



# Comprehensive Needs Assessment 2023 - 2024 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                      | Jordan LeFevre      |
| Team Member # 5 | Media Specialist               | Carly Anglin        |
| Team Member # 6 | Special Ed. Lead               | Shelby Ventura      |
| Team Member # 7 | Grade chair/Teacher K          | Kristi Townley      |

#### Additional Leadership Team

|                  | Position/Role                 | Name            |
|------------------|-------------------------------|-----------------|
| Team Member # 1  | TeacherGrade chair/Teacher 1  | Tracey Woody    |
| Team Member # 2  | TeacherGrade chair/Teacher 2  | Paige Grant     |
| Team Member # 3  | Teacher Grade chair/Teacher 3 | Jennifer Garmon |
| 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 | Tracy Phillips |
| Stakeholder # 2 | SGC Community Rep | Tom Pierce     |
| Stakeholder # 3 | SGC Parent Rep    | Blake Samples  |
| Stakeholder # 4 | SGC Parent Rep    | Amanda Mathis  |
| Stakeholder # 5 | SGC Teacher Rep   | Lexie Gee      |
| Stakeholder # 6 | SGC Teacher Rep   | Taylor Tudor   |
| Stakeholder # 7 | ESOL Parent       | David Carillo  |
| Stakeholder # 8 |                   |                |

|  |  |
|--|--|
| <p><b>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?</b></p> | <p>The RES Staff and Charter School Governance Council members were actively involved in the CNA process. Stakeholders analyzed demographic, student achievement, and perception data during the process. Stakeholders including parents, teachers, gifted students, paraprofessionals, and administrators also completed surveys to provide input into the processes and identified areas of concern.</p> |
|--|--|

## 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>  | A systematic, collaborative process is used proactively for curriculum planning.<br><br>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. | ✓ |
| <b>2. Operational</b>  | A systematic, collaborative process is used regularly for curriculum planning.<br><br>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.                                     |   |
| <b>3. Emerging</b>   | A collaborative process is used occasionally for curriculum planning.<br><br>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.  |   |
| <b>4. Not Evident</b>  | A collaborative process is rarely, if ever, used for curriculum planning.<br><br>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.                                  |   |

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>   | <p>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.</p> <p>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.</p> | ✓ |
| <b>2. Operational</b>   | <p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>   |   |
| <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>  | <p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p> |   |
| <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

| <b>Instruction Standard 2 -Creates an academically challenging learning environment</b> |  |   |
|---|--|---|
| <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).<br><br>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.   |   |

| <b>Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</b> |   |   |
|---|---|---|
| <b>1. Exemplary</b>   | 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. | ✓ |
| <b>2. Operational</b>   | Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.<br><br>Learning targets are evident throughout the lesson and in student work.  |   |
| <b>3. Emerging</b>  | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.   |   |
| <b>4. Not Evident</b>   | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.  |   |

| <b>Instruction Standard 4 -Uses research based instructional practices that positively impact student learning</b> |   |   |
|--|---|---|
| <b>1. Exemplary</b>  | 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). | ✓ |
| <b>2. Operational</b>  | 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).                          |   |
| <b>3. Emerging</b>   | Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student 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

| <b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b> |   |   |
|---|---|---|
| <b>1. Exemplary</b>   | 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.<br><br>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).<br><br>Remediation, enrichment, and acceleration are pervasive practices. | ✓ |
| <b>2. Operational</b>   | 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.<br><br>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).   |   |
| <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

| <b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.<br><br>Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. | ✓ |
| <b>2. Operational</b>  | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  |   |
| <b>3. Emerging</b>   | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.  |   |
| <b>4. Not Evident</b>  | 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.   |   |

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



Coherent Instruction Data

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

| <b>Assessment Standard 3</b> -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices |   |   |
|--|---|---|
| <b>1. Exemplary</b>  | 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.<br><br>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. | ✓ |
| <b>2. Operational</b>  | Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.   |   |
| <b>3. Emerging</b>   | 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.   |   |
| <b>4. Not Evident</b>  | Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.   |   |

| <b>Assessment Standard 4</b> -Implements a process to collaboratively analyze assessment results to adjust instruction |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | Teachers extensively use a systematic, collaborative process to analyze assessment results.<br>Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both. | ✓ |
| <b>2. Operational</b>  | Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.   |   |
| <b>3. Emerging</b>   | Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.  |   |
| <b>4. Not Evident</b>  | 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

| <b>Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff</b> |   |   |
|---|---|---|
| <b>1. Exemplary</b>   | Administrators consistently build and sustain relationships to foster the success of students and staff.<br><br>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.  |   |

| <b>Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning</b> |   |   |
|--|---|---|
| <b>1. Exemplary</b>  | Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.<br><br>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.<br><br>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>  | <p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>  |   |
| <b>4. Not Evident</b>   | <p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>  |   |

| <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>  | <p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>  |   |

| <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>  | <p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>   |   |
| <b>4. Not Evident</b>   | <p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>   |   |

Effective Leadership Data

| Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement |  |   |
|---|--|---|
| <b>1. Exemplary</b>   | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.<br><br>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment. | ✓ |
| <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>  | 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.<br><br>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed. | ✓ |
| <b>2. Operational</b>  | Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.<br><br>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.                                  |   |
| <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>  | Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.<br><br>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.   |   |



Effective Leadership Data

| <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

| <b>Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving</b> |   |   |
|---|---|---|
| <b>1. Exemplary</b>   | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.<br><br>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.   |   |

| <b>Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data</b> |   |   |
|---|---|---|
| <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).<br><br>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

| <b>Professional Learning Standard 2</b> -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).<br><br>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.  |   |

| <b>Professional Learning Standard 3</b> -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

| Professional Learning Standard 6 -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.<br><br>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 |  |   |
|---|--|---|
| <b>1. Exemplary</b>   | The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.<br><br>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers. | ✓ |
| <b>2. Operational</b>   | The school has created an environment that welcomes, encourages, and connects family and community members to the school.  |   |
| <b>3. Emerging</b>  | The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.   |   |
| <b>4. Not Evident</b>   | 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 |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.<br><br>Structures are continuously monitored for reliable and interactive communication. | ✓ |
| <b>2. Operational</b>  | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.   |   |
| <b>3. Emerging</b>   | Some structures that promote clear and open communication between the school and stakeholders exist.   |   |
| <b>4. Not Evident</b>  | Few, if any, structures that promote clear and open communication between the school and stakeholders exist.   |   |

Family and Community Engagement Data

| Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students |   |   |
|--|---|---|
| <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.  |   |

| Family and Community Engagement Standard 4 -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

| Family and Community Engagement Standard 5 -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.  |   |

| Family and Community Engagement Standard 6 -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.<br><br>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).<br><br>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.<br><br>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.<br><br>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>  | <p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>   | ✓ |
| <b>3. Emerging</b>   | <p>Some evidence exists that the school supports the college and career readiness of students.</p>  |   |
| <b>4. Not Evident</b>  | <p>Little or no evidence exists that the school supports the college and career readiness of students.</p>  |   |

## Supportive Learning Environment Data

| <b>School Culture Standard 4</b> -Supports the personal growth and development of students |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | 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. |   |
| <b>2. Operational</b>  | 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.  | ✓ |
| <b>3. Emerging</b>   | The school staff sporadically supports the personal growth and development of students.  |   |
| <b>4. Not Evident</b>  | The school staff does little to support the personal growth and development of students.   |   |

| <b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.<br><br>The celebrations are publicized within the school and to the community and support the culture of the school. | ✓ |
| <b>2. Operational</b>  | The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.   |   |
| <b>3. Emerging</b>   | The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.   |   |
| <b>4. Not Evident</b>  | 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><br/>[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>District 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. Title I Parent survey data was used as well.</p> |
|--|--|

|  |  |
|--|--|
| <p><b>What does the perception data tell you?</b><br/>(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-five percent of our certified staff have ten or more years of service. Our certified staff would like to see professional learning in ELA (50%) and Writing Across the Curriculum (61.3%). Additionally, 63.64% 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(63.6%) and understanding poverty and it's impact on student achievement (54.5%). 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 either school personnel or instructors who are not a member of school or system personnel. Teachers also identified the following system needs: providing academic coaches, hiring teachers to reduce class size, increasing leadership opportunities and retaining highly-qualified teachers and principals by improving job satisfaction. Ninety-one percent of certified teachers understand how gifted students are identified and the role of the gifted teacher. Seventy-seven 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 instructional delivery models for gifted 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: social emotional instruction, flexibility in scheduling, and teacher collaboration. Certified staff felt the school needs to continue to offer family nights, parent training, and online newsletters/bulletins. Teachers felt it would be effective to teach parents about learning activities to do at home, help with homework, as well as, how to use online instructional resources to help support their child's reading and math skills at home.</p> |
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|  | <p>In the Spring of 2023, the parent survey was administered and ninety-four percent of our parents said parental involvement was encouraged and they felt welcome at the school. Eighty-seven 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. Parents also 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>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. Ninety-one percent of paraprofessionals responded that supporting the social-emotional needs of students is one of areas that they need support in to improve their performance as a paraprofessional. One hundred percent of the paraprofessionals agreed that the most significant factor in retaining highly-qualified paraprofessionals in increasing salary. Ninety-one percent responded that economically disadvantaged students are not performing to expectations. Eighty-three percent would also like some professional learning managing student behaviors.</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>Having Data Teams for Learning, our teachers create learning plans for students based upon their performance on various assessments. As I conduct quarterly report outs with the staff, teachers need some additional support in identifying students who need remediation in specific phonemic awareness and phonics skills to improve their reading. Staff needs additional training in writing instruction and reading strategies.</p> |
|--|--|

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|--|--|
|  | <p>We continue to have good participation in our Title I parent events, however, 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. These students have benefitted from this school to home partnership.</p> |
|--|--|

|   |   |
|---|---|
| <b>What achievement data did you use?</b> | <p>Current MAP Reading and Math for K-2 and MAP Reading, Math, and ELA for 3-5 grades, current GMAS data, Fountas &amp; Pinnell Reading Data, MAP Lexile Data, Sight word data for K-1, ACCESS data</p> |
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|  |  |
|--|--|
| <b>What does your achievement data tell you?</b> | <p>Our MAP results show reading on grade level and math proficiency have decreased for first and third grades. We will continue to work toward a higher percentage of proficiency. When comparing Spring 2022 to Spring 2023 MAP data on students meeting or exceeding the RIT target, kindergarten reading was up 21% (from 74% to 95%). First grade reading slightly increase by 1% (from 61% to 62%) and second grade data showed an increase by 8% (from 47% to 55%). K-2 MAP Math data showed increases in kindergarten and second. However, first grade saw a decrease in their Math proficiency (FY22 82% to FY23 61%). When comparing the percentage of students reading at/above grade level on GMAS from 2022 to 2023 data, third grade showed a slight decrease from 79% to 76% and fourth grade showed a decrease from 79% to 71%. However, fifth grade had a significant increase from 64% to 79%. When comparing the percentage of students proficient or distinguished in Math in grades 3-5, third grade decreased by 8% (from 56% to 48%), fourth grade was up by 3% (from 56% to 59%), and fifth grade decreased significantly by 19% (from 55% to 36%). Although we saw these changes, 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 2022 to 2023 has decreased by 2% (from 43% to 41%). Staff needs additional training in writing instruction, reading strategies, math and science. Our ACCESS data shows an increase in the percentage of students moving one proficiency band or more from 60% to 63%.</p> |
|--|--|



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|---|---|
| <p>What demographic data did you use?</p> | <p>GMAS Subgroup data- SWD and ELL and for all students from GMAS 2023 data. The 22-23 GMAS has been administered but data disaggregated by demographics is not available at this time.<br/>                 Gifted student performance data from GMAS for Math and ELA. ACCESS data for ESOL students.</p> |
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|   |  |
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| <p>What does the demographic data tell you?</p> | <p>In 2023, we saw an increase in the number of students qualifying for the Gifted program.<br/>                 We had approximately a 50% increase in our ESOL population, therefore, we are going to need to address how we serve them differently in FY24.<br/>                 We also saw a slight increase in our economically disadvantaged, as this was the first year in several that we did not have free lunch for our students.<br/>                 We also had an increase in our SWD population in which we are adding a position for FY24 to address this addition.</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

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|--|--|
| <p><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?</p> | <p>We are either Exemplary or Operational on all the standards for Coherent Instructional System.</p> <p>Continue using MAP, F&amp;P, and DCS Common Unit Assessment data (during quarterly report outs) to drive instruction. Continue work on a standards based report card for K-5. Revisions for K-5 report cards and pacing guides are to be completed this summer. 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.</p>  |
| <p><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?</p>            | <p>We are either Exemplary or Operational on all the standards for Effective Leadership.</p> <p>We will continue to improve our feedback provided to teachers on improving their classroom practices in a timely and efficient manner. We will work to provide more leadership opportunities for staff through school teams and professional learning opportunities. In an effort to increase leadership opportunities and capacity, grade level leaders will be utilized to lead the following new school teams in FY24: STEM, RTI, and DT4L.</p> <p>DT4L, PBIS, SIP report outs, MAP, AIMSWeb, ESGI, Schoology, F&amp;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.</p> <p>In FY23, we had a new principal and new assistant principal. We are still working to build our relationships with the staff as a team.</p> |
| <p><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?</p>          | <p>We are either exemplary or operational on all of the 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. However, difficulty in obtaining substitutes to cover classes for PLs often prohibits us from having extended PLs with our staff. 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 Math standards.</p>  |

## 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 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. We will continue the Tiger Growth sessions (teacher/parent communication session much like APTT) to set academic goals for our students and communicate growth to our parents.</p> <p>We continue to develop ways to encourage family and community engagement. We continue to showcase our resources available for checkout through social media.</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>As we identify students who need support in their social-emotional development, we will work with our school counselor to develop small groups to support these identified needs.</p> <p>We will continue to support teachers in increasing student engagement and academic rigor by having our teachers do quarterly peer observations.</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 17 students participating in the Tier II process.</p> <p>As a school and district, we have implemented the social/emotional learning standards and 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 seen an increase in our enrollment over the past five years from 577 students to 641 students which is an 11% increase. Our percentage of students qualifying for Free/Reduced Lunch has been consistent also, around 50% (+/-5%). Our student race/ethnicity demographics have not changed significantly in any area.</p> <p>Our current FY23 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 first, third and fifth grades.</p> <p>DCS supports RES in providing any academic resources we have needed in the past. In FY23, we implemented F&amp;P Classroom and in FY24, we will implement F&amp;P Writing to support our writing needs at RES.</p>   |

Strengths and Challenges Based on Trends and Patterns

|   |   |
|---|---|
| <p><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?</p> | <p>We need to improve the number of students reading on or above grade level based upon our GMAS data in reading and RIT targets (MAP). On GMAS, there was a decrease in performance in Math in third and fifth grades. We have seen a consistent performance of our gifted math students. However, in FY23, we saw a decrease in the number of gifted students that were proficient or higher in ELA. 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.</p> |
|---|---|

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

|                  |  |
|------------------|--|
| <p>Strengths</p> | <p>In 2022-2023, our strengths for our Special Education students are in student/teacher ratio in 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 2022 and 2023 ACCESS scores reflect a 3% growth in the number of ESOL students who moved one or more proficiency bands.</p> |
|------------------|--|

|                   |   |
|-------------------|---|
| <p>Challenges</p> | <p>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. FY23 GMAS scores show that the vast majority of 3-5 students with disabilities scored 2/Developing or lower in ELA and Math.</p> |
|-------------------|---|

### 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 | As a district elementary administrative team, we developed consistent time frames for our schedules. This will provide our teachers with specific allotted times to teach specific skills such as phonics, vocabulary, guided reading, etc... This will help to ensure we utilize instructional time effectively and efficiently to meet the needs of our learners. We will continue to monitor our reading development utilizing MAP data three times a year. We will also continue to use Lexia to meet the specific needs of each student. We will also implement the Core Phonics screeners and the Heggerty screeners with our K-2 students, SPED students, and any 3-5 student reading below grade level. This will allow us to determine the exact next steps for meeting student needs. |
|---------------------------|---|

##### 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 | With the implementation of the new math standards, we will provide our staff with PL opportunities and required coaching sessions to ensure the standards are taught to the required rigor with fidelity. We will also implement Math by the Book and Math In Practice curriculum resources in all K-5 classrooms this year. In FY24, we will add a STEM auxiliary class to our auxiliary rotation for all grade levels which will support |
|---------------------------|--|

Overarching Need # 2

|                           |  |
|---------------------------|--|
| Additional Considerations | student performance in math. We will continue to monitor student progress in math utilizing MAP. |
|---------------------------|--|

Overarching Need # 3

|   |   |
|---|---|
| Overarching Need                                | Percent of students in ELA not achieving proficient or higher |
| How severe is the need?                         | High  |
| Is the need trending better or worse over time? | Worse   |
| Can Root Causes be Identified?                  | Yes   |
| Priority Order                                  | 3   |

|                           |   |
|---------------------------|---|
| Additional Considerations | In FY24, we will implement the F&P Writing resource to increase student achievement in writing. We will also utilize common rubrics for assessment. Our teachers will also participate in professional learning for the new F&P Writing resource. |
|---------------------------|---|

Overarching Need # 4

|   |  |
|---|--|
| 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                                  | 4  |

|                           |  |
|---------------------------|--|
| Additional Considerations |  |
|---------------------------|--|

### 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, science of reading, 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>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 # 2**

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Continued professional learning and coaching for all K-5 teachers to reinforce the implementation of the F&P Classroom resources, as well as, the new F&P Writing 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students |

Root Cause # 2

|                   |   |
|-------------------|---|
| Impacted Programs | 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 consistent use 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 grade level leaders and administration.   |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>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 # 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |



Root Cause # 4

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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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>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 # 2

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Need to provide professional learning and coaching by ITC to ensure the new math standards are implemented effectively with student engagement and rigor as the focus.  |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

Root Cause # 2

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| Additional Responses |  |
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Root Cause # 3

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Need to 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

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| Additional Responses |  |
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**Overarching Need - Percent of students in ELA not achieving proficient or higher**

Root Cause # 1

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Need for teachers to have a deeper understanding of strategies and best practices in teaching writing across all genres to students.  |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>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 # 2

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Need for a common writing resource across the district for schools to implement to increase student performance in writing.   |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>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                                  | Need for consistent use of exemplars and rubrics to assess student's writing development.   |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

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| 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                                  | Need a consistent CICO process and setting specific goals that target the part of the PBIS Tiger Pride matrix which the students need support so that we 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  | IDEA - Special Education<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment |

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| Additional Responses |  |
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Root Cause # 2

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Need for counselor lead, small group services to address the specific social emotional concerns of students experiencing similar life changing events.   |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment |

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| Additional Responses |  |
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Root Cause # 3

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Need of additional 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  | IDEA - Special Education<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment |

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| Additional Responses |  |
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# School Improvement Plan 2023 - 2024



**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 (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                                    | Continue the consistent use 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 grade level leaders and administration.   |
| Root Cause # 2                                    | Continued professional learning and coaching for all K-5 teachers to reinforce the implementation of the F&P Classroom resources, as well as, the new F&P Writing resources.  |
| Root Cause # 3                                    | Need for teachers to have a deeper understanding of elements of balanced literacy, science of reading, strategies, and practices.   |
| Root Cause # 4                                    | 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.   |
| Goal  | 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.<br>K Baseline:<br>Goal: (A-A: K MAP Fall 2023-K MAP Spr 2024); 1st gr Baseline: Goal: (A-A: 1st MAP Fall 2023-1st MAP Spr 2024); 2nd gr Baseline: Goal: (A-A: 2nd MAP Fall 2023-2nd MAP Spr 2024); 3rd gr Baseline: 76.1% Goal: 79.1% (A-O: 3rdGMAS2023-3rdGMAS2024); 4th gr Baseline: 76.1% Goal: 79.1% (A-A: 3rd GMAS 2023-4th GMAS 2024); 5th gr Baseline: 71.3% Goal: 74.3%(A-A: 4th GMAS 2023-5th GMAS 2024) |

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<br>Title II, Part A   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |



Action Step # 1

|                                      |   |
|--------------------------------------|---|
| Systems                              | Coherent Instruction<br>Professional Capacity   |
| Method for Monitoring Implementation | Agendas and sign-in sheets for training sessions; schedule of coaching session with individual teachers, TKES walkthrough |
| Method for Monitoring Effectiveness  | Increase reading MAP Growth data.<br>TKES walkthrough feedback  |
| Position/Role Responsible            | ITC, Principal, AP  |
| Timeline for Implementation          | Monthly   |

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

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|--------------------------------------|---|
| 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) using assessments such as MAP, F&P Benchmarks, and DCS Common Assessments. The Data Team for Learning process will be facilitated by Admin and ITC. |
| Funding Sources                      | Title I, Part A<br>Title II, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity   |
| Method for Monitoring Implementation | PLC sign-in, standards unpacking forms, DT4L assessments and data/minutes   |
| Method for Monitoring Effectiveness  | District common assessment data. MAP Growth data, and quarterly F&P data.   |

Action Step # 2

|                             |          |
|-----------------------------|----------|
| Position/Role Responsible   | ITC & AP |
| Timeline for Implementation | Monthly  |

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

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| Action Step                          | Continue to provide an effective RTI process (Interventions: Read Naturally, Reading Eggs, LLI, Lexia, Reading Gate, small group/reduced class size instruction (Title I/EIP teacher), and AIMSWEB and Dyslexia screener progress monitoring measures). |
| Funding Sources                      | Title I, Part A<br>Title II, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Progress monitoring data, TEAM time schedule, intervention usage and growth reports,  |
| Method for Monitoring Effectiveness  | AIMSWEB Progress Monitoring Data<br>Decrease the number of students in tier 2 and tier 3 interventions  |
| Position/Role Responsible            | AP, Principal, ITC  |
| Timeline for Implementation          | Monthly   |

Action Step # 3

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

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| 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, ESOL parent events). |
| Funding Sources                      | Title I, Part A<br>Title II, Part A<br>Title III, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Family and Community Engagement   |
| Method for Monitoring Implementation | Session Agendas & Sign-in sheets  |
| Method for Monitoring Effectiveness  | Student progress data on specific grade level goals such as sight words in kindergarten or comprehension strategies for all grades.   |
| Position/Role Responsible            | ITC & ESOL Lead   |
| Timeline for Implementation          | Quarterly   |

Action Step # 4

|   |  |
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| <p>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)?</p> |  |
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

Overarching Need

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|---|--|
| Overarching Need as identified in CNA Section 3.2 | Percent of students' in Math not achieving proficient or higher  |
| Root Cause # 1                                    | Need to 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.   |
| Root Cause # 2                                    | Need to provide professional learning and coaching by ITC to ensure the new math standards are implemented effectively with student engagement and rigor as the focus.   |
| Root Cause # 3                                    | 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.   |
| 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: % Goal: % (A-A: K MAP Fall 2023-K MAP Spr 2024); 1st Gr Baseline: % Goal: % (A-A: 1st MAP Fall 2023-1st MAP Spr 2024); 2nd Gr Baseline: % Goal: % (A-A: 2nd MAP Fall 2023-2nd MAP Spr 2024); 3rd Gr Baseline: 48.35% Goal: 51.35% (A-O: 3rdGMAS2023-3rdGMAS2024); 4th Gr Baseline: 48.35% Goal: 51.35% (A-A: 3rd GMAS 2023-4th GMAS 2024); 5th Gr Baseline: 58.76% Goal: 61.76%(A-A: 4th GMAS 2023-5th GMAS 2024) |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Continue to provide professional learning and modeling of instructional strategies for implementing the new math standards.      |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment                         |
| Method for Monitoring Implementation | PLC sign-in, standards unpacking forms, DT4L assessments and data/minutes  |
| Method for Monitoring Effectiveness  | Increase in student achievement data through the DT4L cycles using common assessments and MAP data.                              |

Action Step # 1

|                             |             |
|-----------------------------|-------------|
| Position/Role Responsible   | Admin & ITC |
| Timeline for Implementation | Monthly     |

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

|                                      |  |
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| 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 utilizing interventions such as skill based workbooks, online practice programs, and standards-based prep workbooks. |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Assessment data, report-out spreadsheets, TEAM time schedule, intervention usage and growth reports, Quarterly grade level report-outs with administrators   |
| Method for Monitoring Effectiveness  | Increase in student achievement in Math. Student growth on MAP Assessments   |
| Position/Role Responsible            | Admin & ITC  |
| Timeline for Implementation          | Quarterly  |

Action Step # 2

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

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Provide one-on-one coaching to all teachers on best practices for teaching the new math standards.   |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement   |
| Method for Monitoring Implementation | Session Agendas & Sign-in sheets<br>Coaching schedule  |
| Method for Monitoring Effectiveness  | Student growth on MAP Assessments and DCS Common Assessments<br>Feedback notes that show a trend in increased knowledge of new math standards.           |
| Position/Role Responsible            | ITC  |
| Timeline for Implementation          | Quarterly  |

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

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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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 in Math including parent/student goal setting activities, providing parents with specific math strategies and games for parent to help support their child at home, and review school/parent commitments on the Parent Compact. (Open House, Lunch & Learn sessions Tiger Growth Sessions 3/year, parent resource room/cart, parent conferences, ESOL parent nights). |
| Funding Sources                      | Title I, Part A<br>Title II, Part A<br>Title III, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |
| Systems                              | Coherent Instruction<br>Family and Community Engagement   |
| Method for Monitoring Implementation | Agendas & Sign In Sheets  |
| Method for Monitoring Effectiveness  | Student progress data on specific goals such as multiplication facts or addition facts.   |
| Position/Role Responsible            | ITC   |
| Timeline for Implementation          | Quarterly   |



Action Step # 4

|   |  |
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| <p>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)?</p> |  |
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

Overarching Need

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|---|--|
| Overarching Need as identified in CNA Section 3.2 | Percent of students in ELA not achieving proficient or higher  |
| Root Cause # 1                                    | Need for teachers to have a deeper understanding of strategies and best practices in teaching writing across all genres to students.   |
| Root Cause # 2                                    | Need for consistent use of exemplars and rubrics to assess student's writing development.  |
| Root Cause # 3                                    | Need for a common writing resource across the district for schools to implement to increase student performance in writing.  |
| Goal  | Increase percentage of students in grades 3rd-5th scoring proficient/higher in ELA as measured on GMAS EOG 3-5. 3rd Gr Baseline: 30.4% Goal: 33.4% (A-O: 3rdGMAS2023-3rdGMAS2024); 4th Gr Baseline: 30.4% Goal: 33.4% (A-A: 3rd GMAS 2023-4th GMAS 2024); 5th Gr Baseline: 35.1% Goal: 38.1%(A-A: 4th GMAS 2023-5th GMAS 2024) |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Provide professional learning on strategies for teaching writing across the curriculum and different genres.   |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Family and Community Engagement<br>Supportive Learning Environment                                       |
| Method for Monitoring Implementation | Agendas and sign-in sheets for PLC meetngs   |
| Method for Monitoring Effectiveness  | Observations of writing instruction in the classroom   |
| Position/Role Responsible            | ITC and Administration   |
| Timeline for Implementation          | Monthly  |

Action Step # 1

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

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| Action Step                          | Consistent use of common writing rubrics in grades 3rd-5th. Review and/or develop common rubrics for assessing various components of the writing process for K-2nd and identify exemplars to utilize with classroom instruction.for K-5th. |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Sign in sheets and agendas from PLC meetings.<br>Lesson plans/observations of utilization of rubrics and/or exemplars with class.  |
| Method for Monitoring Effectiveness  | Data Team analysis of common writing assignments using common rubrics.   |
| Position/Role Responsible            | ITC and Administration   |
| Timeline for Implementation          | Weekly   |

Action Step # 2

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

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Utilize new F&P Writing resource to ensure consistency in writing instruction.   |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment              |
| Method for Monitoring Implementation | Classroom observations   |
| Method for Monitoring Effectiveness  | Lesson plans/observations of utilization of rubrics and/or exemplars with class  |
| Position/Role Responsible            | ITC and Administration   |
| Timeline for Implementation          | Weekly   |

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

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

### 2.4 Overarching Need # 4

#### Overarching Need

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| 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                                    | Need for counselor lead, small group services to address the specific social emotional concerns of students experiencing similar life changing events.   |
| Root Cause # 2                                    | Need of additional effective Tier 2 intervention strategies for students with behavioral needs.  |
| Root Cause # 3                                    | Need a consistent CICO process and setting specific goals that target the part of the PBIS Tiger Pride matrix which the students need support so that we decrease the student supports over time for students on Tier 2. |
| Goal  | Decrease the percent 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

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|--------------------------------------|---|
| Action Step                          | Enhance our Tier II CICO process to ensure a consistent process that will lead to student success. Have a consistent person CICO with our tier II students every day. |
| Funding Sources                      | Title IV, Part A  |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant              |
| Systems                              | Supportive Learning Environment   |
| Method for Monitoring Implementation | Scheduled time for parapro each afternoon who will implement CICO<br>CICO Student Data Sheets   |
| Method for Monitoring Effectiveness  | Decrease the number of students needing CICO.   |
| Position/Role Responsible            | PBIS Team Member (para)   |
| Timeline for Implementation          | Weekly  |

Action Step # 1

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

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Improve communication and relationships with parents by holding meetings for tier II students who are not consistently meeting their goals.              |
| Funding Sources                      | Title IV, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Supportive Learning Environment  |
| Method for Monitoring Implementation | Monthly PBIS Tier II meetings data   |
| Method for Monitoring Effectiveness  | CICO Student Data Sheets   |
| Position/Role Responsible            | PBIS Tier II Coach, Tier II team, and admin.   |
| Timeline for Implementation          | Monthly  |

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

|                                      |  |
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| Action Step                          | Continue to implement SEL standards and the SSIS-SEL assessment and provide Second Step for all students.  |
| Funding Sources                      | Title IV, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Supportive Learning Environment  |
| Method for Monitoring Implementation | Lessons plans for the Second Step program and standards  |
| Method for Monitoring Effectiveness  | Decrease number of students needing Tier II  |
| Position/Role Responsible            | PBIS Tier II Coach, Principal  |
| Timeline for Implementation          | Weekly   |

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

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

Required Questions

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| <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>   |

|                     |   |
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| <p>applicable).</p> | <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

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| <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; andIncreased 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> |
|---|---|

|   | School Goals   | District  |   |
|---|--|---|---|
|  | <b>Goals</b>   |   |  |
|   | Increase all students' performance in Reading by 3% as measured by the percentage of K-2 students meeting/exceeding RIT target score on the ELA portion of 2022-23 NWEA MAP from Fall to Spring and increase the percentage of all 3 <sup>rd</sup> -5 <sup>th</sup> grade students reading on grade level as measured by GMAS. Fall Baseline: TBD. | Increase the percentage of students reading at or above grade level and scoring proficient or higher on state assessments in all core content areas by 3%.  |   |
|   | Increase all students' performance in Math by 3% as measured by the percentage of K-2 students meeting/exceeding RIT target score on the Math portion of 2022-23 NWEA MAP from Fall to Spring and increase the percentage of all 3 <sup>rd</sup> -5 <sup>th</sup> grade students achieving proficient or higher on Math GMAS. Fall Baseline: TBD.  | Increase the percentage of IDEA students scoring at developing or higher in ELA & Math, and at or above grade level in Reading as measured by the state assessment by at least 3% at each school in order to decrease the achievement gap between IDEA and non-IDEA students. |   |
|   | Decrease the number of students needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 5% from Fall to Spring data.  | Provide students with social and emotional learning support to improve their mental health well-being, which directly impacts students' ability to learn and grow academically.   |   |

This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. By linking learning, the school and parents will build and develop a partnership that will help our students achieve the state's high standards for the school year.

| We will support learning in the following ways... | School Responsibilities  | Parent Responsibilities  | Student Responsibilities   |
|---|--|--|--|
| <b>P</b><br>Positive Attitude                     | <b>PROVIDE</b> students and parents with quarterly feedback regarding academic progress in reading and math.           | <b>PARTICIPATE</b> in conferences to discuss feedback regarding academic progress in reading and math.   | <b>PARTNER</b> with my teachers and parents to use feedback to monitor my personal goals in reading and math.                                      |
| <b>R</b><br>Respectful Behavior                   | Develop positive <b>RELATIONSHIPS</b> through meaningful parent conferencing and provision of volunteer opportunities. | Develop positive <b>RELATIONSHIPS</b> by attending school events, parent conferences, volunteering as my schedule permits.                           | Accept <b>RESPONSIBILITY</b> for my own actions inside the school building to help meet my academic goals in reading and math.                     |
| <b>I</b><br>Integrity                             | <b>INCORPORATE</b> teaching and learning through participation in professional development and data teams.             | <b>INCREASE</b> my child's academic achievement by reading at least 20 minutes per night and engaging my child in a daily conversation about school. | <b>INCREASE</b> my academic achievement by reading at least 20 minutes per night and engaging in a daily conversation about school with my family. |
| <b>D</b><br>Doing Your Best                       | <b>Dedicate</b> time each morning to remind students to be at school "On Time, All Day, Every Day."                    | <b>DEDICATE</b> attendance as an area of focus each day by having my child at school "On Time, All Day, Every Day."                                  | <b>DEDICATE</b> attendance as an area of focus each day by being at school "On Time, All Day, Every Day."  |

## What is a School - Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, teachers, and administrators develop together. It explains how parents and teachers will work together to make sure all students receive the individual support they need to reach and exceed grade level standards. During fall conferences, the compact will be distributed and signed by the teacher, parent and student.

## The School – Parent Compact is Jointly Developed.

The RES Family-School Compact is jointly developed and reviewed throughout the year using feedback gathered from parent, student and teacher surveys, and various parent meetings including School Governance, Annual Title I Parent Meeting, and PTO. The Compact is revised yearly. Additional copies of the compact can be found in the Parent Resource Room, Media Center, the front office, or on the school website.

For more information or to share comments regarding the compact, please contact Assistant Principal, Marcus Bottoms, at 706-265-6544 [marcus.bottoms@dawson.k12.ga.us](mailto:marcus.bottoms@dawson.k12.ga.us).

### RES Promotes Communication in Multiple Ways.

Robinson Elementary School is committed to communicating regularly with families about children's learning. Some of the ways families can expect the school to communicate are:

\*Weekly homework folders, newsletters, emails

\*Phone Calls

\*Schoology, Facebook, Twitter

\*Mid-terms & Report Cards

\*Parent Teacher Conferences

\*Remind

\*School Website

Parents may contact teachers by email. Email addresses are listed on the school website.

## RES Values Partnerships – How Can You Get Involved?

Volunteer in classrooms

Eat lunch with your child

Read with your child at home

Volunteer in the Media Center

Attend family involvement and PTO activities

Participate in Field Day

# E

Empathy

**Extend** family involvement by providing families with events & activities to encourage reading and studying together.

**EXTEND** my child's learning by participating in family friendly events & activities to encourage reading and studying together.

**EXTEND** my learning by participating in family friendly events & activities to encourage reading and studying with my family.

## Family Involvement Opportunities

Robinson Elementary School will host events for parents to support a partnership among the school, parents, and the students to improve academic achievement for our students. All parents are invited to attend! You can find more information regarding these events on the RES webpage at <http://dawsonrobinson.ss7.sharpschool.com/calendar>, SchoolMessenger, emails, phone calls, event flyers, and newsletters that will be sent home. We look forward to seeing you at these events this year!



## Parent Resource Room

The RES Parent Resource Room provides an inviting atmosphere for parents, grandparents, stepparents, and other caregivers of RES children who need information and resources.

The Parent Resource Room has a collection of books on school related issues and parenting topics and also offers games and activities designed for school aged children and parents. The resources are free to check out, and you may sit and enjoy the materials in the Parent Resource Room, or take them home with you.

The Parent Resource Room is open during regular school hours and is located across from the Media Center. If you need any assistance in the Parent Resource Room please let the front office staff know or contact Michelle Richardson at [mrichardson@dawson.k12.ga.us](mailto:mrichardson@dawson.k12.ga.us) or 265-6544 ext. 1188.



# Robinson Elementary School

## School – Parent Compact

2022-2023



1150 Perimeter Road  
Dawsonville, GA 30534  
706-265-6544

[www.dawsoncountyschools.org](http://www.dawsoncountyschools.org)

Linda Bearden, Principal  
[lbearden@dawson.k12.ga.us](mailto:lbearden@dawson.k12.ga.us)

Marcus Bottoms, Assistant Principal  
[marcus.bottoms@dawson.k12.ga.us](mailto:marcus.bottoms@dawson.k12.ga.us)

Revised 6/23/2022



### Parent Engagement

Robinson Elementary and our parents are members of the Parent Teacher Organization (PTO) to increase Family-School Partnerships. The corporation is organized for the purpose of supporting the education of children at Robinson Elementary by fostering relationships among the school, parents, teachers, and community.

RES is committed to involving our parents in the planning, review, and improvement of Title I programs, including the school Parent & Family Engagement Plan (PEP) and the Title I Schoolwide Plan (SWP) by inviting all parents to serve on the PTO Executive Board. The PTO coordinates many events throughout the year to increase parental engagement.

If you would like to request to meet or learn about volunteer opportunities or school committees or teams, please contact Linda Bearden at [lbearden@dawson.k12.ga.us](mailto:lbearden@dawson.k12.ga.us) (706) 265-6544 ext. 1101.

### Parent Resource Room

The RES Parent Resource Room provides an inviting atmosphere for parents, grandparents, stepparents, and other caregivers of RES children who need information and resources.

The Parent Resource Room has a collection of books on school related issues and parenting topics, and also offers several activities and books designed for parents of school aged children. The resources are free to check out, and you may sit and enjoy the materials in the Parent Resource Room, or take them home with you.

The Parent Resource Room is open during regular school hours and is located across from the Media Center. If you need assistance checking out materials, please contact Michelle Richardson at [mrichardson@dawson.k12.ga.us](mailto:mrichardson@dawson.k12.ga.us) or (706) 265-6544 ext. 1188.

### Helpful Parent Resources

The students of RES are exposed to a rigorous curriculum that follows the Georgia Standards. More information regarding these standards can be found at <https://www.georgiastandards.org/Pages/parents.aspx>

**OneDawson Portal** – Use this link to access important resources for Dawson County Schools. Here you can find links to PowerSchool, Schoology, and more!  
<https://launchpad.classlink.com/dawson>

**Georgia Milestones - Grades 3-5**  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

**RES School Website** - Visit our website for a variety of online resources for each grade level.  
<http://dawsonrobinson.ss7.sharpschool.com/>

### Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the school's Main Office or feel free to send an email to Linda Bearden at [lbearden@dawson.k12.ga.us](mailto:lbearden@dawson.k12.ga.us). You may also view this plan on the RES website and download a Parent Comment Form. Please use this form to make suggestions and comments, and then return the form to your child's classroom teacher. You can also provide feedback to the District on the school's Title I Program by visiting the Dawson County System website.

Name: (optional): \_\_\_\_\_

Telephone Number: (optional): \_\_\_\_\_

Comments: \_\_\_\_\_

### Robinson Elementary School Parent and Family Engagement Plan for Shared Student Success



2023-2024 School Year  
Robinson Elementary School  
1150 Perimeter Road  
Dawsonville, GA 30534  
706-265-6544

Linda Bearden, Principal

<http://dawsonrobinson.ss7.sharpschool.com/>

Plan Revised July 4, 2023

### What is Title I?

Robinson Elementary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental engagement. All Title I schools must jointly develop with all parents a written parental engagement policy, as well as suggestions for the allocation of funds for parent engagement activities.

### School Plan for Shared Student Achievement

**What is it?** This is a plan that describes how Robinson Elementary will provide opportunities to improve parent engagement to support student learning. Robinson Elementary values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Robinson Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

**How is it developed and revised?** Robinson Elementary School welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan is posted on our school website for parents to view with feedback forms available on the school website, in the front office, in the media center, and Parent Resource Room for parents to offer input, questions and concerns. We also provide an annual survey online for parent suggestions on the plan. The plan is distributed along with feedback forms at the Annual Title I parent meeting, School Governance Meetings, Student Leadership Team Meetings, and PTO meetings. If you have any concerns, please do not hesitate to contact us by phone or email.

**Who is it for?** Robinson Elementary School provides Schoolwide Title I services. Schoolwide programs offer more support options for struggling students. The Title I resources are available to all students and assists the school with staff scheduling. The professional development activities can be extended to all staff of RES.

**Where is it available?** At the beginning of the year, the plan will be shared at the Annual Title I Parent meeting. An electronic copy can be found on our school website. Parents can also retrieve a copy of the plan in the Parent Resource Room, Media Center, and Front Office.

## Parental Engagement

Robinson Elementary believes that parent engagement means the participation of parents in regular and meaningful communication involving student academic learning and other school activities.

Ensuring that –

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- Activities described in this plan are carried out and evaluated for success or revision.

Annual parent surveys are used to determine how funds reserved are allotted for parental engagement activities.

Robinson Elementary is committed to helping our parents attend the parental activities listed in this plan.

Please call or email  
Linda Bearden at [lbearden@dawson.k12.ga.us](mailto:lbearden@dawson.k12.ga.us)  
if you need assistance with childcare or transportation in order to participate in our programs.

706-265-6544 ext. 1101  
<http://dawsonrobinson.ss7.sharpschool.com/>

## Robinson Elementary is Branching Out!

RES will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities are available to all, including parents with limited English, parents with disabilities, and parents of migratory children, to the greatest possible extent, and posted on the school website.
- ✓ Conduct staff development to address how to build ties between parents and schools for the purpose of increasing student achievement. Sessions will emphasize the importance of addressing the academic strengths and weaknesses of students, how to reach out to parents as equal partners, and how to value the utility of their contributions so that they may help their child succeed academically.
- ✓ Upcoming Kindergarten students and their parents will participate in Kindergarten Round Up to address questions and concerns about the upcoming year. Teachers meet collaboratively with RES onsite Pre-K teachers to discuss ways to help transition students from the developmentally appropriate methods used in the Georgia State Pre-K to the GSE driven Kindergarten.
- ✓ Partner with Dawson County Middle School to prepare parents and their child for Middle School and improve school transition.
- ✓ Share information in the parent's native language to the greatest possible extent on the school website and school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ Communicate with all families and the community on a regular basis regarding schoolwide events and activities, such as phone messages, social media, and flyers.
- ✓ Work with parents to develop relevant trainings and presentations to educate staff on the importance of parental involvement.
- ✓ Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Collaborate with community leaders and business groups to increase participation and awareness of the school parental engagement plan and activities.
- ✓ Listen and respond to parents' requests for additional parental engagement activities and involve parents in the decisions regarding how reserved funds are allotted for these activities.
- ✓ Offer meetings at various times and formats to meet parent needs.
- ✓ Involve parents in the decisions regarding how reserved funds are allotted for parent engagement activities.

## Robinson Elementary Goals

Increase percentage of students in K-2<sup>nd</sup> meeting MAP Rdg RIT Target and 3<sup>rd</sup>-5<sup>th</sup> reading at/above grade level by 3% as measured on Spr. MAP K-2 and on GMAS EOG 3-5.

Increase percentage of students in grades K-2<sup>nd</sup> meeting MAP Math target and 3<sup>rd</sup>-5<sup>th</sup> scoring proficient/higher in Math as measured on Spr. MAP K-2 and on GMAS EOG 3-5.

Increase percentage of students in grades 3<sup>rd</sup>-5<sup>th</sup> scoring proficient/higher in ELA as measured on GMAS EOG 3-5.

Decrease the percent of students needing social-emotional interventions as measured by the number of students in PBIS Tier 2 by 10% from Fall to Spring data.

## District Goals

Increase the percentage of students reading at or above grade level and scoring proficient or higher on state assessments in all core content areas by 3%.

Increase the percentage of IDEA students scoring at developing or higher in ELA & Math and at or above grade level in Reading as measured by the state assessment by at least 3% at each school in order to decrease the achievement gap between IDEA and non-IDEA students.

Provide students with social and emotional learning support to improve their mental health well-being which directly impacts students' ability to learn and grow academically.

## Family-School Compacts

As part of this plan, Robinson Elementary and our families will develop a school-parent compact. This is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all RES students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback gathered from parents, students, and teachers through surveys, and various parent meetings including School Governance, the Annual Title I Parent Meeting, and PTO. The School-Parent Compacts were provided at Open House. Additional copies may be found on the RES website and the front office.

## Let's Get Together!

Robinson Elementary will host events to build the capacity for strong parental engagement to support a partnership among the school, parents, and the community to improve student academic achievement.

Open House – August 2, 2023, 4:00 p.m. – 6:30 p.m.

- ✓ Receive information from your child's teacher and learn about the different aspects and programs of RES.

Annual Title I Meeting – September 21, 2023

- ✓ We invite you to learn and share about our Title I program including our parent engagement policy, the school-wide plan, the school-parent compact and the parents' requirements. Invitations will be sent home and posted on the school website.

Parent/Teacher and Student Conferences-Week of October 23, 2023

- ✓ You will receive information on curriculum updates relevant to your child's grade level and learn about your child's academic progress. Parents will also receive tips to make homework time easier and more effective.

A Parent's Guide to Raising Digital Natives-Facebook Live Event Sponsored by Pioneer RESA - TBD

- ✓ Parents and Students participate in the integration of technology.

Veteran's Day Program-November 10, 2023

- ✓ Please join us as we honor our veterans and learn about American history through their personal experiences.

4<sup>th</sup> grade Musical – TBD

- ✓ Please join us as our Auxiliary department and 4<sup>th</sup> grade students perform a musical drama.

Tiger Growth Nights - TBD

- ✓ Families will be provided materials and opportunities to practice activities that promote student growth in the foundational grade-level skills.