



# Comprehensive Needs Assessment 2023 - 2024 School Report



**Dalton Public Schools  
Roan 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	Anne Fetzer
Team Member # 2	Assistant Principal	Alesa Smith
Team Member # 3	K Teacher	Karena Haynes
Team Member # 4	5th Teacher	Kayla Mathis
Team Member # 5	Instructional Coach	Briana Ridley
Team Member # 6	Instructional Coach	Holly Williams
Team Member # 7	EIP/ELL Teacher	Lynnda Higgins

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Sarah McIntosh
Team Member # 2	2nd Grade Teacher	Lacey Foster
Team Member # 3	3rd Grade Teacher	Carolina Lunsford
Team Member # 4	4th Grade Teacher	Zach Miller
Team Member # 5	ESS Teacher	Ami Amaro
Team Member # 6	Support Teacher	Amy Sherman
Team Member # 7	Gifted Teacher	Natalie Dixon
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	Principal	Anne Fetzer
Stakeholder # 2	Instructional Coach	Holly Williams
Stakeholder # 3	Instructional Coach	Briana Ridley
Stakeholder # 4	Counselor/Media/Music/PE	Jennifer Kluttz/Amy Sherman/Camille Luckey/Heath Ellis
Stakeholder # 5	Assistant Principal	Alesa Smith
Stakeholder # 6	Parent Liason	Janet Reyes
Stakeholder # 7	Parent Liason	Karen Pimentel
Stakeholder # 8	PK Teacher	Andy Babb

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The completed plan will be available for review internally and publicly for feedback from all interested stakeholders. The plan will be disseminated for review electronically and hard copies will also be available.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

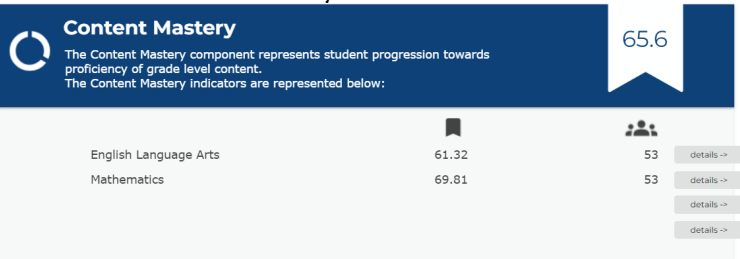
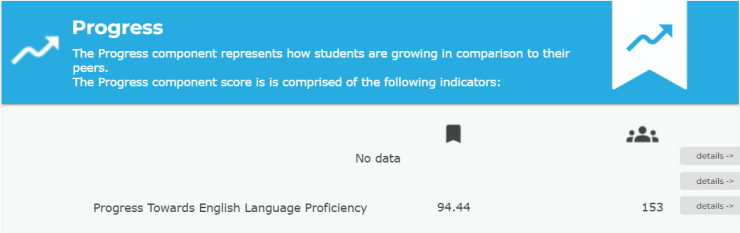
<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>FTE Free/Reduced lunch data, Budget process plan and data, Per Pupil expenditure data, Staff Surveys, Gallop poll for students, and Parent Surveys</p>
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<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The most recent Roan Staff Survey indicated these strengths: staff believe they are making a positive difference, staff feel connected to their colleagues, they feel supported and they feel safe at work. The top challenges of Roan School and the district are: assisting staff and students handle increased levels of stress, overcoming the effects of poverty on student growth and achievement, developing and nurturing family support, enhancing and sustaining robust communications and community support, advancing early childhood development, retaining quality teachers, improving student mastery of standards and raising the level of student achievement, improving professional support infrastructures for teachers, consistently engaging student in work with high levels of cognitive demand, improving student social and emotional learning competencies, addressing the needs of diverse learners and learners new to the country, continuing to provide and update state of the art facilities with technology that supports and enhances instruction.</p>
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<p><b>What process data did you use?</b> (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)</p>	<p>Counselor small group and individual support logs, club participation, parent conferences, Canvas Courses in ELA, Math, Science and Social Studies, Professional Learning Communities, Administration Walkthroughs (10 for 10), TKES, Grade-level meeting minutes, Coaching Logs, Progress Monitoring, MTSS, Professional Learning, staffing/class size data, attendance data, retention data, mobility rate, level of educator experience, internal controls processes, process for budget allocations, per pupil expenditure rate, Sign in Sheets, and the staff completed the survey for the CNA ratings.</p>
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<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Roan students maintain a strong attendance rate at 95.6%. The data tells us that Canvas is providing research-based and rigorous instruction, scope and pacing, and resources for teacher implementation. Teachers are sharing learning intentions with students. Walkthroughs (10 for 10) and Student-Centered Coaching cycles are ensuring highly effective research-based instruction is occurring daily. We are continuing to improve and expand our intervention resources by using district vetted and approved programs. We will use our district school data analysis specialist team to deepen our understanding of how to use data to improve instruction. We have formed a school MTTS team consisting of the principal, assistant principal, both instructional coaches, and an ESS teacher to determine student needs based on data and to develop individualized goals. Instructional needs are in the areas of Academically Challenging Learning Environment, Differentiated Instruction, and Students Monitoring their own progress as well as setting goals. Continued family/parent engagement is needed.</p> <p>The district has a budget process that includes the board of education and district/school administrators in the process. Formulas are used to look at staffing. A board retreat is held every year where budget requests are presented and discussed collaboratively. Public hearings are held as required by law. The district spends \$10,964 per pupil (including general and federal budgets).</p>
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<p><b>What achievement data did you use?</b></p>	<p>GA Milestones, MAP, GKIDS, Grade-level Common Assessments, District Common Assessments, Formative Assessments, Literacy Collaborative Benchmark Assessments, Math Benchmark Assessments, ACCESS, CCRPI, Math Fact Fluency, Running Records, Guided Reading Progress Charts, and High Frequency Words, Georgia Numeracy Project, GLoSS, Letter ID, Open Court Phonics, Number Corner</p>
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<p><b>What does your achievement data tell you?</b></p>	<p><b>Third Grade Content Mastery 22-23</b></p>  <p><b>Third Grade Progress 22-23</b></p>  <p><b>Third Grade Literacy 22-23</b></p>
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**Literacy**  
 Literacy represents the percent of students demonstrating reading comprehension at or above the midpoint of the College and Career Ready Stretch Lexile Band for each tested course.

45.3%

Students Reaching Lexile Midpoint	45.28%	53	<a href="#">details -&gt;</a>
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### Fourth Content Mastery 22-23

**Content Mastery**  
 The Content Mastery component represents student progression towards proficiency of grade level content. The Content Mastery indicators are represented below:

48.8

English Language Arts	47.58	62	<a href="#">details -&gt;</a>
Mathematics	50	62	<a href="#">details -&gt;</a>

### Fourth Progress 22-23

**Progress**  
 The Progress component represents how students are growing in comparison to their peers. The Progress component score is comprised of the following indicators:

English Language Arts	91.96	56	<a href="#">details -&gt;</a>
Mathematics	62.5	56	<a href="#">details -&gt;</a>
Progress Towards English Language Proficiency	94.44	153	<a href="#">details -&gt;</a>

### Fourth Grade Literacy 22-23

**Literacy**  
 Literacy represents the percent of students demonstrating reading comprehension at or above the midpoint of the College and Career Ready Stretch Lexile Band for each tested course.

30.6%

Students Reaching Lexile Midpoint	30.65%	62	<a href="#">details -&gt;</a>
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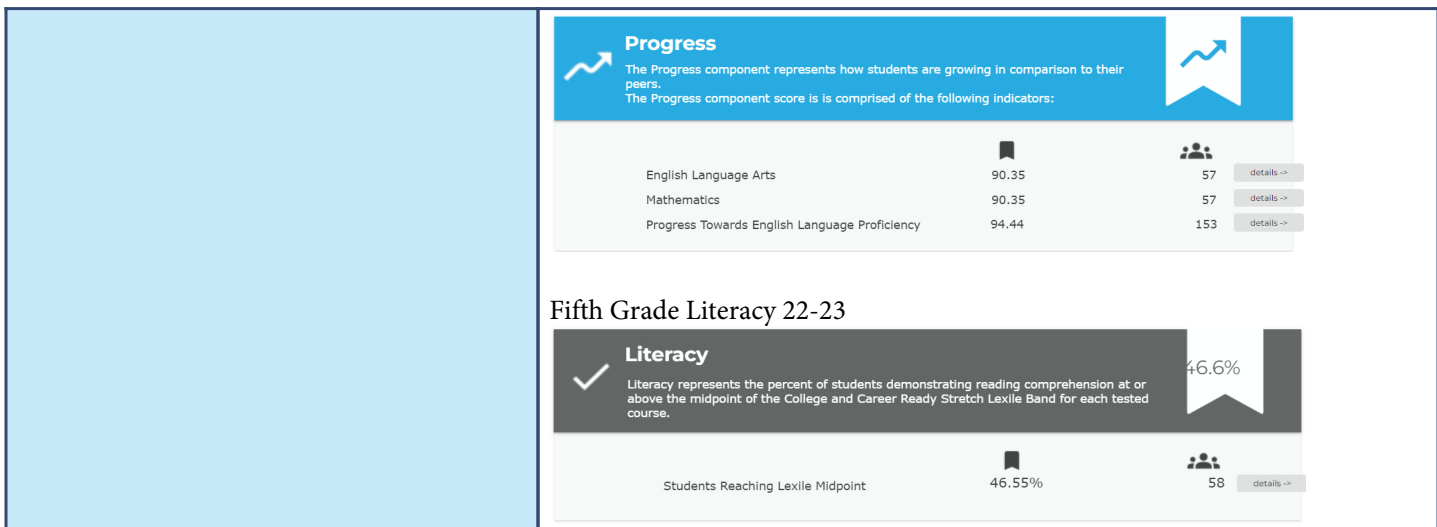
### Fifth Grade Content Mastery 22-23

**Content Mastery**  
 The Content Mastery component represents student progression towards proficiency of grade level content. The Content Mastery indicators are represented below:

59.8

English Language Arts	59.48	58	<a href="#">details -&gt;</a>
Mathematics	56.9	58	<a href="#">details -&gt;</a>
Science	62.93	58	<a href="#">details -&gt;</a>

### Fifth Grade Progress 22-23



**What demographic data did you use?** Student Demographics/Subgroups, Mobility Rate, Program Enrollment, Free/Reduced Lunch, Discipline, SLDS, and the Governor's Office of Student Achievement demographic data.

**What does the demographic data tell you?**

Roan Student Profiles											
	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
<b>Demographics</b>	418	430	447	463	474	486	487	484	504	506	433
Hispanic	379	395	401	409	410	425	424	422	434	433	370
American Indian	-	2	2	2	2	1	2	1	2	1	-
Asian	-	-	-	-	-	-	-	-	-	-	-
Black	18	14	22	27	30	30	26	22	28	22	17
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
White	15	15	16	22	25	24	28	32	30	40	36
Two or More	6	4	6	3	7	6	7	7	10	10	10
<b>Free &amp; Reduced Lunch</b>	88.4%	82.8%	82.8%	81.3%	91.5%	82.4%	86.3%	85.9%	88.3%	95.4%	87.6%
<b>English Learners (Yes)</b>	217	220	213	208	214	215	195	220	224	230	184
<b>Migrant Students</b>	-	-	-	-	1	1	1	1	12	11	8
<b>Homeless Students</b>	42	32	36	42	34	30	39	23	23	39	36
<b>Special Ed Students</b>	83	72	61	62	71	63	63	52	51	44	47
<b>Gifted Students Served</b>	20	16	12	22	24	18	16	15	23	30	24
<b>Immigrant</b>	46	46	47	48	32	26	15	8	-	-	-
<b>Drop-Out Students</b>	-	1	-	4	1	7	n/a	n/a	n/a	n/a	n/a
<b>Attendance Rate</b>	95.8%	95.6%	96.6%	97.3%	97.1%	97.0%	97.0%	97.1%	97.2%	97.2%	97.2%
<b>EIP Students</b>	147	185	234	229	241	244	259	226	231	218	185
<b>Retained Students</b>	2	22	20	9	12	12	4	7	15	17	13

### 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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The top strengths of the school as identified by stakeholders are: high level of quality instruction, level of focus on student achievement, access to technology, utilizing student data to inform and adjust instructional needs, collaboration, professional development tailored to meet the needs of students, teachers, and leaders, and school pride.</p> <p>The top challenges of our school are: overcoming the effects of poverty on student growth and achievement, developing and nurturing family support, improving student mastery of standards and raising the level of student achievement, improving student social and emotional competencies, consistently engaging students in work with high levels of cognitive demand, addressing needs of diverse learners and learners new to the country, continued work on refining progress monitoring and the MTSS process, and to continue to improve the practices and effectiveness of school-based instruction through the use of coaches, interventionists, paraprofessionals, and PLC's.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Roan staff members are engaged in multiple opportunities designed to strengthen their leadership and decision making skills. These opportunities are offered through school-based trainings, district level PD, and outside the district work, such as community leadership programs and RESA courses. Student, teacher, and leader needs are identified through formal survey data as well as informal reporting by stakeholders.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Learning Forward's Standard for Professional Learning include seven areas: Learning Communities, Resources, Learning Designs, Outcomes, Leadership, Data, and Implementation. The district offers professional learning opportunities that support the building of staff capacity in each of these areas. Through Student-Centered Coaching, teachers learn to use student achievement data to design engaging instruction and then reflect on the effectiveness of their instruction. Research reveals that ongoing teacher training is a critical factor in making a difference in student learning.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Roan is a majority minority school within the system with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Additionally, most of the school's students live in poverty. It is often difficult for parents/families to be engaged in school activities. Due to these factors, as well as others, Roan employs multiple strategies to increase family involvement. Additionally, the continued use of dedicated family support personnel such as counselors and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school has a number of frameworks in place to support students and their varying needs. While there are many structures in place and available to support instructional frameworks and identify needs, some processes are more mature than others.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Trends and patterns observed by the team are: a slight increase in student enrollment, large number of EL students, a majority of economically disadvantaged students, a small influx of new to the country students, an above average population of exceptional students, and a wide range of student academic needs. Funds are used with fidelity to maximize resource availability.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Recent MAP data demonstrates a rise in student achievement in both math and reading in most grade levels. Additionally, MAP Fluency scores have demonstrated the effectiveness of the newly adopted Open Court Phonics System. Roan School is a majority minority school with a large population of first generation immigrant parents who do not speak English and who have limited educational experiences. Additionally, an overwhelming majority of students live in poverty. These factors strain the resources of time, personnel, and money that are needed to meet the needs of a large population of students who are at risk of underachieving without strong Tier 1 instruction and effective interventions.</p>

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

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

<b>Strengths</b>	We provide a full a continuum of services for our elementary students. Each segment is taught by an in-field certified special education teacher. Support services are provided by paraprofessional staff. We also rotate students with disabilities into separate class model service during the school day to provide necessary therapies, and educational services to support increased developmental skills.
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<b>Challenges</b>	Our challenges for these high needs students include achievement in all academic areas, rise in qualifying student numbers, new to the country students with exceptionalities, and effective behavior interventions.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	Increase student achievement in core content who score proficient and above on GA Milestones
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	Increase rigor and activate higher levels of depth of knowledge Students need to become more fluent in academic language and learn to monitor their own progress Continue to use MAP data to inform instructional decisions Continue to host professional development that builds teacher capacity in the above area
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##### Overarching Need # 2

Overarching Need	Improve professional support infrastructure
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Improve and refine PLC practices Improve and refine Co-Teaching practices Continue to implement Student-Centered Coaching cycles to improve instructional practices and student achievement. Continue to build teacher capacity in collecting, analyzing, reflecting on, and utilizing data to inform instructional decisions Host professional learning opportunities in effective instructional strategies Continue to implement instructional coaching in all core content areas
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## Overarching Need # 2

Additional Considerations	Continue to offer trainings which increase staff capacity for family engagement Offer professional learning opportunities to equip teachers in social and emotional instructional strategies
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Increase student achievement in core content who score proficient and above on GA Milestones**

##### Root Cause # 1

Root Causes to be Addressed	The ability of students to attain grade level proficiency or one year growth is hindered by the factors of poverty, migrant status, and second language acquisition.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Need for all students to use tools to actively monitor their own progress
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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**Overarching Need - Improve professional support infrastructure**

Root Cause # 1

Root Causes to be Addressed	Teacher capacity for district frameworks and teaching practices varies greatly
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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# School Improvement Plan 2023 - 2024



**Dalton Public Schools  
Roan Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	Roan Elementary School
Team Lead	Anne Fetzer
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in core content who score proficient and above on GA Milestones
Root Cause # 1	Need for all students to use tools to actively monitor their own progress
Root Cause # 2	The ability of students to attain grade level proficiency or one year growth is hindered by the factors of poverty, migrant status, and second language acquisition.
Goal	Increase the total percentage of students performing at levels 3, and 4 on Ga Milestones in all content by 6% in the 2024 administration.

Action Step # 1

Action Step	Administer MAP assessments in ELA, Reading, Math and Science and use Data to increase student achievement
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	The MAP assessment will be given in August, November and March. Our Instructional coaches, Deputy Superintendent, and District coaches will pull data and meet with grade levels to discuss the data and next steps.
Method for Monitoring Effectiveness	The MAP assessment will be given in August, November and March. Our Instructional coaches, Deputy Superintendent, and District coaches will pull data and meet with grade levels to discuss the data and next steps.
Position/Role Responsible	Admin, coaches, Deputy Superintendent and media specialist
Timeline for Implementation	Others : Administer September, November and March (possibly May)

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)?	RESA Warehouse- Data
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Action Step # 2

Action Step	Provide ongoing embedded instructional coaching and professional learning support for teachers to strengthen Tier 1 instruction
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	<p>Benchmarks, formative, summative and state standardized assessment. Development of course content in learning management system and use by students. Student participation in academic supports. Student use of district devices for instruction and Canvas Courses.</p> <p>District and school leaders will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, district and school leaders will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. Students will set personal goals for academic growth.</p>
Method for Monitoring Effectiveness	<p>Benchmarks, formative, summative and state standardized assessment. Development of course content in learning management system and use by students. Student participation in academic supports. Student use of district devices for instruction and Canvas Courses.</p> <p>District and school leaders will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, district and school leaders will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. Students will set personal goals for academic growth.</p>
Position/Role Responsible	Admin, Coaches, Teachers

Action Step # 2

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We partner with Northwest GA RESA. Our Instructional Coaches participated in ongoing training to implement Student-Centered Coaching.
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Action Step # 3

Action Step	Partnership with Rock Bridge Community Church to create wrap around services through Roan Neighborhood Initiative
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of plans for parent activities, observations of parent activities, agendas and sign in sheets, surveys and informal feedback, PK readiness data  Analyze survey and feedback results, Analyze PK readiness data, analyze participation numbers for parent activities
Method for Monitoring Effectiveness	Review of plans for parent activities, observations of parent activities, agendas and sign in sheets, surveys and informal feedback, PK readiness data  Analyze survey and feedback results, Analyze PK readiness data, analyze participation numbers for parent activities
Position/Role Responsible	Admin, DNI, Believe Greater Dalton,

Action Step # 3

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We have a 9 year partnership with Rock Bridge Community Church. We just began a partnership with Northwest GA Health Care Partnership to open our Roan Resource Center through the Dalton Neighborhood Initiative. They assist our teachers, students and parents and provide services to our families.
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Action Step # 4

Action Step	Identify and provide instructional frameworks and resources, including technology, needed to support engaging all students in work that will raise the level of student mastery of standards
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	<p>Benchmarks, formative, summative and state standardized assessments Development of course content in learning management system and use by students Student participation in academic supports Student use of district devices for instruction Staff to attend technology conferences to bring innovation to the students</p> <p>School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. technology and software usage data</p>

Action Step # 4

Method for Monitoring Effectiveness	<p>Benchmarks, formative, summative and state standardized assessments                  Development of course content in learning management system and use by students                  Student participation in academic supports Student use of district devices for instruction                  Staff to attend technology conferences to bring innovation to the students</p> <p>School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. technology and software usage data</p>
Position/Role Responsible	Admin, Coaches, Content and Engagement, Teachers
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The district and school partners with Northwest GA RESA to assist in identifying and providing instructional frameworks and resources, including technology, needed to support and engage all students in work that will raise the level of student mastery of standards.</p>
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Action Step # 5

Action Step	Build capacity of staff, through the MTSS process and our School-level MTTS Team to identify and implement effective and consistent instructional intervention strategies.
Funding Sources	<p>Title I, Part A                  Title I, Part A SIG                  Title I, Part C                  Title I, Part D                  Title II, Part A                  Title III, Part A                  Title IV, Part A                  Title V, Part B                  IDEA                  McKinney-Vento                  Perkins                  N/A                  Consolidated Funding</p>

Action Step # 5

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Benchmarks, formative and summative assessments, state standardized assessments. Development of course content in learning management system and use by students. Student participation in academic supports. Student use of district devices and platforms for instruction. School leaders will analyze benchmark, formative, summative, and state standardized assessment data (EOG & longitudinal data from SLDS) will be used to assist in collecting, organizing, and analyzing data. Additionally, school leaders will capture MTSS data, student work (presentations & portfolios), and qualitative teacher reflections.
Method for Monitoring Effectiveness	Benchmarks, formative and summative assessments, state standardized assessments. Development of course content in learning management system and use by students. Student participation in academic supports. Student use of district devices and platforms for instruction. School leaders will analyze benchmark, formative, summative, and state standardized assessment data (EOG & longitudinal data from SLDS) will be used to assist in collecting, organizing, and analyzing data. Additionally, school leaders will capture MTSS data, student work (presentations & portfolios), and qualitative teacher reflections.
Position/Role Responsible	Intervention teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The school partners with Northwest GA RESA and the Georgia Department of Education to build the capacity of staff.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve professional support infrastructure
Root Cause # 1	Teacher capacity for district frameworks and teaching practices varies greatly
Goal	By May 2024, professional learning growth and development will impact student achievement on formative assessments.

Action Step # 1

Action Step	Provide ongoing embedded instructional coaching and professional learning support for teachers to strengthen Tier 1 instruction
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review professional learning and coaching plans/schedules, observations, and Canvas Courses.  School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections.
Method for Monitoring Effectiveness	Review professional learning and coaching plans/schedules, observations, and Canvas Courses.  School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections.

Action Step # 1

Position/Role Responsible	Admin, Coaches, Content and Engagement
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)?	The district partners with Northwest GA RESA to assist in the preparation of instructional coaches.
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Action Step # 2

Action Step	Conduct professional learning in rigor, academic language, depth of knowledge
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Benchmarks, formative, summative and state standardized assessments  School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. Canvas Courses will be monitored for course updates in each content area.
Method for Monitoring Effectiveness	Benchmarks, formative, summative and state standardized assessments  School leaders and coaches will analyze benchmark, formative, summative and state standardized assessment data (EOG, EOC, longitudinal data from SLDS) will be used to

Action Step # 2

Method for Monitoring Effectiveness	assist in collecting, organizing and analyzing data. Additionally, school leaders and coaches will capture MTSS data, student work (presentations, portfolios), qualitative teacher reflections. Canvas Courses will be monitored for course updates in each content area.
Position/Role Responsible	Admin, Coaches
Timeline for Implementation	Others : Ongoing

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)?	We partner with Northwest GA RESA so that teachers can attend Rigor Redefined courses and other course offering to deepen staff content knowledge.
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Action Step # 3

Action Step	Teachers will collaborate in weekly Professional Learning Communities and monthly data meetings
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly meetings throughout school year Data, Math, Writing, Lexile, MAP, Milestones, ACCESS, CCRPI, TKES, Growth Mindset, RTI/MTSS, Guided Reading Levels
Method for Monitoring Effectiveness	Weekly meetings throughout school year Data, Math, Writing, Lexile, MAP, Milestones, ACCESS, CCRPI, TKES, Growth Mindset, RTI/MTSS, Guided Reading Levels

Action Step # 3

Position/Role Responsible	Admin, Coaches, Deputy Superintendent
Timeline for Implementation	Others : weekly & Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We are partnering with Northwest GA RESA on MTSS/RTI during 2019-2020 school year.
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Action Step # 4

Action Step	Northwest GA RESA will be utilized to enhance teacher understanding and delivery in increasing classroom rigor
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Ongoing through the year and redeliver of information to grade levels Lesson plans, MAP data, Milestones, Canvas Courses
Method for Monitoring Effectiveness	Ongoing through the year and redeliver of information to grade levels Lesson plans, MAP data, Milestones, Canvas Courses
Position/Role Responsible	Admin, Coaches and Teachers
Timeline for Implementation	Others : 6 times a year

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>In the past year we coaches and admin have participated in ongoing training to implement Student-Centered Coaching effectively.</p>
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### 3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Teachers, school leaders, and parents were part of the CNA team. The plan will be posted on our website for seven days prior to final submission for all stakeholders to review. An link to the plan will be published and instructions will be provided on how to share feedback. Before final submission, the CNA team leaders will meet to incorporate stakeholder suggestions and to review the final plan.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Roan school utilizes the website gapsc.org where all staff certifications are checked to ensure teachers are highly qualified in their field. The DPS Human Resources Department double checks for accuracy. The TKES rating system also allows for teacher effectiveness to be calibrated in an ongoing format. Lastly, the district superintendent requires ten classroom walk-through visits per day to assure quality and effective practices take place.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Roan School serves a diverse student body with varying student needs. Roan staff works together to design quality experiences and learning opportunities for students in grades Pre-K-5. Roan uses the Georgia Standards of Excellence as a basis for instruction. The programs that are in place within the school show evidence of Roan's focus on addressing differentiated instruction for different learning needs. These programs include Early Intervention Program (EIP) instruction, gifted (Challenge) instruction, English Language Learners (ELL) instruction, special education instruction (ESS), Title 1 Reading Interventionist, a Schoolwide Interventionist, Kid City, and migrant education. Roan has a math and literacy instructional coach. Ongoing professional learning and data analysis is provided in monthly data meetings. Two district math/science coaches and two district literacy/social studies coaches support the schools. Roan has a STEM lab and an iLab. Art, Music, Physical Education, and Guidance using Character Education are also offered to all students. The programs listed are integrated into the regular curricular offerings. All student progress is reviewed throughout the year through progress monitoring. Students who are most academically at-risk receive interventions through the MTSS process.</p>

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

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

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Roan hosts an annual Pre-K Peek for students enrolled in the two pre-K classes on campus. Additionally, community children have the opportunity to attend district level classes such as Little Cats and the Summer Transition Program. These programs are designed to prepare rising pre-k students for school routines, practices, and expectations as well as help alleviate anxiety related to starting school.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Roan fifth grade students attend a Tiger Tour at Hammond Creek Middle School to help prepare them for the transition to middle school. Additionally, our counselor conducts a Career Project where fifth graders select a career to research, create a project, and present their work to the class. We also take fifth grade student on field trips to local post-secondary schools such as Dalton State College, Georgia Northwestern, and Lee University. We have also conduct an annual RED Day for intermediate students to explore and discover career paths and innovative technologies. We also host a Career Day for primary students so that they may be exposed to multiple professional fields.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Discipline efforts at the school are distributed across all staff through positive behavior intervention strategies. Discipline issues that extend beyond regular classroom intervention strategies are handled by administrators. At the beginning of each school year, every student receives a code of conduct which is signed by both parents and students. Additionally, new students are provided the code of conduct as they enroll throughout the school year. At the beginning of each year and as needed throughout the year, teachers address processes and procedures in classrooms to establish a positive learning environment. As needs arise, a team including teachers, administrators, the counselor, and the social worker seeks to identify and address underlying causes for the behavior in an effort to have students remain at school for learning to continue. In early stages of intervention strategies, parents are called to discuss behavioral incidents or asked to come in for a conference with school staff. Through the MTSS process, behavior plans are used in circumstances of chronic behavioral issues. Additionally, a behavior specialist monitors behavior and develops specialized intervention strategies as needed for specific students. Because every disciplinary incident is handled in a way to address underlying causes that are specific to each child, preventative and reactionary efforts are specific to each student needing support. Interventions to address categories of subgroups are too broad for our needs.</p>

## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.