructional software programs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	classroom observations
Method for Monitoring Effectiveness	classroom observations and number of students passing GMAS
Position/Role Responsible	Administration, IC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 5

Action Step	WIN time interventions- provide individual/small group interventions with a certified person for early literacy support.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	classroom observations
Method for Monitoring Effectiveness	WIN data, Universal Screening data
Position/Role Responsible	MTSS/certified personnel that gives individual/small group interventions
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 5

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers in all grade levels will implement research-based mathematics strategies that strengthen number sense, mental computation, and fact fluency to support student growth and achievement in mathematics.
Root Cause # 1	Some students demonstrate gaps in foundational mathematical skills, including number sense, mental computation, and fact fluency, which impact their ability to access grade-level content.
Root Cause # 2	Consistent implementation of research-based mathematics instructional practices across grade levels is needed to strengthen student understanding and mathematical proficiency.
Root Cause # 3	Students need increased opportunities to engage in mathematical reasoning, problem-solving, and the application of efficient computational strategies.
Goal	We will increase the overall percentage of students passing the Georgia Milestone in mathematics by 3% over the next 2 years. If it is 90% or higher, we will increase or maintain it.

Action Step # 1

Action Step	Provide protected collaborative planning time for math teachers to analyze GMAS data alongside leadership in grades 3–6, while ensuring grades K–2 teachers utilize dedicated planning to design protected, intentional, and direct math instruction focused on foundational number sense and fact fluency.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, training agendas, data analysis, and classroom observation
Method for Monitoring Effectiveness	9-Week Data Sheets, Beacon data, GMAS
Position/Role Responsible	Administration, BOE, IC, OKRESA

Action Step # 1

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	HES will provide smaller student to teacher ratios in academic classes when possible using Class-Size reduction.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Master Schedules and class rosters
Method for Monitoring Effectiveness	GMAS data
Position/Role Responsible	Administration, BOE
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	Utilize dedicated WIN (What I Need) time to deliver targeted, data-driven interventions and support for students identified with mathematics deficits.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	classroom observations, benchmark scores, GMAS scores, Lesson Plans and classroom grades/averages
Method for Monitoring Effectiveness	Universal screening data, Beacon data, GMAS data
Position/Role Responsible	Administration, IC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--
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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	At HES our leadership team, which consists of administrators, teachers, and support staff, meet to discuss our school-wide improvement plan, procedures, and practices. We also held a Title 1 parent input meeting to gain insight and suggestions for the upcoming year. We send out staff and parent surveys in order to get feedback as to our strengths and weaknesses and ways to build capacity among teachers and parents.!--a=1--
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	As needed, administrators serve as representatives for the school and system while attending college recruitment days. This is done in order to meet graduating teacher candidates as possible future employees who are highly qualified and certified. At HES, all new teachers with less than 3 years of teaching experience are provided with support. They are on the Full TKES evaluation plan where they receive 4 walk-throughs, 2 formal evaluations and a summative evaluation. They also receive professional development opportunities through administration and the instructional/literacy coach at the the school, opportunities through administration and the instructional/literacy coach at the school, opportunities at the BOE, and trainings at OKRESA. Teachers with more than 3 years teaching experience are also provided with professional development opportunities through administration at the school, opportunities at the BOE, and trainings at OKRESA. They are on the Flex Evaluation Plan and receive 2 walk-throughs, 2 formals evaluations and a summative evaluation. !--a=1--
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Students are supported in a variety of ways at HES. All students are served in Standards-Based classrooms in all content areas. Instructional technology is used to enhance the learning experience, assistive technology is used to provide additional support as needed. WIN time is used across all grades as extra time built in the schedule to get more intensive instruction in their needed content(s). HES has fully implemented co-teaching in reading and math and supportive instruction with a paraprofessional in science and social studies classrooms that have special education students. EIP & REP students are served in smaller class sizes and with para support as well. Students are also served through the MTSS Tiered Support System for academic, social-emotional, and attendance concerns. RTI students are served through our WIN TIME and during connections (as needed). The schools gifted students are served through our gifted resource class and through advance content in their classrooms. Differentiated instruction is embedded in ELA lessons and supports

	students where they are in their individual learning. Eureka is being used as a resource in Kindergarten through fourth grade Math. The Eureka program embeds higher rigor in the lessons and helps push students to achieve at a higher level. Differentiated instruction is embedded in Math lessons with Eureka being a tool for this process. Universal Screeners are being used to identify student strengths and weaknesses to help individualize instruction. Skill sets are being used to target and monitor growth in areas of need. Beacon is used as a universal screener to gage the performance level of students' at various times during the year and data is used to provide individual/small group instruction in grades 3-6 We have also incorporated a GROWING READER Program (through our local RESA) and have had wonderful success with our K-3 students. !-a=1--
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	All students participate in standards-based educational learning (Tier 1). Students requiring interventions to meet individual learning expectations receive support through a systematic and purposeful process. The number of students requiring interventions decreased as the level of intensity or frequency of the intervention increased. At HES, students are eligible for Early Intervention Program (EIP) for grades Kindergarten through fifth grade and Remedial Education Program (REP) for students in sixth grade based on Georgia Milestones Assessments (scoring at the beginner level), Universal Screening data, and the Georgia State EIP/REP Rubrics provided. HES currently uses the universal screeners as a tool for reading and math. These screenings are used to test all students in a grade level with common assessments. Testing is administered in the fall, winter, and spring of each year. Comparative reports are generated to determine how students perform in relation to their grade level peers. Students who are performing below grade level based on the triangulated data from the universal screener, benchmarks, and unit assessments are then considered for Tier 2, and possibly later Tier 3 depending on subsequent student data. Teachers implement various interventions in efforts to increase student achievement. Interventions occur within the classroom in addition to WIN time (ELT). Monitoring occurs after an intervention has been used for a 2-week period. Tier 2 students are progress monitored biweekly, and Tier 3 students are progress monitored on a weekly basis to determine success of intervention being used. Interventionist are responsible for the administration of all progress monitoring probes for Tier 2 and 3 students. Any ESOL students are served through Tier 2 interventions and are monitored by our ESOL endorsed teacher. The effectiveness of the school's programs will be evaluated according to data provided by classroom grades, benchmark assessments, Georgia Milestones, IEP goals, ACCESS scores and CCRPI (if provided) !-a=1--
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	At HES during the spring, our PreK students are screened by our Kindergarten teachers. Also, our 6th grade students at HES visit BCMS to get an introduction to the school, meet the seventh grade teachers and take a tour of the school. The middle school also invites the current sixth graders to participate in an after-school activity to promote a seamless transition and to establish much needed relationships.!--a=1--
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A!--a=1--
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	During the 2015-2016 school year, a Positive Behavior Intervention System (PBIS) was implemented at HES. PBIS is a process for creating a safe and positive school climate/environment. This approach is a team-based process for systemic problem solving, planning, and evaluation through data analysis of discipline incidences. This process helps create a safe and productive learning environment with minimal distractions. We have adopted a matrix of expectations in all areas around the school. These expectations define the behavior rules for HES. Lesson plans based on PBIS expectations were developed by the PBIS/Leadership Team. Those lesson are taught throughout the year to ensure understanding. Also, after long breaks from school, HES has a refresher course to remind students of expectations. The theme of those PBIS expectations focus on the three school-wide behaviors: Being READY, RESPECTFUL, & RESPONSIBLE. The PBIS/Leadership Team consists of administrators, grade-level representatives, paraprofessionals, and parents. The team meets monthly to review discipline and attendance data, interventions, supports, rewards and celebrations. This continues to be a successful and positive program for Hoboken Elementary School.

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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A!--a=1--
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**School Parent and Family Engagement Plan
Hoboken Elementary
2026-2027
Revision Update: June 2, 2026**

In support of strengthening student academic achievement, **Hoboken Elementary School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement plan that contains information required by Section 1116(b) and (c) and Section 1112(e)(3) of the Every Student Succeeds Act (ESSA). The plan establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Hoboken Elementary agrees to implement the following requirements as outlined by Section 1116 and Section 1112(e)(3):

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the school-wide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the School Parent and Family Engagement Plan periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement plan available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the school-wide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 and Section 1112(e)(3) of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

JOINTLY DEVELOPED

Hoboken Elementary will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- *Annual Student & Parent Surveys*
- *Family Engagement Meetings*

ANNUAL TITLE I MEETING

Hoboken Elementary will conduct an annual meeting on September 18, 2025 from 5:30-7:00 pm and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement plan, the school-wide plan, and the school-parent compact.

- *Title I Annual Meeting Student Handbooks are distributed at the beginning of every year and include the following: Title I School status, School-Parent compact, grading policies, meeting opportunities*
- *School-wide Plan is posted on school website*
- *School calendar of events is posted on school website*

COMMUNICATIONS

Hoboken Elementary will take the following actions to provide parents of participating children with the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, child care or home visits, as such services relate to parent and family engagement with Title I funds.
- To the extent practicable, our school will provide communication about your child's progress, school events, and other information regarding school activities and achievement in a format and language parents can understand. This communication may be given in a variety of methods, including online communication, text/email, newsletters, etc.

- *Student Handbook is shared electronically and posted on school website*
- *Parent meeting opportunities and important information posted on Facebook and sent*

through School Messenger Student Information System

- *School calendar is posted on the school website*
- *The system/school social media is used to relay important information to parents and the community*
- *REMIND/Dojo used by teachers to inform parents of upcoming events, assignments, and meeting opportunities*
- *Grade-level newsletters sent home to inform parents of important information*
- *Communicator folder sent home every week with graded papers, newsletters, and other important documents*
- *Agendas used for daily communication between parents and teachers for grades 3-6*
- *Nurse and counselor newsletters are sent home periodically throughout the year*
- *Guardians may contact the school office during working hours to request a meeting regarding your child.*

SCHOOL-PARENT COMPACT [School-Parent Compact](#)

Hoboken Elementary will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

The parents, students, and staff of HES developed this parent-school compact. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. A meeting is held once a year to make changes to the compact as needed. Parents will be provided an opportunity for input into the school/parent/student compact and the school family engagement plan during Family Engagement Team meetings and through online surveys. Parents are encouraged to provide feedback/ideas as needed for future goals and areas of growth at any time.

RESERVATION OF FUNDS

Hoboken Elementary will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent:

- *Parents are surveyed for input at fall and spring Family Engagement meetings, as well as online in 2025-2026, and will be surveyed again this way in 2026-2027.*
- *Hold annual meeting with Reservation of Funds as a topic during parent input meetings*
- *Family Engagement Team*

COORDINATION OF SERVICES

Hoboken Elementary will involve a variety of team members in our wrap-around services including school nutrition, Birth to 5/Prek-K programs, including Brantley Co. Schools Pre-K

and Bright from the Start/Head Start, and whole-child/transition collaboratives including DFACS, Family Connections, local law enforcement/SROs, counselors, social workers, student success coach, teachers/admin, college/career/military representatives, and local community organizations.

Parents and community members are encouraged to volunteer for the following activities:

- *Fall Festival*
- *Veteran's Day Program*
- *PTO Program/Events*
- *Book Fair*
- *Santa Shop*
- *Family Engagement Team*
- *School grounds rejuvenation*

BUILDING CAPACITY OF PARENTS

Hoboken Elementary will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards
- Materials and training to help parents work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Assisting parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments, including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

Hoboken Elementary will use both online and in-person workshops and information sources to build school staff and parent capacity regarding student transitions, achievement, and assessment, as well as other topics. These activities will take place in the following months:

MONTHLY ACTIVITIES

August - Distribute 'Right to Know'; Collecting Family Engagement Team responses (survey online and provided face-to-face at open house) and create Family Engagement team; School

Parent Compact

September - Staff Capacity presentation re: Building Parent Capacity (face-to-face); Title I Meeting and Parent Capacity Curriculum Workshops on Standards 1 (Welcoming Families) & 3 (Supporting Student Success (face-to-face);

October - Parent Capacity (online)

November - Staff Capacity training (email or other communication)

November/December - Parent Capacity Achievement (state standards and real-world application of content in the home/community) communication on Standards 4 (Speaking Up for Every Child) & 6 (collaborating with the Community (online) and Family Engagement System Meeting (face-to-face) covering data

January - Staff Capacity presentation (face-to-face)

March - System/School Family Engagement Meeting (face-to-face) covering standards 2 (Communicating Effectively)-SSIP/Student Success ABC data and 5 (Sharing Power); Family Engagement plan and School/Parent/Student Compact revisions for 2027-2028

April - Parent Capacity Communication and Staff Capacity Communication (re: assessment; online)

May - Parent Capacity - tables set up at Awards Day and communication re: transition and achievement for next year; Stakeholder Input Survey

- *Open House*
- *Curriculum Night*
- *Parent/Teacher Conferences*
- *Family Night Book Fair*
- *Fall Festival*
- *Ribbon Day Ceremonies*
- *Veteran's Day Program*
- *Thanksgiving Lunches*
- *Christmas Musicals*
- *Field Trips/Fun Days*
- *Field Day/Olympic Day*
- *6th Grade Exit Program*

BUILDING CAPACITY OF SCHOOL STAFF

Hoboken Elementary will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with,

and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- *Teachers send pictures and descriptions of activities to be posted on social media for parents to view weekly*
- *The leadership team reviews parent and student surveys to determine areas for improvement*
- *Teachers and staff are trained on building capacity to work together with parents as equal partners.*

Hoboken Elementary will provide other reasonable support for parent and family engagement activities under Section 1116 and Section 1112(e)(3) as parents may request by:

Parents may request more information, offer creative ideas or suggestions by contacting the homeroom teacher via a note sent with a student, email, or through the various social media sites employed by HES, such as Facebook or REMIND/DoJO. Parents are also welcome to request a meeting with the administration or leave suggestions with the front office at any time.