



# Comprehensive Needs Assessment 2022 - 2023 School Report



**Dawson County  
Robinson Elementary School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Linda Bearden
Team Member # 2	Assistant Principal	Marc Bottoms
Team Member # 3	Instructional Technology Coach	Michelle Richardson
Team Member # 4	Counselor	Makensy Holcomb
Team Member # 5	Media Specialist	Carly Anglin
Team Member # 6	Special Ed. Lead	Shelby Ventura
Team Member # 7	Grade chair/Teacher K	Paige Mizer

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	TeacherGrade chair/Teacher 1	Tracey Woody
Team Member # 2	TeacherGrade chair/Teacher 2	Julie Haymond
Team Member # 3	Teacher Grade chair/Teacher 3	Kathy Clemons
Team Member # 4	TeacherGrade chair/Teacher 4	Meghan Cantrell
Team Member # 5	TeacherGrade chair/Teacher 5	Jennifer Wooten
Team Member # 6	Advanced Content	Amy Swafford
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

### Stakeholders

	Position/Role	Name
Stakeholder # 1	SGC Community Rep	Jeff Johnson
Stakeholder # 2	SGC Community Rep	Sophia Dearwent
Stakeholder # 3	SGC Parent Rep	Blake Samples
Stakeholder # 4	SGC Parent Rep	Amanda Mathis
Stakeholder # 5	SGC Teacher Rep	Kristi Townley
Stakeholder # 6	SGC Teacher Rep	Anna Grogan
Stakeholder # 7	ESOL Parent	ESOL Parent
Stakeholder # 8		

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?	The RES Staff and Charter School Governance Council members were actively involved in the CNA process. Stakeholders analyzed demographic, student achievement, and survey/perception data during the process. They also reviewed and gave feedback on proposed SIP goals and actions.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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.	

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

## Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	<p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	✓
<b>2. Operational</b>	<p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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 answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

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

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>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.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>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.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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).	
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>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.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## Professional Capacity Data

<b>Professional Learning Standard 6</b> -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	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 answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

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

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some evidence exists that the school supports the college and career readiness of students.	
<b>4. Not Evident</b>	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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
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

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

## 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).

<p><b>What perception data did you use?</b> [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]</p>	<p>Certified Staff, Para, Student and Parent Surveys, Georgia Student Health Survey, Georgia Parent School Climate Survey, and other school level staff surveys, were used as perception data.</p>
<p><b>What does the perception data tell you?</b> (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?")</p>	<p>Our certified teacher surveys indicated that fifty-four percent of our certified staff have ten or more years of service. Our certified staff would like to see professional learning in Reading and Writing Across the Curriculum. Additionally, 58% of our teachers agree that Math should also be a priority area for improvement. In addition to these, they would also like to have training in supporting social and emotional development of children and effective use of technology in the classroom. RES teachers would like for this training to take place in-house during the school day but not to exceed 90 minutes in length and conducted by school personnel. Teachers also identified the following system needs: hiring teachers to reduce class sizes, retaining highly qualified teachers and principals, providing academic coaches, and improving job satisfaction. Ninety percent of certified teachers understand how gifted students are identified and the role of the gifted teacher. Seventy-nine percent of teachers feel the gifted services currently provided are adequate and appropriately scheduled. The teachers do feel that the advanced content model is most effective. Staff would like some additional professional learning in enrichment and twice exceptional students. With regard to EL students, the majority of RES teachers report that they have either good or some understanding of the instructional needs of EL students, WIDA Can Do Descriptors, EL Development, Access scores, translation services that are provided, EL models, and resources available for EL students. Teachers identified the following 3 weaknesses in our Title I program: flexibility in scheduling due to small number of EL students and segments served, level of rigor, and building capacity for teacher leaders to work with parents. Certified staff felt the school needs to continue to offer family nights, parent training, online newsletters/bulletins, and utilization of the parent resource room. Teachers felt it would be effective to teach parents how to interpret data, as well as, how to use online instructional resources to help support their child's reading and math skills at home.</p> <p>In the Spring of 2022, the parent survey was administered and eighty-seven percent of our parents said parental involvement was encouraged and they felt</p>

	<p>welcome at the school. One-hundred percent of surveyed parents of gifted students said that participation in the gifted program has been a worthwhile experience and contributed much to their child's academic growth. Feedback from the parents of ESOL students is also obtained through TPC meetings/ collaboration. ESOL parents are supportive and appreciative of the ESOL services which RES provides.</p> <p>Although we do not specifically survey the parents of EIP students, we do collect feedback from the parents of all students. Therefore, feedback from EIP parents is included in our RES Parent Survey.</p> <p>Paraprofessionals at RES also took a survey. Sixty-seven percent of paraprofessionals responded that all students are performing to expectations and twenty-two percent responded that economically disadvantaged students are not performing to expectations. One hundred percent would like some professional learning in ELA, reading, and math. Paraprofessionals' main support areas for professional learning were supporting social/emotional needs of students and differentiated instructional strategies. They indicated the top three important things in retaining highly qualified paras are increased salary, professional learning related to job assignment, and increased support from administrators.</p> <p>Parents at RES also took a survey and indicated they get most of their information about the school through teacher email, text, newsletters, and social media. They do feel that parent/teacher conferences and text messages from the school are both effective ways of communication. Parents would like to see the following provided by the school: in school/after school mentors, summer camps, and after school tutoring. The survey indicates that most parents are aware of the parent resource room but have not utilized it.</p>
<p><b>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)</b></p>	<p>TKES, Data Teams for Learning, Quarterly Student Growth (academic) Report outs</p> <p>Also, participation in the following activities/supports: Professional Learning Communities, Common Planning Time, Mentor Program, After school program, 4-H, CHAMPS, and student participation in the McKinney-Vento Program with Homeless Liaison and School Social Worker support.</p>
<p><b>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 did you do for whom?")</b></p>	<p>Staff needs additional training in writing instruction and reading strategies. In addition, we need to continue to strengthen our relationship with parents by continuing to provide some training on ways to help with homework and interpreting and understanding student data. In order to support our students with their social emotional needs, we will continue to work with our McKinney-Vento Homeless Liaison and school social workers to meet their needs.</p>

What achievement data did you use?	Current MAP Reading and Math for K-2 and MAP Reading, Math, and ELA for 3-5 grades, current GMAS data, Fountas & Pinnell Reading Data, MAP Lexile Data, Sight word data for K-1
What does your achievement data tell you?	<p>Reading performance on grade level and Math Performance have decreased for first and fifth grades. We will continue to work toward a higher percentage of proficiency. When comparing Spring 2021 to Spring 2022 MAP data on students meeting or exceeding the RIT target, Kindergarten reading was up 14% (from 60% to 74%) and 1st grade reading was up 6% (from 54 to 60%) and second grade data showed a slight decrease by 3% (from 59% to 56%). K-2 MAP Math data remained about the same across as 2021. When comparing the percentage of students reading at/above grade level on GMAS from 2021 to 2022 data, third grade showed a significant increase 64.29% to 78.95% and fourth grade showed an increase from 59.09% to 63.74%. When comparing the percentage of students proficient or distinguished in Math in grades 3-5, third grade was up by 8.6% (from 44.04% to 52.64%) and fourth grade was up by 15.18% (from 39.77% to 54.95%). Although we saw these increases, we will continue to work toward a higher percentage in proficient and distinguished. The number of students in proficient and distinguished in Science performance have decreased when comparing the GMAS data from 2021 to 2022 has decreased by 3.55% (from 46.25% to 42.70%). Staff needs additional training in writing instruction and reading strategies.</p>
What demographic data did you use?	<p>GMAS Subgroup data- SWD and ELL and for all students from GMAS 2022 data. The 21-22 GMAS has been administered but data disaggregated by demographics is not available at this time.</p> <p>Gifted student performance data from GMAS for Math and ELA. ACCESS data for ESOL students.</p>
What does the demographic data tell you?	<p>In 2022, reading on grade level and math proficiency is a concern for all subgroups.</p> <p>In 2022, ACCESS data shows that 50% of our ESOL students were performing at the 41st percentile or above.</p> <p>In 2021 and 2022, GMAS data shows that 100% of Gifted students scored proficient or higher in grades 3-5 in Math and ELA. However, when comparing GMAS data on our Gifted students from 2021 to 2022, we saw a decrease in the 4/Distinguished category in ELA (FY21- 66.7% to FY22 50%) and we saw a decrease in level 4/Distinguished category in Math (FY21- 73.3 to FY22 55%).</p>



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<b>Coherent Instructional:</b> 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?	We are either Exemplary or Operational on all the standards for Coherent Instructional System. Continue using MAP, F&P, and DCS Common Unit Assessment data (during quarterly report outs) to drive instruction versus classroom grades. Continue work on a standards based report card for K-5. A standards-based report card has been developed for 5th grade and will be implemented this school year. K-5 will all be using common unit assessments that are aligned to our standards-based report card in those grades levels. All K-5 standards based report cards and assessments are revisited and revised annually.
<b>Effective Leadership:</b> 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?	We are Exemplary on all the standards for Effective Leadership except one. We were Operational on the standard for Protocols. We will continue to improve our safety drills to ensure all staff and students know what to do in the event of an emergency. Cleanliness of our facility is also a concern due to a transition in half of our custodial staff. DT4L, PBIS, SIP report outs, MAP, AIMSWeb, ESGI, Schoology, F&P, and Performance Matters are used to identify student needs and strengths, as well as teacher and leader needs. We will directly refer to and review SIP actions and goals during each quarterly report out.
<b>Professional Capacity:</b> 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?	We are either exemplary or operational on all of CNA standards in the area of Professional Capacity. However, we continue to look for ways to grow in this area. We can improve on providing a wider variety of PL designs, differentiating PL offerings, and involving staff in decisions about allocating PL resources. We will develop coaching schedules for each teacher that will be provided by our Instructional Technology Coach in order to support teachers as they implement the new ELA resources.

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We are exemplary or operational in all areas for Family and Community Engagement. However, we need to continue to develop the capacity of families to use strategies at home that will enhance student academic achievement at school.</p> <p>Continue the Tiger Growth sessions (teacher/parent communication session much like APTT) and get back to in-person option along with the virtual sessions.</p> <p>We continue to develop ways to encourage family and community engagement. We have moved our Parent Resource Room and have showcased these resources on social media to encourage parent usage.</p> <p>Our Instructional Technology Coach held virtual parent meetings to provide parents with ideas and ways to support their child at home.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We are exemplary or operational on all of the standards for Supportive Learning Environment. We are going to continue to work on empowering students in actively monitoring their own progress.</p> <p>We are at an Operational PBIS status and we have implemented the PBIS Tier II process. We are working toward Exemplary PBIS status. PBIS Tier II team has been trained and we currently have 16 students participating in the Tier II process.</p> <p>As a school and district, we have studied the social/emotional learning standards and have implemented the Second Step program across K-5 in our school.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>RES has maintained a fairly consistent enrollment over the past several years, only fluctuating +/- 5-10%. Our percentage of students qualifying for Free/Reduced Lunch has been consistent also, around 50% (+/-5%). In response to COVID the federal government provided free breakfast and lunch to all students. This made it difficult to determine an accurate number of free and reduced lunch students this year. Our student race/ethnicity demographics have not changed significantly in any area.</p> <p>Due to gaps in instruction caused by COVID shutdown and quarantines, our current GMAS data for 3-5 and MAP data for K-2 shows a need for improvement in the percentage of student's reading on grade level in K through 5th grade, as well as ELA and math performance, especially in third and fourth grade.</p> <p>In the past three years as a system, DCS has transitioned to a district wide adoption and made purchases for major curriculum resources and technology and increased the efficiency of instructional funding. The district has recently approved the adoption of F&amp;P Classroom to support the reading and ELA instruction in K-5.</p>

## Strengths and Challenges Based on Trends and Patterns

<b>Student Achievement:</b> 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?	We need to improve the number of students reading on or above grade level based upon our GMAS data in reading and Lexile scores (MAP). On GMAS, there was a decrease in performance in Math in grade 5. There has been relative stability of our students showing proficiency in Reading and Math in third grade. We do not have enough EL students to have a subgroup so the comparison of EL to Non-EL students is not a valid comparison.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the <a href="#">Identifying Need webinar</a> for additional information and guidance.
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<b>Strengths</b>	In 2021-2022, our strengths for our Special Education students are in student/teacher ratio in co-taught and resource segments. We have continued an increased amount of service time for our special education students. Our strengths for students who may include economically disadvantaged learners and EL learners are these students are motivated and respond well to school. A comparison of 2021 ACCESS scores and end of the Year Fountas & Pinnell reading benchmark assessments shows that 100% of our ESOL are reading within their aligned WIDA proficiency level.
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<b>Challenges</b>	We have had fluctuating academic performance from our students with disabilities, students who may be economically disadvantaged, and ELL students. Some of our students who are economically disadvantaged often come to Kindergarten with no prior school experience and limited readiness skills. Our students who are economically disadvantaged and ELL often have lack of support at home to due various environmental factors. Although the group size is very small, 2021 ACCESS scores show that 37% of our ESOL students were at or below 20th %tile in terms of growth. 2022 GMAS scores show that the vast majority of 3-5 students with disabilities scored 2/Developing or lower in ELA and Math.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Percent of students not reading on/above grade level
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	Consistent implementation of new Reading resource, as well as, utilization of GMAS Achievement Level Descriptors for Parents in 3rd-5th & more consistent use of MAP reports to analyze data & drive instruction, along with student goal setting & monitoring. Analysis of writing expectations and vertical alignment across grade levels. As well as, Continue to use Lexia to meet the specific needs of each student.
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##### Overarching Need # 2

Overarching Need	Percent of students' in Math not achieving proficient or higher
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Need for developing a consistent format for the Math block to ensure students have adequate opportunities to practice new skills and remediate for specific student needs. Consistent implementation of Dream Box.
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## Overarching Need # 3

Overarching Need	Percent of students' needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 5% from Fall to Spring data.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Continue to analyze PBIS Tier 2 needs and develop strategies for success. Implement a more defined CICO system at Tier 2 and improve communication with student in regards to progress toward meeting goals.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

#### Overarching Need - Percent of students not reading on/above grade level

##### Root Cause # 1

Root Causes to be Addressed	Need for teachers to have a deeper understanding of elements of balanced literacy, strategies, and practices.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Continued professional learning and coaching for all K-5 teachers to reinforce the implementation of the new ELA resources.
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

## Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Continue the utilization of Data Teams for Learning (DT4L) to analyze student performance data and to drive effective instruction (K-5). The DT4L process will be facilitated by Admin and ITC.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Need to improve parent participation and communication about student progress and achievement data, as well as, providing training for parents on how they can support their child.
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

## Root Cause # 4

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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## Overarching Need - Percent of students' in Math not achieving proficient or higher

## Root Cause # 1

Root Causes to be Addressed	Need for developing a consistent format for the math block, for all grade levels, to ensure all students have adequate opportunities to practice new skills and remediation as needed.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Lack of focus on spiraling the power standards throughout the year to ensure mastery of 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Improve parent participation in communication about student progress and achievement data, as well as, providing training for parents on how they can support their child.
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 - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Overarching Need - Percent of students' needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 5% from Fall to Spring data.**

## Root Cause # 1

Root Causes to be Addressed	Lack of consistently setting goals that target the part of the PBIS Tiger Pride matrix which the students need support.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Lack of effectively monitoring and communicating student goals with CICO person, homeroom teacher, and parent to ensure goal setting is targeted to decrease the student supports over time for students on Tier 2.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Lack of effective Tier 2 intervention strategies for students with behavioral needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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# School Improvement Plan 2022 - 2023



**Dawson County  
Robinson Elementary School**

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Dawson County
School Name	Robinson Elementary School
Team Lead	Linda Bearden
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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	Percent of students not reading on/above grade level
Root Cause # 1	Need to improve parent participation and communication about student progress and achievement data, as well as, providing training for parents on how they can support their child.
Root Cause # 2	Need for teachers to have a deeper understanding of elements of balanced literacy, strategies, and practices.
Root Cause # 3	Continued professional learning and coaching for all K-5 teachers to reinforce the implementation of the new ELA resources.
Root Cause # 4	Continue the utilization of Data Teams for Learning (DT4L) to analyze student performance data and to drive effective instruction (K-5). The DT4L process will be facilitated by Admin and ITC.
Goal	<p>Increase percentage of students in K-2nd meeting MAP Rdg RIT Target and 3rd-5th reading at/above grade level by 3% as measured on Spr. MAP K-2 and on GMAS EOG 3-5.</p> <p>K Baseline: 69%</p> <p>Goal: 72% (A-A: K MAP Fall 2022-K MAP Spr 2023); 1st gr Baseline: 61% Goal: 64% (A-A: 1st MAP Fall 2022-1st MAP Spr 2023); 2nd gr Baseline: 47%Goal: 50% (A-A: 2nd MAP Fall 2022-2nd MAP Spr 2023); 3rd gr Baseline: 78.9% Goal: 81.9% (A-O: 3rdGMAS2022-3rdGMAS2023); 4th gr Baseline: 78.9% Goal: 81.9% (A-O: 3rd GMAS 2022-4th GMAS 2023); 5th gr Baseline: 63.7% Goal: 66.7%(A-O: 4th GMAS 2022-5th GMAS 2023)</p>

#### Action Step # 1

Action Step	Continued professional learning and coaching will be provided to all K-5 teachers to reinforce the effective use of Balanced Literacy and the implementation of new ELA resources (Fountas & Pinnell Classroom). Including, K-2 teachers will utilize Heggerty and Saxon Phonics Resources.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

## Action Step # 1

Success Criteria for Implementation	Agendas and sign-in sheets for training sessions; schedule of coaching session with individual teachers, TKES walkthrough feedback
Success Criteria for Impact on Student Achievement	Increase reading MAP Growth data.
Position/Role Responsible	ITC, Principal, AP
Timeline for Implementation	Monthly

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)?	Pioneer RESA
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## Action Step # 2

Action Step	Common assessment development/revision, and utilization of Data Teams for Learning to analyze student performance data and to drive effective instruction (K-5). The Data Team for Learning process will be facilitated by Admin and ITC.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PLC sign-in, standards unpacking forms, DT4L assessments and data/minutes
Success Criteria for Impact on Student Achievement	District common assessment data and MAP Growth data
Position/Role Responsible	ITC & AP
Timeline for Implementation	Monthly

## 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)?	
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## Action Step # 3

Action Step	Universal Screening and ongoing assessments (MAP, DCS Common Report Card Assessments, F&P) will be analyzed and used to differentiate, drive instruction (K-5), and provide for a continued effective RTI process (Interventions: Read Naturally, Reading Eggs, LLI, Lexia, Reading Gate, small group/reduced class size instruction (Title I/EIP teacher), and AIMSWEB progress monitoring measures).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Assessment data, report-out spreadsheets, TEAM time schedule, intervention usage and growth reports, Quarterly grade level report-outs with administrators
Success Criteria for Impact on Student Achievement	DCAs, F&P progress, and MAP
Position/Role Responsible	AP, Principal
Timeline for Implementation	Monthly

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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## Action Step # 4

Action Step	Continue to provide parent involvement opportunities for parents to better understand student's current level of academic performance including parent/student goal setting activities, providing parents with specific learning strategies and academic games for parents to help support their child at home, and review school and parent commitments on the Parent Compact. (Open House, Lunch & Learn sessions, Tiger Growth Session 3/year, parent resource room/cart, parent conferences).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Success Criteria for Implementation	Session Agendas & Sign-in sheets
Success Criteria for Impact on Student Achievement	Student progress data on specific grade level goals such as sight words in kindergarten or multiplication facts for 3rd grade.
Position/Role Responsible	ITC
Timeline for Implementation	Quarterly

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	Percent of students' in Math not achieving proficient or higher
Root Cause # 1	Need for developing a consistent format for the math block, for all grade levels, to ensure all students have adequate opportunities to practice new skills and remediation as needed.
Root Cause # 2	Lack of focus on spiraling the power standards throughout the year to ensure mastery of content.
Root Cause # 3	Improve parent participation in communication about student progress and achievement data, as well as, providing training for parents on how they can support their child.
Goal	Increase percentage of students in grades K-2nd meeting MAP Math target and 3rd-5th scoring proficient/higher in Math as measured on Spr. MAP K-2 and on GMAS EOG 3-5. K Baseline: 65% Goal: 68% (A-A: K MAP Fall 2022-K MAP Spr 2023); 1st Gr Baseline: 82% Goal: 85% (A-A: 1st MAP Fall 2022-1st MAP Spr 2023); 2nd Gr Baseline: 49% Goal: 52% (A-A: 2nd MAP Fall 2022-2nd MAP Spr 2023); 3rd Gr Baseline: 53% Goal: 56% (A-A: 3rdGMAS2022-3rdGMAS2023); 4th Gr Baseline: 53% Goal: 56% (A-O: 3rd GMAS 2022-4th GMAS 2023); 5th Gr Baseline: 55% Goal: 58%(A-O: 4th GMAS 2022-5th GMAS 2023)

#### Action Step # 1

Action Step	Collaborative unpacking and review of revised Math GSE in PLCs.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC sign-in, standards unpacking forms, DT4L assessments and data/minutes
Success Criteria for Impact on Student Achievement	Increase in student achievement data through the DT4L cycles using common assessments and MAP data.
Position/Role Responsible	Admin & ITC
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)?	Pioneer RESA
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## Action Step # 2

Action Step	Ongoing assessments (MAP and DCS Common Report Card Assessments) will be analyzed and used to differentiate, drive math instruction (K-5), and provide for a continued effective RTI process via the DT4L process.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Assessment data, report-out spreadsheets, TEAM time schedule, intervention usage and growth reports, Quarterly grade level report-outs with administrators
Success Criteria for Impact on Student Achievement	Increase in student achievement in Math. Student growth on MAP Assessments
Position/Role Responsible	Admin & ITC
Timeline for Implementation	Quarterly

## 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)?	
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## Action Step # 3

Action Step	Continue to provide parent involvement opportunities for parents to better understand student's current level of academic performance including parent/student goal setting activities, providing parents with specific learning strategies and academic games for parents to help support their child at home, and review school and parent commitments on the Parent Compact. (Open House, Lunch & Learn sessions, Tiger Growth Session 3/year, parent resource room, parent conferences).
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Success Criteria for Implementation	Session Agendas & Sign-in sheets
Success Criteria for Impact on Student Achievement	Student growth on MAP Assessments
Position/Role Responsible	ITC
Timeline for Implementation	Quarterly

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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Percent of students' needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 5% from Fall to Spring data.
Root Cause # 1	Lack of consistently setting goals that target the part of the PBIS Tiger Pride matrix which the students need support.
Root Cause # 2	Lack of effectively monitoring and communicating student goals with CICO person, homeroom teacher, and parent to ensure goal setting is targeted to decrease the student supports over time for students on Tier 2.
Root Cause # 3	Lack of effective Tier 2 intervention strategies for students with behavioral needs.
Goal	Decrease the number of students needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 10% from Fall to Spring data.

#### Action Step # 1

Action Step	Consistently set behavior goals for Tier 2 students that target the part of the PBIS Tiger Pride matrix which the students need support; monitor and communicate effectively with student on progress of PBIS Tier 2 CICO program.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Agendas and sign-in sheets for PBIS Tier 2 Team Meetings
Success Criteria for Impact on Student Achievement	Increase in the number of points students earn on their CICO sheets
Position/Role Responsible	PBIS Tier 2 Team & PBIS Tier 2 Coach
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)?	
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## Action Step # 2

Action Step	Improve communication with Tier 2 students, CICO person, homeroom teacher, and parent to ensure goal setting is targeted to decrease the student supports over time. Collaborative development/revision of CICO sheets with the tier 2 PBIS team and homeroom teacher.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Agendas and sign-in sheets for PBIS Tier 2 Team Meetings, Student Data Sheets
Success Criteria for Impact on Student Achievement	Increase in the number of points students earn on their CICO sheets
Position/Role Responsible	PBIS Tier 2 Team & PBIS Tier 2 Coach
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)?	
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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)?	
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## Action Step # 3

Action Step	Utilize PBIS school-wide and in the classroom, Second Step lessons & district SEL standards to improve school climate by teaching students appropriate behaviors, social interactions, and emotional management. Also continue to utilize PBIS Tier II process and supports.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PBIS team meeting sign-ins/minutes; PBIS rubrics; SWIS data, PBIS App data, Voyage lesson plans and schedule
Success Criteria for Impact on Student Achievement	PBIS Tier I and Tier 2 data
Position/Role Responsible	PBIS Coach and Admin
Timeline for Implementation	Weekly



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)?	
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### 3. REQUIRED QUESTIONS

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

##### Required Questions

<p>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).</p>	<p>In developing this plan, faculty and staff were directly involved in collecting evidence and analyzing data to determine overarching needs via the Comprehensive Needs Assessment (CNA). School administrators and leadership team (representative of each group in the school) collaboratively analyzed student achievement data, student and staff attendance data, and survey data to establish school improvement goals. The leadership team was directly involved in identifying specific actions and strategies in each of the five systems within the plan in order to meet the set goals. This included a process of asking 5 'whys?' for determining root causes. School improvement goals were shared with and feedback was gathered from the following groups: all faculty and staff, school governance council, and district administrative team. Revisions were made accordingly and a final draft was submitted for district approval. The completed plan is a result of the yearlong process. The plan is available to the LEA, parent(s), and the public. RES' schoolwide plan is available for review at the Dawson County Board of Education, RES' media center, RES Parent Resource Room, and the front office. The plan is shared and reviewed by all members of RES faculty and staff through leadership meetings and grade level team meetings. It is also shared with the School Governance Council and PTO Board Members, and the Annual Title I Meeting. A notice of availability is on the school's website, as well as directions and deadlines for stakeholders to submit comments and feedback about the plan. Parents will be notified by Bright Arrow as to the location of the plan, as well as, requests for feedback and suggestions.</p>
<p>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.</p>	<p>All Title I schools in the district have very similar demographic data. All RES teachers have appropriate certification and staff providing Title I supports have twenty plus years of teaching experience. RES is a school-wide Title I academic facility serving all students equitably.</p>
<p>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</p>	<p>The school Instructional Technology Coach (ITC) provides on-going professional learning and coaching to increase the use of instructional technology, electronic instructional resources, and evidence based instructional best practices with all teachers. Additionally, the ITC helps teachers analyze and interpret student data and plan and monitor interventions. The Title I teacher pushes in to the classroom for some segments as well as provides a pull out model for other segments in order to reduce the student/teacher ratio and support students that are at-risk or performing below grade level through daily instruction and research based interventions. Title I federal funds are allocated to assist students functioning</p>

applicable).	<p>below grade level in reading for grades K – 5, to pay for staff salaries, parental involvement supplies and activities, instructional materials, Fountas &amp; Pinnell Benchmark Assessment Systems to identify instructional and independent reading level of students, printable assessments and activities, consulting and translation services, professional learning activities/conferences with associated travel expenses, and homeless student needs. Parent involvement activities (supplies purchased with Title I funds) include Tiger Growth Nights that engage families through interactive, academic-focused sessions. These sessions include a review of relevant student data and family friendly activities that parents can use with their child at home to support student learning goals . At school, many interventions being implemented during TEAM time (Together Everyone Achieves More) are purchased with Title I funds, some of which include Reading Eggs, Reads Naturally, and IXL (an online intervention program aligned to Georgia Standards that allow students to meet individual learning objectives). RES has a variety of school-wide programs that support all children including those at-risk of not meeting the standards. Dawson County Schools social worker is also available to help students and their families as situations arise. The school also employs a nurse to address the health needs of children while at school. Robinson Elementary lunchroom staff provides balanced meals for breakfast and lunch each school day. Bus drivers safely transport the students to and from school. A deputy from the Dawson County Sheriff's Department is assigned to Robinson Elementary to assist in traffic flow, keeping students safe while at school, and teaching CHAMPS (Choosing Healthy Activities and Methods Promoting Safety). Dawson County Schools have an established program called Backpack Buddies. Selected students will be given a backpack on Fridays filled with non-perishable food to take home with them. Currently, RES has 10-20 students participating. A guidance counselor teaches groups in the classroom regularly and counsels individuals when warranted. The counselor assist students in constructing individual career portfolios. Some additional lessons taught include Study Skills, Test Taking Skills, Dealing with Divorce, Character Education, Bullying, and How to Make Friends. Positive Behavior Interventions and Supports (PBIS) is a systems approach to establishing the social-culture and behavioral supports needed for all children in a school to achieve both social and academic success that is currently being implemented at RES as well as the Second Steps program designed to inspire character and impact culture.</p>
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<p>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</p>	<p>N/A - RES is a Title I school-wide Title I school.</p>
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include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

##### Required Questions

<p>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.</p>	<p>RES assists preschool children in the transition from early childhood programs to local elementary school programs. RES staff recognizes that provision for a pleasant, smooth transition from pre-school to elementary school is crucial. A district-wide spring Kindergarten 'Round Up' is held annually. During this event, parents and students can meet the Kindergarten teachers, students are assessed on readiness skills, and school and community resource information is available. A separate and extended kindergarten open house is held annually to help promote a smooth transition. Parents and students are encouraged to tour the school.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Although RES is a K-5 school, students begin receiving early information about areas of skills and interest through the career cluster guidance lessons. RES staff collaborates with Dawson County Middle School to provide quality transition activities for our 5th grade students moving to 6th grade. These include 6th grade ambassadors presenting to 5th grade students, 5th grade students visiting DCMS for orientation tours, and 5th grade teachers collaborating with DCMS admin and staff for course recommendation for all rising 6th grade students.</p>
<p>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.</p>	<p>RES has implemented a school-wide Positive Behavior Intervention Support (PBIS) to be proactive in teaching students desired behaviors and modeling what those behaviors should look like in the school setting. The RES PBIS process includes identified specific desired behaviors in all areas of the school and classroom (RES Tiger PRIDE Matrix - School-wide &amp; Classroom), specially designed lessons to teach all students each specific behavior, a procedure for recognizing students who exhibit these behaviors (Tiger PAWS points electronically via PBIS App), daily acknowledgement of students demonstrating desired behaviors, and rewards (via grade level and school level PBIS stores and school experiences). A school-wide discipline rubric has been developed to assist teachers in providing consistent and progressive disciplinary actions and SWIS is used to organize behavior data and analyze trends for improvement efforts in our PBIS system. PBIS Tier II training has been provided for a small group of staff members, Tier II process orientation provided to all staff, and Tier II process will continue to be implemented this year.</p>

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ADDITIONAL RESPONSES

<p><b>8. Use the space below to provide additional narrative regarding the school's improvement plan.</b></p>	<p>The RES School Improvement Plan is jointly developed with, and distributed to, parents and family members of all children, including written parental and family engagement policies, agreed on by parents. Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy is made available to the local community and undated periodically to meet the changing needs of parents and the school.</p> <p>The school-wide plan is annually evaluated using state, local, perception, and process data to determine if the plan has been effective in addressing the major problem areas and improving student achievement. The plan is revised as a result of this evaluation.</p> <p>The school-wide plan will be translated, to the greatest possible extent, into the parent's native language. Currently, there is not a significant number of non-English speaking people at RES; therefore, no translation is required. However, funds are set-aside for translation services should the service be necessary. The RES school-wide plan is subject to the school improvement provisions of Section 1116.</p>
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