GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2022 - 2023 School Report

Walker County
Rock Spring 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	Kandy Gilstrap
Team Member # 2	Assistant Principal	Kim Clawson
Team Member # 3	SPED	Susan Allen
Team Member # 4	STEM/Connections	Laura Beth Tench
Team Member # 5	Kindergarten Rep	Wendy Kissner
Team Member # 6	1st grade Rep	Marti Higdon
Team Member # 7	2nd Grade Rep	Allison McQuatters

Additional Leadership Team

	Position/Role	Name
Team Member # 1	3rd Grade Rep	Whitney Cleghorn
Team Member # 2	4th Grade Rep	Christy Watts
Team Member # 3	5th Grade Rep	Sarah Dawson
Team Member # 4	Pre-K	Sara Hobbs
Team Member # 5	Parent Engagement	Sarah McCloskey
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Erin Reynolds
Stakeholder # 2	Parent	Nikki Faulkenberry
Stakeholder # 3	Parent	Kenny Samples
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Family Engagement Survey-Quarterly surveys revealed areas where families identified the greatest need. Strengths were identified as well. These surveys allowed our team to pinpoint areas that are a focus for our families. Members of the team created a survey for the RSE staff, students and parents. These surveys gave us perception data related to our school, PBIS, and goal setting. RSE School Council meets four times a year. Our Council includes community members and businesses that are willing to serve our school. During meetings, school information is given in order for them to know the school's strength, weakness and current trends. The school improvement plan is shared. The Council gives input and brainstorms resources to help with these areas.

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.	

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]	Survey-Family Engagement data School Survey Student, Parent, Personnel (our own RSE survey and GADOE survey)

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?")	Overall, even though this has been a different kind of year (quarantining and hybrid model) the perception data shows an overall positive school climate. Students and teachers have a positive outlook toward learning, PBIS and school safety. In the past, we have been a 5 star school. Since CCRPI star rating was not calculated last year, our school still continues to see an increase in a positive learning environment. This will be our fifth year with PBIS. As a staff, we have seen a decrease in behavior and an increase in students and teachers knowing and understanding expectations. Although, this year, we have experience a slight increase with behaviors. However in looking at the data, there are a handful of students that have had repeated incidents; therefore our school participated in Tier 2 training this year. The Tier 2 team will roll out this endeavor for the 2022-23 school year. Parents, students and teachers feel our school is a safe place where learning can occur. Parents feel their child is engaged in what their child is learning in school and our school is an academically challenging environment even with the different "styles" of learning that took place over the year (hybrid). Even though parents were not allowed to come into the building until recently, they stated they have been kept informed of what is taking place at school (through communication-mainly Dojo) and attending Data Nights (virtually and in-person).

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)	Staff members were surveyed. School performance data was analyzed by staff members to identify strengths and weaknesses. Counselor meets with students individually and in small groups. She meets with students to discuss career opportunities. Our MTSS/RTI Coordinator plans and meets with Tier 3 students to focus on their needs and goals. Teacher progress monitor students in tier 2 and attend MTSS/RTI meetings to share information with the coordinator and parents.

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 aligns with the perception data. The process data identified strengths and weaknesses within the school. The strengths include: establishing a learning environment that empowers students to actively monitor their own progress, supports the personal growth and development of students and develops, communicates and implements rules, practices and procedures to maintain a safe, orderly learning environment . Weakness include: emphasizing college and careers in what this can look like after graduation. We do this through our counselor and our STEM lab focuses on 5 businesses a year. These businesses detail what it takes to work there and job responsibilities. We need to do a better job to get this out to our stakeholders. In reviewing MAP data, students are progressing since the beginning of the year. Reading scores are climbing however there is still a need with comprehension and summarizing. Math scores have decreased. Next year this will be a focus. We will continue to analyze MAP data next year for math progress.

What achievement data did you use?	The following were used to determine strengths and weaknesses of academic achievement: • Milestones • DRA • MAPS • Reading Eggs • Dibels • Math Seeds • IXL

What does your achievement data tell you?	In examining our RSE data, we noticed						
	Reading	2022	2021	2019	2018	2017	2016
	1			16	36	12	33
	2			37	23	44	27
	3			32	28	33	26
	4			15	13	11	14
	Lexile Band for 2019			Below 520-18%	520-820-61%	Above 820-21%	
	Math	2022	2021	2019	2018	2017	2016
	1			15	25	11	10
	2			49	50	50	48
	3			33	23	38	33
	4			3	1	1	9
	Reading	2022	2021	2019	2018	2017	
	1			31	23	33	
	2			37	37	35	

	2022	2021	2019	2018	2017
3			20	37	22
4			13	3	10
Lexile Band for 2019			Below 740-44%	740-940-30%	Above 940-26%
Math	2022	2021	2019	2018	2017
1			18	8	12
2			53	55	45
3			25	37	36
4			3	0	7
Reading	2022	2021	2019	2018	2017
1			13	20	31
2			43	45	37
3			36	25	24
4			7	10	8
Lexile Band for 2019			Below 830-19%	830-1010-35%	Above 1010-46%
Math	2022	2021	2019	2018	2017
1			27	25	19
2			40	43	44
3			26	27	27
4			6	5	10
	0	1	2	3	4
3rd	9%	68%	17%	5%	0%
4th	0%	64%	33%	3%	0%
5th	3%	39%	36%	13%	9%

What demographic data did you use?	● Enrollment ● SLDS ● Sub-groups

What does the demographic data tell you?	Attendance does matter. RSE has a good attendance rate. Due to quarantines and hybrid models, we have had a lot of absences. Tardies, this year, have been a huge concern as well. The data implies our sub groups are the ones in need. We have a high percentage of special education population (25%). Most of this group did show progress, even "outscoring" some of our other subgroups. Economically disadvantaged students are the ones that need resources and support.

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?	In reviewing data, we have seen trends within our school. Due to the changes in delivery models this year as related to Covid, reading has been (and will still be) a focus. Although we have experienced some gains, there is still improvement to be made (see data in goals). Steps are in place for continued progress. Math scores continue to take a dip. This will be a focus next year as well. The Academic Coach will lead teachers through professional development communities in order to extend their knowledge with teaching strategies, assessments, resources, and differentiation.
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?	Effective leadership is important to guide a school. RSE seeks teacher input through surveys, faculty meetings, and committees. LKES is used as an evaluation process for leaders in order to identify areas of strengths and areas of need.
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?	Professional learning helps to define a school by adding to the success of student achievement. The Academic Coach helps to plan and implement strategies and resources through learning communities.
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,	At the beginning of the year, we have held events virtually. Data nights were held virtually as well as monthly grade level virtual "chats" during "lunch hour". In December, parents were allowed to attend Christmas parties. In January, we began our All Pro Dad meeting and had over 160 in attendance. In February, we had our first Mornings with Moms attended by over 250 people. Parents are thrilled about being back in the building (while they like the events in the evening, they will attend events during the day as well.

Strengths and Challenges Based on Trends and Patterns

teacher, and leader needs?	Our families and community partners expressed a strong desire for events to be held in the evening hours. There is a large demand for help with homework assignments, especially reading and math. Based on this data, we have planned our Title I events around these needs. Throughout the year, we will host data nights where parents and students can come to review student progress and grade level targets. During these events, teachers will give strategies that parents can use at home with their child. We will continue to host Data Nights, Lunch Power Hours, All Pro Dad Meetings and Mornings with Moms.

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?	This is an area where our staff, parents and students felt our school was strong. Students and families love and support our school. PBIS has helped to identify and define school wide expectations. We celebrate student success through monthly incentives and students who meet there goals ring the knockout bell (they "knocked" out their goal).

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?	Due to student enrollment there was a decrease in FTE dollars over a three year period (we are slowly seeing an increase in enrollment). We have seen an increase in our special education population over the last few years.

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?	In examining our RSE data, we noticed					
	Reading	2022	2021	2019	2018	2017	2016
	1	38	56	16	36	12	33
	2	46	20	37	23	44	27
	3	10	24	32	28	33	26
	4	6	0	15	13	11	14
	Lexile Band for 2019			Below 520-18%	520-820-61%	Above 820-21%	
	Math	2022	2021	2019	2018	2017	2016
	1	24	23	15	25	11	10
	2	49	60	49	50	50	48
	3	25	17	33	23	38	33

Strengths and Challenges Based on Trends and Patterns

	4	2	0	3	1	1	9
	Reading	2022	2021	2019	2018	2017
	1	28	31	31	23	33
	2	36	26	37	37	35
	3	32	21	20	37	22
	4	44	21	13	3	10
	Lexile Band for 2019			Below 740-44%	740-940-30%	Above 940-26%
	Math	2022	2021	2019	2018	2017
	1	21	33	18	8	12
	2	42	33	53	55	45
	3	33	29	25	37	36
	4	4	5	3	0	7
	Reading	2022	2021	2019	2018	2017
	1	22	36	13	20	31
	2	47	40	43	45	37
	3	26	24	36	25	24
	4	5	0	7	10	8
	Lexile Band for 2019			Below 830-19%	830-1010-35%	Above 1010-46%
	Math	2022	2021	2019	2018	2017
	1	38	41	27	25	19
	2	39	47	40	43	44
	3	18	12	26	27	27
	4	5	0	6	5	10

	0-2021	0-2022	1-2021	1-2022	2-2021		2-2022	3-2021	3-2022	4-2021	4-2022
3rd	9%	13%	68%	58%		17%	23%	5%	4%	0	2%
4th	0	0	64%	41%	33%		35%	3%	14%	0	10%
5th	3%	0	39%	36%	36%		31%	13%	28%	9%	5%

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	Previous Data: SPED-We have a high percentage of students with disabilities. This group has shown the most growth in reading compared to Economically Disadvantaged. They scored a green flag with a star meeting the 6% improvement target of the subgroup in ELA. Economically Disadvantaged- This is the group is the one that has the most needs and seen the least progress in Math. They scored a green flag with a star meeting the 6% improvement target of the subgroup in ELA. MAPS- We are seeing growth in MAP scores. While students with disabilities have seen some growth from the beginning of the year until winter, some that had a high score at the beginning have maintained but not seen a huge growth spurt as some students did.

Challenges	*Previous Data:* *Reading Milestones-* Students with Disabilities scored 33% level 1 and 39% level 2 in Reading. Economically Disadvantaged scored 24% level 1 and 37% level 2 Reading. *Math Milestones-* Students with Disabilities scored 39% level 1 and 27% level 2 in Math. Economically Disadvantaged scored 22% level 1 and 45% level 2 in Math. *Science Milestones (5th grade)-* Students with Disabilities scored 33% level 1 and 33% level 2 in Science. Economically Disadvantaged scored 32% level 1 and 29% level 2 in Science. MAPS: This was our second year to administer MAPS. We are seeing an increase in progress from where the students began. Some students this year saw a 21 point gain.

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	Math achievement all sub groups
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	MAPS will be given in grades 1st through 5th. This will help in showing growth and targeting areas of need.

Overarching Need # 2

Overarching Need	Reading-to improve reading, comprehension and have students read on grade level.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Make comparable measures of DRA, MAPS, and Milestones (which scores in Lexile levels) Focus on reading during a connection time

Overarching Need # 3

Overarching Need # 3

Overarching Need	Writing-Build writing skills through organization, reasoning, and proper grammar/mechanics.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Teachers have observed how students are not wanting to write. Students feel like they have completed a piece of writing with only three sentences. Students are using technology more thus writing like they "text". Also, for the younger grades, typing slows down the writing process. The writing process needs to be incorporated within the subject areas.

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 - Math achievement all sub groups

Root Cause # 1

Root Causes to be Addressed	Students need basic number concepts with place value and math facts.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Others : Consolidated Funds

Additional Responses	

Overarching Need - Reading-to improve reading, comprehension and have students read on grade level.

Root Cause # 1

Root Causes to be Addressed	Students are coming to school with limited vocabulary and without a background in reading to build upon their schema. Teachers need additional professional development in the Reading Wonders curriculum and small group instruction.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Others : Consolidated Funds

Additional Responses	Address families to explain need, Host Data Nights to inform parents of current child's progress, Compare DRA, Lexile and MAPS, Classroom Differentiation, Professional Learning Community for teachers

Overarching Need - Writing-Build writing skills through organization, reasoning, and proper grammar/mechanics.

Root Cause # 1

Root Causes to be Addressed	Writing has not been a focus as in year's past. Reading Wonders does not place an emphasis on writing. Students are using more technology and writing like they "text". They have limited knowledge of how to write in different genres.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Others : Consolidated Funds

Additional Responses	

School Improvement Plan
2022 - 2023

Walker County
Rock Spring Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Rock Spring Elementary School
Team Lead	Kandy Gilstrap
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 Title I, Part A Parent and Family Engagement set-aside Title IV, 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	Math achievement all sub groups
Root Cause # 1	Students need basic number concepts with place value and math facts.
Goal	By May 2023, students in grades first through 5th will improve their math score (math facts and place value) measured by MAPS assessments. A two percent increase in math MAPS scores will be achieved.

Action Step # 1

Action Step	* The teachers will have a refresher course of how to conduct Number Talks. Number Talks will be used with students to develop mental math skills while focusing on critical thinking skills. This is a conceptual math activity but will give students an opportunity to practice their math facts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher/Administration/Academic Coach
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step	* Differentiated Guided Groups -Students will be placed in small groups based upon teacher observation, student assessments and self-assessments. This will require math manipulatives. These groups will target instruction based upon student weaknesses.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher/Academic Coach/Admin team
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	*Vocabulary-emphasis on math vocabulary in all grades. Upper grades using an interactive notebook.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress *
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher/Academic Coach
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	*Problem solving-teachers creating lessons to ensure students have a deeper understanding of the basic operations and how and when to apply them (grade level appropriate)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed

Action Step # 4

Success Criteria for Implementation	*Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Weekly

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

Action Step # 5

Action Step	*Place Value-teachers reviewing place value daily to develop student's concept of base 10. Manipulatives will be used.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step # 6

Action Step	*Vertical/Grade level team meetings to discuss strengths, weaknesses and trends. *Professional Development with new Math Standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level *Sign in sheets from PLC's.
Position/Role Responsible	Academic Coach/Teacher/Admin
Timeline for Implementation	Weekly

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

Action Step # 7

Action Step	*Some classrooms using FLIP classrooms to reinforce what was taught in class. Google Classroom is used in all grades. Resources and links on Google Classroom to help students and parents with skills.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Admin/Teacher/Academic Coach
Timeline for Implementation	Weekly

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

Action Step # 8

Action Step	*Students can assess IXL, Study Island and Math Seeds at school and home to reinforce skills taught at school. Teachers and parents can monitor student progress toward standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 8

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *Teacher observation of student's progress
Success Criteria for Impact on Student Achievement	*Data Analysis of assessments *Data Reports from computer program (Study Island, IXL, Math Seeds, MAPS) *"Check Ins" during grade level
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reading-to improve reading, comprehension and have students read on grade level.
Root Cause # 1	Students are coming to school with limited vocabulary and without a background in reading to build upon their schema. Teachers need additional professional development in the Reading Wonders curriculum and small group instruction.
Goal	By May 2023, students will increase their reading MAP score by two percent.

Action Step # 1

Action Step	In grades 1-5 MAPS will be used for reading assessment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*Purchase order documentation *MAP assessment schedule
Success Criteria for Impact on Student Achievement	*2% increase on MAP
Position/Role Responsible	Teachers/Administration/Academic Coach
Timeline for Implementation	Weekly

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)?	MAP assessments will be funded by ESSER funds.

Action Step # 2

Action Step	*After MAPS has been administered, teachers will be provided with a professional development day were they will analyze the results and plan targeted instruction to meet the needs of each student.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	*Sign in and agenda for MAP data analysis PD day
Success Criteria for Impact on Student Achievement	*2% increase on MAP
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	*Teachers will teach comprehension, vocabulary, phonics and reading strategies during the mini lesson. DRA/Running records will be administered during the course of the year to show student progress.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *TKES documentation *DRA evidence
Success Criteria for Impact on Student Achievement	Monitor student progress and growth on DRA
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	*Students will be placed in small groups for focused instruction.Teachers will conduct small guided reading groups on a daily basis. During these groups, strategies will be taught at the student's instructional level. Different leveled Lexile passages will be used within instruction to make sure students can comprehend what they are reading. In the upper grades, informational texts will be a focus, as well as comparing and contrasting two texts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Small group plans will be reviewed *TKES documentation
Success Criteria for Impact on Student Achievement	2% increase on MAPS
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Weekly

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

Action Step # 5

Action Step	*Academic Coach will provide different types of comprehension strategies that engage students and resources that can be used.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	*Sign in and agenda for PLC's with AC
Success Criteria for Impact on Student Achievement	2% increase on MAP
Position/Role Responsible	Teacher/Academic Coach
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step # 6

Action Step	*Students will practice reading skills using trade books and Raz Kids, IXL, eSpark and Reading Eggs will be used to target reading skills. The technology used to implement these programs will need to be kept up to date with new technology or replacement parts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*Lesson plans will be reviewed *Program Usage reports
Success Criteria for Impact on Student Achievement	Data report from programs to document student progress
Position/Role Responsible	Teacher/Academic Coach/Admin/Family Engagement Coordinator
Timeline for Implementation	Weekly

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

Action Step # 7

Action Step	*Vertical teams/Grade levels meet to discuss strengths, weaknesses and trends as well as to share research based strategies and ideas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	*Sign in and agenda for vertical planning
Success Criteria for Impact on Student Achievement	*2% increase on Reading MAP
Position/Role Responsible	Teacher/Academic Coach/ Admin/Reading Lab teacher
Timeline for Implementation	Weekly

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

Action Step # 8

Action Step	*Parent Conferences will be held in order to inform parents of their child's current level and where they should be. These include Data Nights.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 8

Success Criteria for Implementation	*Sign in and agenda for parent conferences/data night.
Success Criteria for Impact on Student Achievement	*Parent feedback on Data Night. *2% increase on Reading MAP
Position/Role Responsible	Teacher/Admin/Family Engagement Coordinator
Timeline for Implementation	Weekly

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

Action Step # 9

Action Step	*Additional teacher to create Rocket Reader Lab where the focus is on connecting reading and writing through understanding and analyzing texts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	*HR department documentation *CPI report *Rocket Reading Lab schedule and lesson plans
Success Criteria for Impact on Student Achievement	*2% increase on Reading MAP
Position/Role Responsible	Teacher
Timeline for Implementation	Weekly

Action Step # 9

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 # 10

Action Step	*A Family Engagement Coordinator will be employed to develop the capacity of families to use support strategies at home.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	*HR department documentation *CPI report Family Engagement event documentation
Success Criteria for Impact on Student Achievement	*Parent feedback on events *2% increase on Reading MAP
Position/Role Responsible	Teachers/Family Engagement Coordinator/Admin
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing-Build writing skills through organization, reasoning, and proper grammar/mechanics.
Root Cause # 1	Writing has not been a focus as in year's past. Reading Wonders does not place an emphasis on writing. Students are using more technology and writing like they "text". They have limited knowledge of how to write in different genres.
Goal	By May 2023, writing rubrics will be created to use with all grade levels.

Action Step # 1

Action Step	*Analyze standards for each genre in order to create rubrics to use for "grading" writing. Students will know what they are being assessed on. This is one way to give students feedback.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	*Sign in and agenda for writing rubric meetings *Create rubrics
Success Criteria for Impact on Student Achievement	Evidence on writing feedback given to students
Position/Role Responsible	Teacher/Academic Coach/Admin
Timeline for Implementation	Others : At the Beginning of the year

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).	We, as a committee, divided into sub committees to seek input from teachers, students and parents. Information was taken from other committees as well (BST, School Council, PBIS team). During data nights, parents were given the opportunity to provide feedback. A Google form was sent out to parents to examine our goals and get input.

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.	- Make sure class size is appropriate - Class rosters are created by admin, Academic Coach and teachers to ensure classroom are equable to experienced teachers. (EIP, RTI, SPED, etc) - Ensure all teachers are highly qualified - Equal access to technology and resources

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).	- Our basic school program we follow the workshop model for Reading, Writing, and Math. - Writing instruction occurs every day. Student conferences are held individually and in a small group. - STEM-makerspace-these areas focus on the critical thinking skills that students will use to work on a task. This can be completed individually or in collaboration. Different types of manipulatives help with instruction to develop these higher level thinking skills. - Reading Lab-This connection focuses on reading and comprehension skills. Students travel to this classroom twice a week. The teacher is a Reading Specialist and creates engaging lessons for the students on their reading level. She differentiates and enriches lessons in order to meet the needs of the students. She also incorporates writing into the reading process. - Technology is used to engage students. Chromebooks, iPads, smartboards, elmos, etc. are used to keep students engaged on their learning and helps to reinforce what is being taught in the classroom. - What we are pulling additional timely instructional assistance through software (IXL, Brainpop, Reading Eggs, Raz Kids, Math Seeds, eSpark,Learning A to Z)

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.	N/A

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.	RSE provides events to promote transitions. Our school has two state funded pre-k classrooms on site. This is a great way to get the students accustomed to a school day. Students use the same lunch room, playground, library, etc. and operate on a regular school day schedule. All of these help to make the flow to kindergarten a smooth one. Kindergarten registration is held at the WC Enrollment Center but RSE does host a "Round Up" night for our upcoming kindergarten students. This night focuses on what is expected in kindergarten and gives the parents an opportunity to meet the teachers, administration and tour the school. A welcome packet is sent home with all upcoming kindergarteners that includes a kindergarten readiness activities. During the summer before kindergarten, the principal and Family Engagement Coordinator conducts home visits to all kindergarten students to welcome them as a Rock Spring Rocket. A welcome sign is left in their yard.

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.	RSE helps to provide a smooth transition for our fifth grade students to our feeder middle school. Fifth graders get an opportunity to shadow a middle school student for the day. Before this visit, selected fifth grade leaders go to the middle school to "video" a typical day and edit the video then show it to the rest of the fifth graders. Parents are invited to a "Parent Night" where they get to meet the 6th grade teachers and take a tour of the school. During the school year, we also have the middle school administration to visit our school and speak to the fifth graders.

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.	This was our fourth year to implement PBIS at RSE. The past few years have been very successful. The PBIS team created expectations to use throughout the building. Teachers taught lesson plans that focused on these behaviors. An acronym was created "SOAR" for our Rockets. (S-Stay Safe, O-Own your behavior, A-Always work together and R-Respect for all). Students know how to SOAR. They earn DOJO points for exhibiting the expectations. We have seen a decline in behavior throughout the building; this year we have seen more repeat offenders which is leading us to move to PBIS Tier 2 training. When students are sent to the office with an office referral, they can tell you what expectation they broke. This has led to great discussions and how students can take ownership of not only their learning but behavior. Parents seem to like PBIS as well. Parents can track their students behavior on DOJO. We have seen an increase in parental awareness about school expectations, so

	hopefully they can apply some of this to the home environment as well.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Rock Spring Elementary School's SIP is available to the LEA, parents, and public and the information contained in the plan shall be available in a language and format that is understandable to the extent practicable. 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.