Comprehensive Needs Assessment
2022 - 2023 School Report

Walker County
Rossville 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	Courtney Gadd
Team Member # 2	Assistant Principal	Matt King
Team Member # 3	Teacher - SMASH LAB	Candy Britton
Team Member # 4	Teacher - Kindergarten	Bethany Wooten
Team Member # 5	Teacher-1st	Stacy McDowell
Team Member # 6	Teacher - 2nd	CJ Posey
Team Member # 7	Teacher - 3rd	April Hulgan

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher - 4th	Jessica Aitchison
Team Member # 2	Teacher -5th	Ashley Moya
Team Member # 3		
Team Member # 4	Teacher - SPED	Kathy Murphy
Team Member # 5	Academic Coach	Jason Liggins
Team Member # 6	Family Engagement	Jennifer Silecchia
Team Member # 7	Teacher - SPED	Brooke Thomason
Team Member # 8		
Team Member # 9		
Team Member # 10	Secretary	Brandi Layne

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Brandi Layne
Stakeholder # 2	Parent	Crystal Bass
Stakeholder # 3	Business Partner	Corbin Kinsey
Stakeholder # 4	Parent	Barry and Stacey Taylor
Stakeholder # 5	Business Partner	Joe Callahan
Stakeholder # 6	Business Partner	Sandy Mathseson
Stakeholder # 7	Parent	Parent
Stakeholder # 8	Business Partner	Barbara Leonard

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?	Use of surveys, collaboration and feedback was provided to the team. Discussions took place to identify strengths and weaknesses of the school. Continued to discussions and identifying what is already in place, what is working/not working continues to be part of the BST meeting agenda.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

2.2 Effective Leadership

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	1.li dir="ltr" TKES Surveys ,Title I Parent Survey, Title I Teacher Survey,Title I Student Survey, Climate Survey, Professional Learning Survey, Local School Perception Data

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The school is perceived as an open space for families. Students and families feel like RES is a safe place for students. We continue to look at new avenues to create opportunities for parents to volunteer within the building. • 95.1% Discipline Climate • 96.8 Safe Learning Environment Perception Data: • Student Climate- 69% • Staff Climate- 72.6% • Parent Climate - 87.3% • Discipline Climate- 95.1% • Safe Learning Environment- 96.8% *Y19-Y20 Data could not be collected due to shortened school year.

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)	We met with the leadership team 10 times during the school year. We also met with 15 community stakeholders to analyze school data and evaluate our needs based on performance four times a year.

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?")	The process data supports the findings of the perception data cataloged in the data collection portal. The process data identified areas of strength and weakness within the school. The process data identified the following strengths: communication, sense of family or community within the school, and a supportive environment for the diverse needs of students. The process data identified the following weaknesses: lower achievement scores in reading and Math with our SWD and minority populations, a need for increase use of technology and manipulatives in the classroom, and more focused work in the use of data notebooks and the need to move back to a workshop model and Readers/Writers workshop throughout the grade levels, as well as a need to transform the structure of our current Better Seeking Team and rebrand it into a Leadership Team that will be allotted time during the year to work on the data analysis components. Additionally, we look to improve our use of online assessment tools as a platform to address the differentiated needs of students.

What achievement data did you use?	Georgia Milestones GKIDS SLDS – Georgia Milestones, Student Growth, etc Promotion/ Retention Data Lexile Scores Local School Data Subgroup Data Attendance Data Discipline Data PBIS Walkthrough Data IXL Data Moby Max Data Reading Wonders Data MAP DATA

What does your achievement data tell you?	Y18-Y19 Goals and Data In Math, we will increase our overall proficiency, a measure of students as "Proficient Learners" or "Distinguished Learners", from 24% to 29% by the end of the 2018-2019 school year. This measurement tool will be calculated from the data gathered from the GDOE and using the LDS support tool. We will continue to increase our overall GA Milestones Math scores. Students will continue to be supported in the area of problem solving and reasoning skills. Reading/ELA, we would like to see an increase in our Lexile scores by the end of the 2018-2019 school year. We set the following goals for each of these tested grade levels. 3rd grade students with a Lexile score of greater than 650 to increase from 36.8% to 41.8% . 4th grade students with a Lexile score of greater than 750 to be 32% from a previous benchmark score in 3rd grade of 25.6%. 5th grade students with a Lexile score of greater than 850 to be 42% from a

previous benchmark score in 4th grade of 37%.
In Science, we would like to see our overall CCRPI proficiency score increase from 32% to 37% by the end of the 2018-2019 school year.

The school year was cut short due to Covid-19. No testing occurred at the end of Y19-Y20 to collect data.

Y19-Y20 MAP DATA and Goals
In reading:
3rd grade students - 54.4% met their projected growth, our goal for 3rd graders will be a 3% increase to 56% by spring of Y21
4th grade students - 52.5% met their projected growth, our goal for 4th graders will be a 3% increase to 54% by spring of Y21
5th grade students - 46.8% met their projected growth, our goal for 5th graders will be a 3% increase to 48.2% by spring of Y21

In Math:
3rd grade students - 55.7% met their projected growth, our goal for 3rd graders will be a 3% increase to 57.3% by spring of Y21
4th grade students - 40.9% met their projected growth, our goal for 4th graders will be a 3% increase to 42.1% by spring of Y21
5th grade students - 33.3% met their projected growth, our goal for 5th graders will be a 3% increase to 34.3% by spring of Y21

What demographic data did you use?	According to a June report 2020 from GDOE: At RES there are 25 students that identify as Hispanic, 53 that identify as Black, 18 identify as two or more races, and 324 that identify as White. The Walker County (746) Free and Reduced Lunch (FRL) - Fiscal Year 2019 Data Report indicates that95% of the students qualify.

What does the demographic data tell you?	95% of the students qualify. This data has trended towards a greater Hispanic population over the last five years. The FRL has trended up as well during this same period of time, as is our other minority populations. Students will continue to receive additional supports and services to help them in these areas of immediate concerns.

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

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on conversations with the academic coach and TKES observations, as well as data collected from teachers, the following was determined: **Strengths**: Teachers in each grade level have a common planning time daily. They meet once a week with the academic coach for grade level meetings. Grade levels also meet together at least once a month. The county provided teachers with a reading curriculum, but not a math curriculum. Offering/providing vertical math planning days and all day subject specific planning days would be beneficial to math teachers. Teachers have been through the Capturing Kids Hearts and PBIS training and use the models in classrooms. The use of expectations and social contracts have created learning environments conducive to learning. The relationships that have been established because of these models have naturally made the learning environments in each classroom conducive to learning. Teachers use the standards to plan research based, engaging lessons and assignments that promote student growth and engagement at all DOK levels. Most teachers communicate clear standards based, learning targets at the beginning of lessons. Most teachers provide timely feedback to students, promote cooperative learning, encourage goal setting, and real world application. Most teachers do an excellent job of focusing on the students on or below grade level. They provide enrichment groups for students that master standards and promote challenging applications that involve higher order thinking skills. Teachers utilize Google Classroom to post assignments and resources for students to use to enhance learning. Teachers have gone through the Google Certification process and are Level 1 Certified. Also, many instructional websites as well as different mediums are used to help students understand the content in each subject area. Every student grades 2-5 are assigned a chromebook to use each day. All classrooms have interactive boards. Teachers use language of the standards to provide feedback to students that is specific to their performance. Most students have access to rubrics and checklists to actively monitor their own learning. We have an MTSS Team that looks at data continuously throughout the year. Students' interventions are changed based on the amount of progress they are making. Students have a built in intervention time during the day in which they go to a teacher who is trained in teaching that particular topic. Nearly all assessments are aligned to the standards. Across most grade levels we use DIBELS, DRA, and MAPS testing. Each grade level also has assessments aligned to their own specific standards. Teachers have been trained to give the MAP benchmark assessment 3 times a

Strengths and Challenges Based on Trends and Patterns

	year. This is a growth measurement assessment that tests reading and math. They also give DRA and DIBELS reading assessments 3 times a year. Most teachers have meetings in which they bring assessment data (such as MAPS and GKIDS). They use this data to plan next steps to drive instruction. Assessment data is also used to adjust interventions for students. Most teachers use the same grading practice (1-4). Grading practices are standards based to monitor student progress on the required standards. Most teachers allow for retesting to show growth when a students scores low on an assessment. **Challenges:** It is determined that only some of our teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Furthermore, only some of our teachers provide an accurate indication of student progress on the required standards, and only occasionally use a collaborative process to analyze assessment results. Lastly, more work needs to be done to address uses of data analysis to monitor student progress, inform instruction, or improve teacher practices.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on conversations with the school leadership team and through teacher survey, as well as data collected from teachers, the following was determined: **Strengths:** Administration looks to build and sustain relationships with students and teachers. They look for ways to encourage and support teachers to facilitate change when necessary. For the most part, administrators have systems in place to ensure effective implementation of curriculum, assessment, and instruction. The administrators have numerous processes in place to analyze data. Administrators have put in place an effective way for the teachers to share in the decision making process, which includes data-driven analysis process to drive student learning. **Challenges:** Administration needs to further support teachers through monitoring and ongoing evaluation to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. More specifically, more supports need to be available to teachers to analyze multiple sources of data including (e.g., classroom, grade level, departmental, and subgroup, perception data).
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on conversations with the school leadership team and through teacher survey, as well as data collected from teachers, the following was determined: Strengths: We share decision making at WOW meetings, grade level leadership meetings, Positive Hearts meetings, BST meetings, PBIS meetings, site safety meetings, integrated grade level meetings and faculty meetings. Study groups meet with Dr. Liggins to discuss student achievement data as well as examine student work. Teachers recognized a weakness in writing that they felt needed to be addressed. Some teachers attended a professional learning series designed to equip teachers with a skill-set to develop rigor in writing. Administration

Strengths and Challenges Based on Trends and Patterns

	and teachers recognized the need for rigor to be taught in Math. Several of our teachers attended Math training with NWGA RESA Rigor Redefined. We use IXL diagnostics, DRA levels, MAP testing, DIBELS, and other informal assessments to determine needs based on this data. Administrators and the academic coach collaborate with us during grade level meetings and after classroom observations. Administrators and the academic coach recommend many different professional learning opportunities throughout the school year. Administrators and the academic coach have offered specific professional learning to individuals that will enhance their teaching. For example, Mrs. Williams attended a webinar that will help prepare her for our upcoming Forest Kindergarten. Another example, Dr. Liggins, Allison Kisor, and Ashley Moya attended an online MAP training. Dr. Liggins redelivered the training to the rest of the staff. Staff now understands the importance of MAP scores, how to read the different types of scores, and how to target the learning of our students. Our administrators, academic coaches, and teachers define expectations during SLDS conferences and faculty meetings. Grade levels discuss during grade level meetings the expectations for the upcoming professional development. We also debrief and share after any professional development meeting. Staff evaluates student work samples and problem solve during weekly grade level meetings.Several teachers have participated in action research involving specific needs of their students. Webinars are available and participated in. Staff is provided feedback and coaching by the academic coach and administrators. RES has provided planning days (or professional learning) days in the past. These days were set apart so that teams could plan and develop curriculum as a grade level as well as gain insight and input from our academic coach, Dr. Liggins. Before COVID-19, RES scheduled three full planning days for every teacher in the building. In addition to this resource, teachers can request professional development or specific training they would like to participate in through the school's budget. Many free resources are made available through email to teachers from the administration. Teachers participate in self assessment to determine their professional learning needs. This is completed multiple times a year. Teachers use a variety of assessments to evaluate their students academic progress and learning. Examples include Dibels, MAP, DRA, progress monitoring, standard mastery grading, and pre and post assessments of received training in specific content areas. These scores are compared to scores prior to training. Challenges: It was determined that more support was needed in the development of tailored professional development of the staff. This would include, but not limited to: more focus walkthroughs, problem-solving sessions, curriculum development, and the creation and usage of formative assessments. Additionally, administrators will work to define the expectations of the professional learning, as well as give necessary feedback.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on data presented by the family engagement office, and from teacher survey data, the following was determined: **Strengths:** Though, this year has caused others to not be in the school, our parent involvement coordinator presented all meetings on zoom and brought in the community, teachers and parents. Parents were given opportunities for "breakfast "with moms, breakfast with dads, and educational meetings. The educational meetings are academic nights that help our parents understand what is happening within the classroom, such as reading night, math night or even Georgia Milestone night. Parents also have the opportunity to do volunteer work at home through our take home program. Family engagement center has a lot of materials to "check out" such as games, flash cards, and other learning activities. This year since we could not have people in the building we were able to do a Drive-through open houses and school celebrations, which brought the community back into our school. Our school council also meets regularly through zoom to bring in the community, parents and teachers to collaborate for the betterment of the school. Also, the RES teachers do communicate through monthly newsletters and dojo. The Family involvement center communicates through newsletters, dojo, and social media outlets. RES also offers an after school program through the YMCA to help take away the burden of working parents. The classroom teachers send home academic progress reports as well as report cards that communicate the standards that are being taught. Newsletters and letters go home to show what is being taught in the classroom for the month. Teachers send DOJO messages on what is being taught for the week to communicate with the parents so they can work on ixl standards at home. Not only does parent involvement connect our parents to outside resources in the community but our guidance counselor does too. She is in constant communication with DFACS and Georgia Hope to make the lives better for our students and parents. She also works with agencies and churches to bring in food for families on a weekly basis as well as for special holidays. For the last few years, we have been able to have a track team that connects the school to other schools and outside agencies. The students love this. We have clubs that the students go to monthly and look forward to that coming back when things get back to normal. We also have Girls That Code and the Lego Club. The SPED dept has a Parent Mentor who is available at the drop of a hat (email/text/call/etc) to families. She provides emotional support, and she also is a veritable wealth of information regarding resources specific to SPED students. This info is shared w/ parents via each SPED student's case manager throughout the year. We are in constant communication with the churches and are able to ask for donations of school needs. They have donated picnic tables and a lot of school supplies. The school keeps a food box out front to give back to the community as well as we have a clothes closet that is used daily but also we are able to give large donations to families in need with clothes and furniture. "Capturing Kids Hearts" Builds capacity to sustain relationships with students and families. Weekly PLC's, MAP Testing, and MTSS daily to ensure effective implementation of curriculum. TKES and RES Intervention (MTSS) supports with student and staff performance. Weekly PLC's, MAP Testing, and MTSS

Strengths and Challenges Based on Trends and Patterns

	meetings ensure effective implementation of curriculum. **Challenges:**It is determined that RES needs to explore even more opportunities to parents to volunteer in the building and increase the capacity (e.g., parent training, lunch and learn) of families to use support strategies at home that will enhance academic achievement. Secondly, though the teachers do communicate through monthly newsletters, parents have expressed a need to know more about academic expectations of the class. RES is a welcoming school for our families and community members and facilitates ample opportunities for engagement for them. The school council, made up of stakeholders in the community, meets monthly to discuss the continuous vision and direction of the school. School business partners and faith-based partners make up this group. Family Engagement Nights scheduled throughout the year affords the parents and community stakeholders an opportunity to see what is happening in the school. Additionally, RES hosts lunch and learns, parent conferences, where DIBELS and DRA reading level reports are shared, sends state test data home, and gathers information from surveys, to ensure that all stakeholders have a voice. Lastly, the school supports families by offering after-school YMCA programs, and works in concert with state and faith-based agencies to meet the needs of our families.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on data derived from surveys and minutes taken from the school BST Leadership Team, and from teacher survey data, the following was determined: **Strengths:**Classrooms are well-managed and conducive for learning. Most students use tools to monitor their learning. There are processes in place (whole school) that manage the students and create a environment conducive for learning. There is ample evidence that a culture has been created that supports student achievement. Celebrations of such achievements are in place at the classroom and school-wide level for academic achievement and behavior. **Challenges:**Some teachers need to create an academically challenging environment. Additionally, it was determined that more support was needed in the development of trauma awareness training for guidance and staff. There is also a need to take time during planning days (or provide coverage for teachers on a quarterly basis) for teachers to observe other teachers who excel in including higher order thinking and creating an academically challenging learning environment. Additionally, we could do more in implementation of student goal setting and tracking of their progress in different subject areas; this could be through rubrics, and students created chart and graphs; student incentives for growth - this needs to be done in each classroom at the beginning of the year. Lastly, we need to incorporate the board of education's mission statement in morning announcements to establish more collective responsibility.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	At RES there are 25 students that identify as Hispanic, 53 that identify as Black, 18 identify as two or more races, and 324 that identify as White. The Walker County (746) Free and Reduced Lunch (FRL) - Fiscal Year 2020 Data Report indicates that 95% of the students qualify. This data has trended towards a greater Hispanic population over the last five years. The FRL has trended up as well during this same period of time, as is our other minority populations. Students will continue to receive additional supports and services to help them in these areas of immediate concerns. Administration has identified a lack of experiences as a concern for our students that come from impoverished families.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on current individual student and lagging composite data from the GDOE, Rossville Elementary continues to lag behind the Georgia Milestone Test Scores, when compared to elementary schools across the state. MAP testing existed in Y20-Y21 for grades 3-5 and has become our main data point for student achievement. Y19-Y20 tests were not conducted at the end of the year due to Covid-19. MAP DATA is as follows: In reading: 3rd grade students - 54.4% met their projected growth 4th grade students - 52.5% met their projected growth 5th grade students - 46.8% met their projected growth In Math: 3rd grade students - 55.7% met their projected growth 4th grade students - 40.9% met their projected growth 5th grade students - 33.3% met their projected growth

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.

Strengths	(Look at MAP Data) - Trends
	At RES our Special Education population is served in inclusion and resource

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.**

	settings.

Challenges	Challenges included with our SWD population is evident in lower test scores in reading and Math. Many of these students come to RES well below grade level. The transient population continues to be a challenge for RES, as we continue to seek out ways to raise the level of proficiency in both Math and Reading for this population.

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	Reading achievement is low.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Mathematics achievement is low.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	Parent involvement in student achievement is low.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3

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 - Reading achievement is low.

Root Cause # 1

Root Causes to be Addressed	Students came into school behind grade level. This includes all students (economically disadvantaged students and English learner 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 Others :

Additional Responses	We need to improve our screening process with new students that may enroll at different points in the year. Additionally, it is critical that teachers identify where the students are prior to accessing new material.

Root Cause # 2

Root Causes to be Addressed	Covid limited seat time of 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 Others :

Additional Responses	RES was on a hybrid schedule until October. We anticipate that next year we will service all students five days a week.

Root Cause # 3

Root Causes to be Addressed	Parents are not aware of student reading level at home.
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 Others :

Additional Responses	Teachers need to improve communication with parents and make sure they have the tools needed to support their children.

Root Cause # 4

Root Causes to be Addressed	Students lack opportunities to access skills beyond time allotted in subject area.
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 Others :

Additional Responses	Need to integrate reading in our connections/clubs (garden, hydroponics, and other STEM related activities).

Root Cause # 5

Root Causes to be Addressed	Teachers need PLC and differentiation of instruction as it pertains to Readers/Writers Workshop
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 Others :

Additional Responses	

Root Cause # 6

Root Causes to be Addressed	There is a continued need for Intervention groups (MTSS) and teachers to support the varying needs of the student population.
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 Others :

Additional Responses	MTSS provides students opportunity to get individualized support regardless of IDEA status. All students receive this service in the school.

Overarching Need - Mathematics achievement is low.

Root Cause # 1

Root Causes to be Addressed	Students came into school behind grade level. This includes all students (economically disadvantaged students and English learner 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 Others :

Additional Responses	We need to improve our screening process with new students that may enroll at different points in the year. Additionally, it is critical that teachers identify where the students are prior to accessing new material.

Root Cause # 2

Root Causes to be Addressed	Parents are not aware of student Mathematics level at home.
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 Others :

Root Cause # 2

Additional Responses	Teachers need to improve communication with parents and make sure they have the tools needed to support their children.

Root Cause # 3

Root Causes to be Addressed	Students lack opportunities to access skills beyond time allotted in subject area.
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 Others :

Additional Responses	Need to integrate Mathematics in our connections/clubs (garden, hydroponics, and other STEM related activities).

Root Cause # 4

Root Causes to be Addressed	Covid limited seat time of 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 Others :

Additional Responses	RES was on a hybrid schedule until November. We anticipate that next year we will service all students five days a week.

Root Cause # 5

Root Cause # 5

Root Causes to be Addressed	There is a continued need for Intervention groups (MTSS) and teachers to support the varying needs of the student population.
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 Others :

Additional Responses	MTSS provides students opportunity to get individualized support regardless of IDEA status. All students receive this service in the school.

Root Cause # 6

Root Causes to be Addressed	Teachers need PLC and differentiation of instruction as it pertains to Math Workshop
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 Others :

Additional Responses	

Overarching Need - Parent involvement in student achievement is low.

Root Cause # 1

Root Causes to be Addressed	Parents are not aware of student achievement level at home in Math and reading.
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 Others :

Additional Responses	Teachers need to improve communication with parents and make sure they understand

Root Cause # 1

Additional Responses	the achievement level at which their children are.

Root Cause # 2

Root Causes to be Addressed	Parents lack resources at home to impact student achievement.
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 Others :

Additional Responses	Teachers will ensure that parents can access tools to better prepare their children for learning.

Root Cause # 3

Root Causes to be Addressed	Family Engagement Coordinator lacks resources to carry out the communication plan for the school.
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 Others :

Additional Responses	FEC needs resources and materials to provide to families at RES to bridge gaps in communication and personal investment in the school.

School Improvement Plan
2022 - 2023

Walker County
Rossville Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Rossville Elementary School
Team Lead	Courtney Gadd
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reading achievement is low.
Root Cause # 1	Covid limited seat time of students.
Root Cause # 2	Parents are not aware of student reading level at home.
Root Cause # 3	Students came into school behind grade level. This includes all students (economically disadvantaged students and English learner students)
Root Cause # 4	Students lack opportunities to access skills beyond time allotted in subject area.
Root Cause # 5	Teachers need PLC and differentiation of instruction as it pertains to Readers/Writers Workshop
Root Cause # 6	There is a continued need for Intervention groups (MTSS) and teachers to support the varying needs of the student population.
Goal	At the end of the 2026 school year (five year goal), we will see an 8% increase on the MAP Mean RIT Score as compared to the scores received on the Spring 2021 assessment. ELA Performance Indicator from the 2021 Spring score Mean RIT was the following: 3rd grade : Spring 2021 = 192.6 Mean RIT (58 students tested) Goal: Spring 2026 = 208 Mean RTI in ELA 4th grade : Spring 2021 = 196.9 Mean RIT (65 students tested) Goal: Spring 2026 = 212.65 Mean RTI in ELA 5th grade : Spring 2021 = 201.7 Mean RIT (66 students tested) Goal: Spring 2026 = 217.83 Mean RTI in ELA

Action Step # 1

Action Step	PL and Grade Level focus on Readers/Writers Workshop
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Success Criteria for Implementation	Reading teachers meeting with Admin and Academic Coach

Action Step # 1

Success Criteria for Impact on Student Achievement	Analysis of Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Monthly

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

Action Step # 2

Action Step	Increase and implement reading and writing in other academic areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Meetings with Admin and Academic Coach to discuss effectiveness.
Success Criteria for Impact on Student Achievement	Analysis of Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step # 3

Action Step	Hire MTSS interventionists to support students at risk students in all subject areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Meetings with Admin and Academic Coach to discuss effectiveness.
Success Criteria for Impact on Student Achievement	Analysis of Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

Action Step # 4

Action Step	Fully fund club programs/hydroponic programs/STEM, and add incentives for our Positive Hearts Team that will provide students opportunities to experience reading and math activities, in other sources of delivery methods.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Meetings with Admin and Academic Coach to discuss effectiveness.
Success Criteria for Impact on Student Achievement	Analysis of Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	Improve and update technology within the school to support student learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Use of teacher/student surveys
Success Criteria for Impact on Student Achievement	Analysis of Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

Action Step # 6

Action Step	We will utilize and Art teacher to support Reading across the curriculum. Lesson plans will be developed to incorporate and emphasize Reading in Art.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Class Evaluations and TKES/Lesson Plans
Success Criteria for Impact on Student Achievement	Analysis of Map Data

Action Step # 6

Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

Action Step # 7

Action Step	Adding Model Classrooms for workshop model and time set aside monthly for planning
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Success Criteria for Implementation	Based on Conversations and Minutes of Meetings with Academic Coach
Success Criteria for Impact on Student Achievement	Analysis of classroom formative assessments and Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 7

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)?	

Action Step # 8

Action Step	Addition of Professional Learning Days - for Teachers, Leadership Team, Positive Hearts Team
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Days will be indicated on school calendar and meeting minutes will be recorded
Success Criteria for Impact on Student Achievement	Analysis of classroom formative assessments and Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Mathematics achievement is low.
Root Cause # 1	Covid limited seat time of students.
Root Cause # 2	Parents are not aware of student Mathematics level at home.
Root Cause # 3	Students came into school behind grade level. This includes all students (economically disadvantaged students and English learner students)
Root Cause # 4	Students lack opportunities to access skills beyond time allotted in subject area.
Root Cause # 5	There is a continued need for Intervention groups (MTSS) and teachers to support the varying needs of the student population.
Root Cause # 6	Teachers need PLC and differentiation of instruction as it pertains to Math Workshop
Goal	At the end of the 2026 school year (five-year goal), we will see an 8% increase on the MAP Mean RIT Score as compared to the scores received on the Spring 2021 assessment. ELA Performance Indicator from the 2021 Spring score Mean RIT was the following: 3rd grade: Spring 2021 = 194.4 Mean RIT (60 students tested) Goal: Spring 2026 = 210 Mean RTI in Math 4th grade: Spring 2021 = 201.1 Mean RIT (65 students tested) Goal: Spring 2026 = 217 Mean RTI in Math 5th grade: Spring 2021 = 209.2 Mean RIT (66 students tested) Goal: Spring 2026 = 226 Mean RTI in Math

Action Step # 1

Action Step	Improve and update technology within the school to support student learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Teacher surveys

Action Step # 1

Success Criteria for Impact on Student Achievement	Student and Parent Surveys
Position/Role Responsible	Principal / Academic Coach
Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	To purchases additional resources to address inequities in all content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation and Effectiveness will be done by Admin and Academic Coach
Success Criteria for Impact on Student Achievement	Student and Parent Surveys
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step # 3

Action Step	Fully fund club programs/hydroponic programs, and STEM that will provide students opportunities to experience reading and math activities, in other sources of delivery methods.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teacher/student surveys, Map data analysis
Success Criteria for Impact on Student Achievement	Student and Parent Surveys, Map Data
Position/Role Responsible	Principal, Academic Coach
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step # 4

Action Step	Hire MTSS interventionists to support students at risk students in all subject areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Map Data Analysis, Teacher/Student/Parent surveys
Success Criteria for Impact on Student Achievement	Map Data
Position/Role Responsible	Admin team
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	We will utilize and Art teacher to support Math across the curriculum. Lesson plans will be developed to incorporate and emphasize Math in Art.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans and Class Evaluations
Success Criteria for Impact on Student Achievement	Map Data
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parent involvement in student achievement is low.
Root Cause # 1	Family Engagement Coordinator lacks resources to carry out the communication plan for the school.
Root Cause # 2	Parents are not aware of student achievement level at home in Math and reading.
Root Cause # 3	Parents lack resources at home to impact student achievement.
Goal	By May 2022, 80% of RES families will receive tool kits and be shown how to use them at home in order to build capacity and make a positive impact on student learning.

Action Step # 1

Action Step	Provide parents with a copy of the school improvement plan and other communication in a language and format that is easy for parents/guardians to follow and understand.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Principal to provide copy and access to SIP
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Admin
Timeline for Implementation	Yearly

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

Action Step # 1

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

Action Step # 2

Action Step	Parents will receive communication from teachers, measured by Dojo and call logs, as well as the parent survey, in regards to accessing, or obtaining materials that can help their student be successful in school.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement
Success Criteria for Implementation	Parent surveys, call logs, Dojo data
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Principal/Admin Team including Academic Coach
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Online programs (IXL, Moby Max, Mystery Science, Brain Pop, MAP, MAP Skills, etc.) will be purchased, which can also be used at home to connect learning at school to learning at home.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Online platform data
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Principal will monitor effectiveness throughout the year, along with the academic coach
Timeline for Implementation	Monthly

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

Action Step # 4

Action Step # 4

Action Step	Student learning goals and achievement levels will be communicated with parents at data events. Parents will be given a tool kit at events and be shown how to use the tool at home to help the student make progress on the learning goal.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Grade level meeting minutes, call logs
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Academic Coach
Timeline for Implementation	Monthly

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

Action Step # 5

Action Step	ReadyRosie will be used with parents to model positive interactions with students in the areas of SEL, ELA, and Math.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teacher/Student Surveys, parent surveys
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Admin Team
Timeline for Implementation	Monthly

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

Action Step # 6

Action Step	The Family Engagement Coordinator will build capacity of the parents and encourage healthy communication between parents, teachers, and admin.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 6

Systems	Family and Community Engagement
Success Criteria for Implementation	Parent Surverys
Success Criteria for Impact on Student Achievement	Student/Parent Surveys
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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

Action Step # 7

Action Step	Add incentives for attendance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria for Implementation	Attendance Data Team sets parameters
Success Criteria for Impact on Student Achievement	Attendance Data comparisons
Position/Role Responsible	Asst. Principal
Timeline for Implementation	Monthly

Action Step # 7

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The Admin met with the Leadership Team monthly throughout the Y20-Y21 school year to do an ongoing needs assessment of the school. This team is made up of teacher-leaders of all grade levels. Furthermore, community members and other stakeholders gain input throughout school council and parent surveys.

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.	RES is staffed by 100% HQ teachers.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Students living in local institutions for neglected and delinquent children (The Cottage and Mountain Top Boys Home) are served through the district Title I Neglected Set Aside. The subject areas being addressed in our school improvement plan are English Language Arts and Mathematics. We will use strategies learned from Capturing Kids' Hearts and Trauma Sensitive Schools to address the social emotional needs of our students. We will use the Standards in Practice protocol along with other protocols to analyze assessment data and monitor student progress, inform instruction, improve teacher practices, and make decision on additional instruction resources needed. We will use technology and software programs to provide timely, additional assistance to students in their learning. We will work collaboratively with district personnel and academic coaches to monitor our students' progress and guide our efforts.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Not Applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	At RES we offer a state-funded Pre-K program. All zoned students that attend will automatically be registered as kindergarteners. Other students coming from outside programs will be screened, at the school, by the teachers, to determine proper placement. Our Family Engagement Coordinator plans activities in the Spring of each year that are specifically designed to support parents of Pre K students with their child's transition to kindergarten. The Family Engagement Coordinator reaches out to Head Start and other PreSchool programs to offer those parents the same transition to kindergarten activities and events.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

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.	RES has been a PBIS (Positive Behavior Interventions and Supports) school for four full years. Part of this process has offered us the opportunity to develop a tiered intervention process that supports students and their families and reduces the referrals sent to the office. Additionally, the school incorporates a Class Dojo message system that supports greater levels of communication with the parents. Rossville Elementary is also a nationally recognized CKH (Capturing Kids Hearts) school, in its fourth year of implementation. As a CKH school the staff receives training and follow a process of student engagement and classroom management.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	This school annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Additionally in Y22-Y23, there will a schoolwide initiative to use SMORE, a newsletter software, that aims to keep parents even better informed on the happenings of the school. All grade levels, as well as the guidance office and the admin team will participate in this initiative.