



Comprehensive Needs Assessment 2023 - 2024 School Report



**Pierce County
Patterson 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	Amanda Lankford
Team Member # 2	Assistant Principal	Cori Barclift
Team Member # 3	Instructional Coach	Brandi Metts
Team Member # 4	Counselor	Ashlee Todd
Team Member # 5	Media specialist	Nancy Boatright
Team Member # 6	SPED Teacher Lead	Janna Wright
Team Member # 7	RTI Coordinator	Gail Lee

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Jill Dowling
Team Member # 2	First Grade Teacher	Sherri Cornelius
Team Member # 3	Second Grade Teacher	Keina Peacock
Team Member # 4	Third Grade Teacher	Ellen Thornton
Team Member # 5	Fourth Grade Teacher	Samantha Stone
Team Member # 6	Fifth Grade Teacher	Kaitlyn Riggins
Team Member # 7	Resource Teacher	Julie Griner
Team Member # 8	ESOL Teacher	Margaret Ruth Steedley
Team Member # 9	PrK Teacher	Keli Doss
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent Representative	Ansleigh Godwin
Stakeholder # 2	Parent Representative	Bridgett Greene
Stakeholder # 3	Business Representative	Adam Ferrell
Stakeholder # 4	Business Representative	Sam Sports
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

Stakeholder feedback is continual and ongoing throughout the year as part of the improvement process. We extend invitations for input to all stakeholders involved with PES, including parents, community members, School Council members, students and staff. Invitations for upcoming events are sent through social media, newsletters, phone calls, text or email contact and posted on the information board outside of school. When selecting stakeholders for input, we ensure that there is a varied representation of stakeholders involved in the process, such as administrators, teachers, parents and business leaders. Stakeholders attend school-wide meetings (virtual and face-to-face), such as parent/teacher meetings, grade-level Lunch & Learns, Parent Cafes, Annual Title 1 School Showcase Meeting, School-wide Assessment Parent Event, ESOL Family Information Night etc. At these meetings, the team discusses school-wide goals, instructional programs, ongoing data analysis and applicable resources to support students at home. Stakeholders are encouraged to provide feedback verbally or in writing during the meetings. Stakeholders also have opportunities to complete perception surveys (offered in both English and Spanish language) such as the Annual Title 1 Parent and Family Engagement Survey, the Annual Georgia Health 2.0 Student Survey, and feedback evaluation forms for every school-wide event offered.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<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>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

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

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

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

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

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<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>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<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>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<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

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<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>	
4. Not Evident	<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>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>PES examined the following perception data:</p> <ul style="list-style-type: none"> ● Staff perception data from annual program analysis and quarterly summary of software and action steps ● Student climate survey data from Georgia Health 2.0 Student Survey ● Staff climate survey data ● Parent feedback from Title 1 Parent and Family Engagement Survey ● Evaluation form feedback from the following events: <ul style="list-style-type: none"> ● Title 1 Night ● ESOL Family Night ● Parent Cafe's ● Annual Parent Assessment Event ● Comprehensive Needs Assessment Data ● Interaction on social media and communication platforms
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Staff Perceptions</p> <ul style="list-style-type: none"> ● 92% of staff respond favorably about our school climate and culture. PES is considered a safe and comfortable location where learning is the focus and students and families are supported toward success goals. Our staff perceives the school as a positive working environment. ● The staff indicates that they are respected, included and encouraged to do their job by leadership to the best of their ability using the support and resources available at Patterson Elementary School. ● Teachers are confident in their role and assignment indicated by data that (78%) feel adequately prepared to teach in the coming year with their current level of knowledge in the field. ● Approximately 50% of teachers indicate a need for more training in differentiation, student engagement, and supporting struggling learners (professional learning opportunities have declined since COVID). <p>Parent Perceptions</p> <p>PES parents continue to respond favorably concerning the school culture and climate, reporting that we provide a safe and comfortable learning</p>
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environment where students are supported and successful:

- 93% of participants state that our school is always welcoming, 7% sometimes, and 0% never.
- PES has worked hard to increase communications with parents about a variety of personal and academic topics to reinforce the supportive environment. We consistently use ParentSquare as a school-wide communication platform, which translates information to the parent's selected preferred language, Facebook, and printed invitation/flyers in English and Spanish. 94% of participants stated that our school provides information in a format/language that is easy to understand. 71% of parents state that they prefer to receive communication via text message (ParentSquare).
- 96% of survey participants stated that our school provides information and resources to families to support student learning at home and 93% have received specific information about curriculum/standards (what their child is learning).
- Increased participation by inviting parents to attend Lunch and Learns, which included eating lunch with their child and visiting their child's classroom, in lieu of hosting the event after hours.

Challenges/barriers to family engagement including:

- Parent/family participation in providing feedback (surveys) - out of approximately 480 families, we received 125 responses.
- Flexible scheduling to increase participation for families - 44% stated that offering events at various times and providing options of in-person or virtual would help increase participation.
- Parents continue to request improved communication between families and the school. Parents invite more face-to-face and phone conversations with their child's teachers. There is also the opinion that parents of higher achieving students do not receive as many conference opportunities as those of academically struggling students.

Student Perceptions - Georgia Student Health Survey

Strengths:

- 100% of students believe that the school has clear expectations/rules for behavior.
- 99% respond that the school wants students to be successful; and 93% feel that adults treat them with respect and provide help when it is needed.
- 90% of students state that they feel safe and that good behavior is acknowledged at school.

Challenges:

	<ul style="list-style-type: none"> 17% of students believe that other students often misbehave in class making it difficult for teachers to teach, and 23% report that students mistreat one another at least some of the time. 41% report that they do not like school or only like school sometimes. 18% believe they are not performing well in school.
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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	<p>PES Leadership team evaluated the following in regard to process data:</p> <ul style="list-style-type: none"> Master schedules and Daily Schedules for all gen ed teachers and support personnel RTI data Parent participation in school events and parent trainings Outcomes of PLC meetings and data meetings by grade level (planning minutes, agendas) ELA Curriculum Tier I Instruction
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	<p>Support Personnel for subgroup populations- All students are offered 150 minute blocks for ELA/Social Studies and Math/Science. This gives students in grades 1-5 two teachers of academic content. Support teachers (SpEd and Intervention) were assigned to serve grade bands (2 grades per teacher) in 22-23 to allow more intentional support and opportunities for collaboration through common planning time. Data shows gains in student achievement and growth as measured by GMAS (3-5) and NWEA Map Growth. (See Student Achievement section for data)</p> <p>Challenge: ESSER funding has allowed us to have additional support personnel on staff to serve as intervention specialists. Our upcoming challenge is the sustainability of keeping additional interventionists after ESSER money is no longer available.</p> <p>RTI - 14% of our student population is served through RTI. We have worked to streamline our RTI process and involve teachers in data digs to monitor students in need of additional support. We implemented ELT as an additional opportunity for intervention segments and assigned intervention teachers to grade bands so that they would have more opportunity for collaboration with a common planning time.</p> <p>Challenge: Data reflects that completion of intervention segments has improved. However, the supplemental programs are still not being used to fidelity for progress monitoring purposes at all grade levels. 51% of RTI students met intervention target time (compared to 31% in 2022). Students in need of intervention in both reading and math typically spend more time on their reading intervention and do not always get to their math intervention program (Dreambox). Lack of time is indicated as the primary barrier to this process.</p> <p>ATTENDANCE - 18% of students have missed 17 or more school days. This</p>
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year students have had 2,983 tardies as well. Despite efforts to reward good attendance, the records clerk making daily phone calls to absent students, and teachers making parent contact, there has been no change. Students who are tardy must be escorted in by a parent and signed in by our SRO officer who gives them a copy of our attendance/tardy policy. However, there has been little change in this number as well.

Staff attendance continues to be a challenge as well, with 40% of teachers and paras missing 10 or more days during 22-23. This is similar to the previous year (43%), in spite of efforts to encourage and reward staff attendance.

Challenge: Since COVID, attendance has not been a part of CCRPI. It also would seem that families do not see the importance of students being at school every day and on time. It is also difficult at the elementary level to find appropriate incentives as students cannot drive themselves to school and often cannot wake themselves up and get to the bus stop independently.

BEHAVIOR - According to PBIS data, minor referrals have increased 34% and major referrals increased 177%. Of the major referrals, four specific students make up nearly half of the major referrals. The majority of all referrals come from the classroom and the most reported infraction is disrespect.

Challenge: Tier 1 behavioral support could be explicitly taught more. Students in younger grades were home during COVID years and seem to struggle with social-emotional skills (SEL) and interaction with others. Many of our behavioral issues this year were in younger grades. Students with more problematic behaviors need more appropriate Tier 2 and Tier 3 support.

ELA Curriculum Progress – ELA content teachers continue to piece meal curriculum resources to align to the Georgia Standards. This includes using Who's Doing the Work? Strategies, and Ready Reading Curriculum in grades 2-5 as well as Saxon Phonics K-2. We are now shifting to Heggerty Bridge to Reading FY 24 in PrK-2. Data shows a trend of reduced achievement results in grade 5 and consistent performance in grades 3 and 4.. Due to collaborative planning and strategic data monitoring using formative and summative assessments, teachers maintained 60% achievement in grades 3-5. However we did not achieve our 65% improvement goal.

Challenge: Teachers still believe that there is a need for consistent ELA curriculum across all grade levels and a greater awareness of vertical alignment, as well as professional development in the science of reading to include all five areas that are research based elements of proper instruction.

Math Curriculum Progress - We continued to implement Eureka Math vertically (K-5) this year. Scores continue to trend high with 77% of students in grades 3 through 5 at or above proficiency. (an improvement of 4% from 2022). Only 5 out of 200 students in the school scored at a Level 1 on GMAS 2023.

Challenge: Even though we met our improvement goal in 2023, our greatest challenge will be to continue to sustain high levels of achievement in the years to come. Implementation of new standards will require careful pacing and examination of current Eureka curriculum in order to make sure that instruction continues to align to the rigor and expectations of changes in the standards. Also, achievement has held steady in grades 3 and 4, with nearly

	80% performing at Level 3 or higher. Although 5th grade has made steady improvements each year (from 56% to 66% scoring at proficient levels in past three years), there is still a downward dip in same-cohort performance from 4th grade to 5th grade each year.
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What achievement data did you use?	<ul style="list-style-type: none"> ● GA Milestones End of Grade Assessment (Grades 3-5) ● NWEA Growth Map - ELA/Reading and Math (K-5); Science (3-5) ● ACCESS (EL students)
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What does your achievement data tell you?	<p>Overall, our achievement data reflects that we are making progress. We continue to perform well when compared to the State and RESA districts in our area. Early literacy continues to be an area of concern so that students are proficient readers by the time they enter third grade. Subgroups, such as SWD and RTI students, and EL students to a lesser degree, lag behind their peers in student achievement. See trend data for GMAS and MAP Growth below.</p> <p><u>FY 23 GMAS ELA Data Grades 3-5</u></p> <ul style="list-style-type: none"> ● 3rd Grade ELA - Percent of students performing at proficient and distinguished has trended upward since 2020: ● % of 3s/4s - 60% (2021); 64% (2022) 65% (2023) ● 4th Grade ELA - Percent of students performing at proficient and distinguished has trended upward since 2020. ● % of 3s/4s - 51% (2021); 55% (2022), 64% (2023) ● 5th Grade ELA - After a sharp decline from 2019 to 2021, the percentage of students scoring proficient and distinguished rebounded to near pre-COVID performance in 2022 and dropped again in 2023. ● % of 3s/4s: 41% (2021); 62% (2022); 50% (2023) ● Overall, the % of students at proficient and distinguished is 60% in grades 3-5. This is the same percentage as 2022 and an improvement from 2021 of 9%. ● When comparing same-cohort data from one year to the next, overall achievement remains similar from one year to the next. As students moved from 3rd to 4th grade, 64% of the overall student group were proficient and distinguished in both grades. From 4th to 5th grade there was a slight drop in the overall student group performance (Level 3s/4s) from 55% to 50%.
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GMAS Lexile Data (2023)

3rd grade

- 96% (69 out of 72) met grade level passing minimum Lexile of 520 (5% increase from 2022)
- 71% (51 out of 72) met CCRPI Lexile target of 670 (stretch band midpoint) (1% decrease from 2022)

4th grade -

- 84% (49 out of 58) met grade level passing minimum Lexile of 740
- 69% (40 out of 58) met CCRPI Lexile target of 840 (stretch band midpoint)

5th grade

- 85% (56 out of 66) met grade level passing minimum Lexile of 830 (4% decrease from 2022)
- 67% (44 out of 66) met CCRPI Lexile target of 920 (stretch band midpoint) (2% decrease from 2022)

GMAS Writing Data (2023)

Grades 3-5 IDOC (Ideas) Ratings (4 point scale) 2023 Data is reported for Gr 3 and Gr 5 only at this time.

- 4 pt 4% (2021); 3% (2022); 3% (2023)
- 3pt 18% (2021); 21% (2022); 29% (2023)
- 2pt 58% (2021); 54% (2022); 52% (2023)
- 1pt 19% (2021); 19% (2022); 15% (2023)
- 0 pt 0% (2021); 2% (2022); 1% (2023)

Grades 3-5 Narrative Ratings (4 point scale)

- 4 pt 6% (2021); 6% (2022) 4% (2023)
- 3pt 19% (2021); 30% (2022) 20% (2023)
- 2pt 38% (2021); 32% (2022) 35% (2023)
- 1pt 33% (2021); 29% (2022) 37% (2023)
- 0 pt 3% (2021); 3% (2022) 4% (2023)

FY 23 GMAS Math Data

- 3rd Grade Math - % of students scoring at proficient and above have trended slightly upward, topping 80% in 2023
- % of 3s/4s - 79% (2021); 77% (2022); 83% (2023)
- 4th Grade Math - There has been a 3-year trend of near 80% of 4th graders scoring at proficient or distinguished achievement levels:
 - % of 3s/4s - 79% (2021); 82% (2022); 82% (2023)
- 5th Grade Math - There is a 10% increase in 5th graders scoring at proficient or above from 2021 to 2023.
 - % of 3s/4s - 56% (2021); 62% (2022); 66% (2023)
- When analyzing math trends for three years (2021-2023), approximately 80% of 3rd and 4th grade students reached proficient or distinguished status each year. 5th grade scores continue to trend 15-20% lower in comparison each year. .
- When comparing the same cohort data in math, the trend continues to reflect students maintaining or improving slightly from third to fourth grade, but the percentage of students performing at proficiency declines sharply from fourth grade to fifth grade (by 16% from 2022 to 2023).

GMAS Science Data

- 5th Grade Science - Students scoring at proficient or distinguished dropped from 2022 to 2023.
- 65% (2021); 72% (2022); 64% (2023)

GMAS Subgroups Performance

- Students with Disabilities (includes speech only students):
 - ELA Proficient/Above - 9% (2021); 21% (2022); 42% (2023) -
 - 39.4% of all SWD students scored at Level 1 and 39.4% at Level 2 on ELA GMAS in 2022 -18% of all SWD students scored at Level 1 and 39% at Level 2 on ELA GMAS 2023

- When speech only students are not included in data, 91% of SWD's scored at Level 1 or 2 in ELA in 2022; When speech only students are not included in data, 70% of SWD's scored at Level 1 or 2 in ELA in 2023
- Math Proficient/Above - 30% (2021); 27% (2022); 55% (2023)
- 12% of all SWD students scored at Level 1 and 33% at Level 2 on Math GMAS in 2023 (compared to 33.3% (Level 1) and 39.4% (Level 2) in 2022)
- When speech only students are not included in data, 70% of SWDs scored at Level 1 or 2 in Math in 2023 (compared to 91% in 2022)

ESOL Students (GMAS):

Performance is trending upward on GMAS for ELL students for 2 consecutive years.

- ELA Proficiency/Above - 29% (2021); 50% (2022); 43% (2023)
- 50% of ELL students scored at Level 2 in 2022 (no Level 1s)
- 2023 changes: 43% (Levels 3/4); 43 (Level 2); 14% (Level 1)
- Math Proficiency/Above - 57% (2021); 63% (2022); 71% (2023)
- 37% of ELL students scored at Level 2 in 2022 (no Level 1s); 29% scored at Level 2 in 2023 (no Level 1s)

RTI Students (GMAS):

GMAS ELA - 19% of RTI students in grades 3-5 (31 students) scored at proficient or distinguished level. 81% of students scored at a Level 2, 3, or 4 on GMAS.

GMAS Math - 56% of RTI (32 students) in grades 3-5 scored proficient or above on GMAS. 97% scored at a Level 2, 3, or 4.

MAP Growth 2023:

- Growth indicator - % of students meeting or exceeding their projected RIT growth goal from Fall 2022 to Spring 2023:

Kindergarten -	97% (Rdg);	100% (Math)
First Grade -	71.6% (Rdg);	85,2% (Math)
Second Grade -	53.5% (Rdg);	71.8% (Math)
Third Grade -	70% (Rdg);	78% (Language); 83% (Math); 69% (Science)
Fourth Grade -	68% (Rdg);	67% (Language); 91% (Math); 54% (Science)
Fifth Grade -	68% (Rdg);	55% (Language); 61% (Math); 74% (Science)

- Achievement indicator - % of students at or above Grade Level Mean RIT score in Spring 2023:

Kindergarten -	96% (Reading);	96% (Math)
First Grade -	77% (Reading);	81% (Math)
Second Grade -	72% (Reading);	73% (Math)
Third Grade -	74%(Reading);	82%(Math)
Fourth Grade -	84% (Reading);	85% (Math)
Fifth Grade -	80% (Reading)	80% (Math)

MAP Subgroups Performance:

Students with Disabilities:

Growth Indicator

- Reading - 70% of K-5 SWD students (including speech) met their growth goal on MAP
- Math - 76% of K-5 SWD students (including speech) met their growth goal on MAP

Achievement Indicator:

- Reading - 57% of K-5 SWD students (including speech) scored at or above the Grade Level Mean RIT in the Spring
- Math - 65% of K-5 SWD students (including speech) scored at or above the Grade Level Mean RIT in the Spring

ESOL Students

Growth Indicator

- Reading - 83% of K-5 ESOL students met their growth goal target on MAP
- Math - 100% of K-5 ESOL students met their growth goal target on MAP

Achievement Indicator:

- Reading - 75% of K-5 ESOL students scored at or above the Grade Level Mean RIT in the Spring
- Math - 75% of K-5 ESOL students scored at or above the Grade Level Mean RIT in the Spring

RTI Students

Growth Indicator

- Reading - 75% of K-5 RTI students met their growth goal on MAP
- Math - 63% of % of K-5 RTI students met their growth goal on MAP

Achievement Indicator:

- Reading - 50% of K-5 RTI students scored at or above the Grade Level Mean RIT in the Spring
- Math - 52% of K-5 RTI students scored at or above the Grade Level Mean RIT in the Spring

Summary of MAP Data:

- Growth performance increased in 2023, with 72% of overall students meeting RIT growth goals in reading and 82% in math (K-5). However, 2nd grade reading and 5th grade math had the lowest percentage of students reach growth targets (54% and 61% respectively).
- MAP Projected Milestones Proficiency Report accurately predicted student performance on GMAS 61% of the time in Reading and 71% of the time in math when comparing MAP's projection to each student's individual GMAS score. (awaiting final data)

ACCESS

- In 2021, 75% of students moved one or more performance bands.

2022 Performance:

- 58% of students moved one or more performance bands
- 15% Exited Access (2 students)

2023 Performance

- 42% of students moved one or more performance bands (5 students)
- 25% of students remained in the same performance band (3 students)
- 8% of students moved down one performance band (1 student)
- 8% Exited Access (1 student)
- 17% of students took the Alternate Access (2 students)

What demographic data did you use?	<p>Infinite Campus Data based on:</p> <ul style="list-style-type: none"> ● Enrollment ● Attendance ● Discipline ● Minority and Subgroup Populations
What does the demographic data tell you?	<p>Enrollment - This year's overall enrollment decreased by 25 students from 2022. - 484 (2021); 494 (2022), 469 (2023) 2023 Enrollment by Gender - 49% Male (239 students); 51% Female (230 students) Enrollment by race/ethnicity -</p> <ul style="list-style-type: none"> ● 2021 - Black (4%); Hispanic (6%); Multi-racial (5%); White (85%) ● 2022 - Black (3%); Hispanic (7%); Multi-racial (4%); White (86%) ● 2023 - Black (3%); Hispanic (7%); Multi-racial (4%); White (85%) ● From 2021 to 2023, the percentages of each race/ethnic group have remained basically the same. <p>Subgroup Populations: (student enrollment by program) - SpED: 13.3% (2021); 14.6% (2022); 14.5% (2023) - The percentage of SpEd students remains constant since 2021. ESOL: Approximately 5% of PES students were identified as ESOL in 2019, compared to 3% in 2021 and 2022. This year, in 2023, 12 students (2.55%) are identified as ESOL. This is a slight decrease from last year. Migrant: Fewer than 4 students consecutively over the past 4 years (< 0.005% of student population); 1 student was identified as migrant in 2022. At the start of 2023, there were no students identified as migrant. Now there are six students who are identified as migrant. (1.27%) This is an increase of five students from last school year.</p> <p>Gifted: Our gifted population shows a decline for the upcoming year. In 2021, 22 students were served in GATE. This year, we served 20 students. Based on current projections, we anticipate 16 students (3%) for the upcoming 23-24 year.</p> <p>RTI: In 2023, 14.4% of the student population is served through RTI. This is a one percent increase from 2022 when 13% of the student population was served through RTI.</p> <p>Attendance -</p> <ul style="list-style-type: none"> ● In school year 2021 attendance was waived due to COVID. ● For 2 consecutive years (2022, 2023) 18% of students have missed more than 10% of enrolled days (17+ days of school). ● PES also has habitual issues each year with frequent tardies and check-outs across all grade-levels. (3,167 tardies for SY 22); (2,983 tardies for

SY 23)

- Staff attendance has also declined since COVID. In 2022, 43% of PES staff missed more than 10 days of school. In 2023, 40% of staff missed more than 10 days.

Discipline -

2023 Discipline Data

184 Minor Referrals (increase of 34%) - 136 in the classroom, 20 on the bus

61 Major Referrals (increase of 177%) - 28 in the classroom, 15 on the bus

Of these 61 referrals, four students make up 29 of these referrals in grades K, 1, and 2s.

- 2022 Discipline Data

ul

- 137 Minor Referrals - 70% of problem behaviors occurred in the classroom

- 22 Major Referrals

- Thursday and Friday had the most referrals

- February had the most SWIS referrals

- Most reported problem behaviors included: disrespect (28%), physical aggression (26%), defiance/non-compliance (23%)

- The grade levels reporting the most referrals were kindergarten (36) and fourth grade (36)

From 2022 to 2023, the minor referrals increased by 47. The major referrals nearly tripled and increased by 39. The classroom continues to be where most infractions occur. The days of the week and months varied slightly from 2022 to 2023. Disrespect was the highest minor infraction reported both years. It was also noted in the data that the grade levels reporting minor infractions the most changed from 2022 to 2023.

Staff:

- Teachers with low-level experience (0-5 yrs) - 22%
- Mid-level experience (6 - 19 yrs) - 52%
- High-level experience (20+ yrs) - 26%
- Teachers with Bachelors Degree: 18%
- Teachers with Masters Degree: 38%
- Teachers with Ed Specialist Degree: 41%

	<ul style="list-style-type: none">Teachers with Doctorate: 2%
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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>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● K-5 Consistent Instructional Programs include - <ol style="list-style-type: none"> 1. K-2 Systematic Phonics Instruction 2. Who's Doing the Work Strategies 3. Eureka Math <ul style="list-style-type: none"> ● Standards based instruction ● Consistent teacher collaboration ● Use of data to drive instruction <p>Challenges:</p> <ul style="list-style-type: none"> ● Student goal setting and self-monitoring of academic progress/student feedback on progress ● Intervention strategies, programs, and monitoring for Tier II, III instruction (required segments not met in some grade levels) ● Increasing student ability to write proficiently and generate ideas with appropriate language on the state writing assessment. Trend Data is stagnant. ● ELA Instruction for Gr 3-5 lacks necessary word work and vocabulary continuum for older students. ● Implement grading practices that reflect progress on grade level standards.
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> ● Shared school goals/open door discussions ● TKES Goals are meaningful ● Ongoing data analysis (data driven) ● Values and seeks input of all staff professionals <p>CHALLENGES:</p> <ul style="list-style-type: none"> ● Regular/ongoing leadership team meetings to work on school improvement ● Support teachers in classroom management and behavior management.

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> ● Common planning time ● Teachers are part of decision making process ● Weekly PLC collaboration ● Vertical math curriculum (Eureka) allows greater collaboration ● Professional Learning is aligned with needs based on data <p>CHALLENGES:</p> <ul style="list-style-type: none"> ● Need more planning time (45 min segments are too short) ● Support/mentoring for new teachers ● Effective collaboration between resource and classroom teachers to influence student learning. ● Implementation and monitoring by admin of professional learning and follow-up support (feedback coaching)
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> ● We create a welcoming environment for families ● Variety of contact methods used to communicate with parents - Parent Square, Facebook, flyers, website, emails, phone calls, agendas, face-to-face conferences (Parents prefer ParentSquare) ● Trained counselor/Family Engagement Coordinator that works with parents for resources and needs ● Parents report that they are utilizing Infinite Campus to access grades/attendance. ● Open House, parent-teacher conferences, Annual Title 1 Night, and parent training workshops and videos are most beneficial according to parents. ● Option for virtual events on social media as well as lunch time events instead of evening hours. <p>CHALLENGES:</p> <ul style="list-style-type: none"> ● Getting parents to take advantage of opportunities to provide feedback on surveys. ● Communication - Learning targets and how students are performing on assessments in terms of grade-level proficiency. Grades reported on online platform do not communicate information about what was missed and how to help students review content at home. ● Communication - Access to online resources and technology tips (especially for younger students)

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> ● Flexible teacher/parent communication - beyond face to face ● House System establishes school-wide sense of community ● Student House Leaders Program promotes leadership among students ● Recognizing and celebrating achievements of students and staff ● Sharing a common vision and mission <p>CHALLENGES:</p> <ul style="list-style-type: none"> ● Empowering Students to self reflect, self monitor and set goals. ● Providing specific feedback from teachers to students for individualized learning ● Strategic planning where progress monitoring drives instruction and differentiation
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <p>78% of staff have mid- to high-levels of teaching experience (6 or more years). 77% of teaching staff have an advanced degree.</p> <p>CHALLENGES:</p> <p>Attendance has declined dramatically. 18% of students had more than 17 absences (10% of the school year) in 2022 and 2023, compared to only 4% in 2019.</p> <p>Low performance among subgroups (SWDs, EL, and RTI students) in achievement and growth.</p> <p>Staff attendance</p> <p>Discipline - Drastic increase in discipline referrals for major offenses</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>STRENGTHS:</p> <ul style="list-style-type: none"> ● 3rd and 4th grade ELA and math performance trended upward or remained the same for the past three years on GMAS. ● 77% of 3rd-5th graders were proficient or distinguished on 2023 Math GMAS. Only 3% (5 students) in grades 3-5 scored at a Level 1 in math in 2023. ● Improvements in growth and achievement on GMAS and MAP performance in total population and subgroups (SWD's, RTI, and EL) performance in 2023. <p>CHALLENGES:</p> <ul style="list-style-type: none"> ● ELA - Only 60% of 3-5 students perform at grade-level proficiency according to GMAS. ● Math - GMAS performance (percentage at proficient) declines in 5th grade after high performance in 3rd and 4th. ● Subgroup performance continues to be an area of need to increase proficiency for SWD, RTI, and EL populations.

Strengths and Challenges Based on Trends and Patterns

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

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

Strengths	<p>1. SPED:</p> <p>SPED:</p> <ul style="list-style-type: none"> ● Each inclusion teacher supported two grade levels which allowed more collaboration opportunities ● Strong teacher/student relationships ● Schedules are developed to allow for maximum support services possible (inclusion model) ● Students are monitored weekly to measure progress toward individual IEP goals ● Parents receive quarterly progress reports on IEP goals and students are invited/attend IEP meetings - older elementary students participate in IEP meetings ● GMAS data proficiency levels are trending upward ● Scheduled dedicated ELT time in some grade levels to complete intervention programs <p>2. RTI</p> <ul style="list-style-type: none"> ● Increase in students meeting intervention program goals due to scheduled ELT time. ● Strong RTI program to monitor and support struggling students (9 weeks data digs to assess progress) ● Strong teacher/student relationships ● Additional intervention teachers to serve students through ESSER funding ● Improvements in students meeting growth and achievement targets in MAP and GMAS data <p>3. ESOL</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	<ul style="list-style-type: none"> ● One full-time ESOL teacher - serving 12 students. ● Strong family involvement between ESOL teacher and families - teacher communicates areas of improvement and information to parents throughout the year via face-to-face conferences, regular phone contact, etc. ● Scheduling allows students to be served by certified personnel in the maximum number of segments with a combination of push-in and pull-out services provided ● Students receive specialized instructional strategies and supplemental language support in at least 2 content areas ● Data is trending well in ACCESS performance, GMAS, and MAP growth and achievement
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Challenges	<p>1. SPED Students:</p> <ul style="list-style-type: none"> ● Large caseloads for inclusion teachers covering more than 20 students each. ● 2 novice special education inclusion teachers in 2024 as well as 2 novice special education paraprofessional aids. ● Grading practices for SWDs need to be clearly defined ● Finding appropriate Tier 4 interventions for upper grade students to remain engaged and show growth. ● Providing more restrictive services to the few students who qualify for these types of services <p>2. RTI:</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	<ul style="list-style-type: none"> ● Implementing intervention programs to fidelity ● Sustaining interventionist support beyond 2024 <p>3.ESOL:</p> <ul style="list-style-type: none"> ● Weak writing/communication skills impact ELA performance. Students have difficulty converting verbal to written communication. ● Sufficient time for ESOL teacher to collaborate with general ed teachers ● General Ed. Teacher Knowledge for providing support and embedded differentiation for students with a language barrier. ● Schedule flexibility to determine student needs for the push in or pull out model of services.
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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	To increase literacy performance for K-5 students.
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	
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Overarching Need # 2

Overarching Need	Maintain high achievement and growth in math performance while implementing new Georgia Math Standards for K-5 students.
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	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Increase student engagement.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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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 - To increase literacy performance for K-5 students.

Root Cause # 1

Root Causes to be Addressed	Need for consistent and systematic support and instructional structures in literacy education for K-2 students to close achievement gaps prior to third grade.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : Title V - Part B

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Need for teacher professional development on science of reading, differentiation, and instructional strategies to support struggling readers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of goal setting and specific feedback to students to individualize development of literacy skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of consistent implementation of RTI and SWD intervention programs to fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Maintain high achievement and growth in math performance while implementing new Georgia Math Standards for K-5 students.

Root Cause # 1

Root Causes to be Addressed	Instruction, pacing, grading and assessments of New Georgia Math Standards need to align with the rigor of the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of differentiated support or acceleration to grow students of ALL ability levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of consistent implementation of RTI and SWD intervention programs to fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Increase student engagement.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Student and staff attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Behavior referrals
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Guiding students to set goals and self-monitor.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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School Improvement Plan 2023 - 2024



**Pierce County
Patterson Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pierce County
School Name	Patterson Elementary School
Team Lead	Amanda Lankford, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	To increase literacy performance for K-5 students.
Root Cause # 1	Lack of consistent implementation of RTI and SWD intervention programs to fidelity.
Root Cause # 2	Lack of goal setting and specific feedback to students to individualize development of literacy skills.
Root Cause # 3	Need for consistent and systematic support and instructional structures in literacy education for K-2 students to close achievement gaps prior to third grade.
Root Cause # 4	Need for teacher professional development on science of reading, differentiation, and instructional strategies to support struggling readers.
Goal	75% of ELA students in grades K-5 will meet or exceed grade level mean RIT and achieve growth goal targets on MAP in 2024.

Action Step # 1

Action Step	Provide intervention teachers to support gaps for struggling or at-risk students.
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 Supportive Learning Environment
Method for Monitoring Implementation	Growth Map Data Schedules classroom observations
Method for Monitoring Effectiveness	MAP Data Screener data Benchmarks
Position/Role Responsible	Interventionist, Admin Team
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Provide an instructional coach to support literacy/ELA instruction in grades K-5.
Funding Sources	Title I, Part A N/A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign in for PD, Observation/Walkthrough Coaching Cycle Documentation
Method for Monitoring Effectiveness	TKES data
Position/Role Responsible	Admin Team
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)?	<ul style="list-style-type: none"> • Differentiation • Instructional Resources • Mentoring • Instructional Rounds
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Action Step # 3

Action Step	LETRS Professional Training for teachers K-3 as a 2 year journey of building staff capacity to impact reading outcomes for students.
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	LETRS module Assessments, PLC minutes
Method for Monitoring Effectiveness	Administered Assessments Data Analysis of Results Teacher feedback
Position/Role Responsible	PLC teacher teams
Timeline for Implementation	Quarterly

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

Action Step	Provide software to support instructional program and monitor for fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Digital reports data
Method for Monitoring Effectiveness	Program Data Analysis of usage and effectiveness
Position/Role Responsible	Teachers/Admin Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	After-school tutoring services for students in need of additional support in literacy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Tutoring Lesson plans Observations
Method for Monitoring Effectiveness	Pre/Post assessment scores - Growth MAP
Position/Role Responsible	after-school team, IC
Timeline for Implementation	Quarterly

Action Step # 5

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Maintain high achievement and growth in math performance while implementing new Georgia Math Standards for K-5 students.
Root Cause # 1	Instruction, pacing, grading and assessments of New Georgia Math Standards need to align with the rigor of the standards.
Root Cause # 2	Lack of consistent implementation of RTI and SWD intervention programs to fidelity.
Root Cause # 3	Lack of differentiated support or acceleration to grow students of ALL ability levels.
Goal	80% of math students in grades K-5 will meet or exceed grade level mean RIT and achieve growth goal targets on MAP in 2024.

Action Step # 1

Action Step	Provide intervention teachers to support at risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MAP Growth Data/Screeners Schedules Classroom Observations
Method for Monitoring Effectiveness	Growth MAP Data
Position/Role Responsible	Intervention Teachers Admin Team
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Provide Instructional Coach to improve the instructional program and increase student achievement.
Funding Sources	Title I, Part A N/A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, meeting minutes, sign-in sheets, Walkthrough, Coaching
Method for Monitoring Effectiveness	TKES data
Position/Role Responsible	Admin Team
Timeline for Implementation	Quarterly

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

Action Step	Utilize goal setting practices related to grade-level standards that support students in self-monitoring achievement and growth.
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	Syllabus documents Student goal-monitoring evidence
Method for Monitoring Effectiveness	Feedback/goals met PLC notes
Position/Role Responsible	Math 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)?	
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Action Step # 4

Action Step	Provide updated Eureka training and other professional development opportunities, including vertical collaboration, to assist teachers with aligning Eureka to new standards implementation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas/Sign-in Sheets Teacher feedback from PD opportunities Classroom observations Lesson plans
Method for Monitoring Effectiveness	Feedback Observed implementation Student achievement
Position/Role Responsible	Admin, IC 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)?	
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Action Step # 5

Action Step	After-school tutoring services for students in need of additional support in math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Tutoring Plans Observations

Action Step # 5

Method for Monitoring Effectiveness	Pre/Post assessment progress on MAP Growth
Position/Role Responsible	After-school team, IC
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide software to support instructional program and monitor for fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Usage reports from each program Classroom observations Lesson Plans
Method for Monitoring Effectiveness	Assessment data from programs MAP data
Position/Role Responsible	teachers, intervention teachers, IC, RTI coordinator, admin
Timeline for Implementation	Weekly

Action Step # 6

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student engagement.
Root Cause # 1	Student and staff attendance
Root Cause # 2	Behavior referrals
Root Cause # 3	Guiding students to set goals and self-monitor.
Goal	Ensure a positive school climate, flexible instructional approaches, and supportive services to encourage school attendance and engagement.

Action Step # 1

Action Step	Continue to implement Positive Behavior Interventions and Supports (PBIS), including training for new staff and school-wide additional training and updates.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations Agendas/Sign-In Sheets Participation in training
Method for Monitoring Effectiveness	PBIS data (behavior referrals, etc.)
Position/Role Responsible	PBIS team, Admin, teachers
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Provide a healthy and safe learning environment by addressing students' social and emotional learning needs. (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	SEL lessons documentation Counseling services
Method for Monitoring Effectiveness	GA Student Health Survey
Position/Role Responsible	Counselor,
Timeline for Implementation	Quarterly

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

Action Step	Closely monitor absenteeism and student behavior to enable early detection and intervention
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Attendance/behavior reports PBIS meetings
Method for Monitoring Effectiveness	Attendance data Behavior Data
Position/Role Responsible	Admin, Counselor, School Records Secretary
Timeline for Implementation	Monthly

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

Action Step	Establish consistent grading practices that accurately reflect the student's academic level of performance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction
Method for Monitoring Implementation	Establish grading categories and weights for K-5 Quarterly PLC's/gallery walks RTI data digs
Method for Monitoring Effectiveness	Alignment between student grades on report cards and screener/assessment data
Position/Role Responsible	Admin, 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)?	
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Action Step # 5

Action Step	Provide professional learning to teachers on coaching students to set goals, track progress, and evaluate success so students develop self-regulating skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PD agenda/sign-in sheets Goal-setting evidence/documentation Teacher/student feedback
Method for Monitoring Effectiveness	Achievement data - MAP, report cards, GMAS goal attainment percentages
Position/Role Responsible	IC, admin, teachers
Timeline for Implementation	Quarterly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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>We have developed our school-wide plan with the participation of various stakeholders. The committee included teachers from each grade level and content area, parents, community members, and school administrators. The stakeholders were involved through grade-level meetings, leadership team meetings, professional learning communities, parent involvement meetings, perception surveys, and round-table discussions with staff. PES was able to go back to live and face to face interaction with parents this school year. Parents attended parent-teacher conferences in a face-to-face format and most activities in person, such as ESOL Night, Parent Cafe's, and Assessment Information and Kindergarten transition Luncheons.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All students receive instruction by qualified staff who have the appropriate professional qualifications (PQ). The administrative team carefully analyze classroom assignments for equity purposes to ensure that students do not get a new teacher for two consecutive years, as well as assure that students are in classes where teachers have been rated a Level III or higher on TKES. The principal also places teachers in their specialized content area to further ensure that all students are being taught by highly effective, highly qualified teachers.</p> <p>PES follows a specific action plan to ensure that students have equitable access to quality instruction in terms of class size and teacher experience.</p> <ul style="list-style-type: none"> - At the end of school, teachers recommend class rosters for the next year. The Principal reviews the rosters over the summer and makes changes if necessary. - The Principal considers the needs of ESOL, SPED, and other populations in placement decisions to ensure that students receive high-quality teachers. A resource teacher is assigned to classrooms with students in need of extra assistance in order to reduce the student-teacher ratio.
<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>Patterson Elementary strives to provide quality educational programs and instruction to all learners. Within our structure we have supports for our at risk students that include but are not limited to the following:</p> <p>At risk Students:</p> <p>Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Student progress is closely monitored to assess both the learning rate and level of performance. To support reading achievement, we utilize Lexia's research-proven program as our intervention tool. MyLexia provides explicit,</p>

	<p>systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. For mathematics achievement, we utilize DreamBox which is a complete math program that provides Common Core aligned math lessons, personalized to individual learners. Lessons focus on three critical components: deep understanding, fluency, and problem-solving</p> <p>Early Intervention Program: (EIP) is designed to serve students with identified weaknesses that are likely to experience difficulty achieving a level of performance consistent with grade-level expectations. Students are identified as EIP based on skills checklists and Milestones performance. Students performing below grade level qualify for additional instructional resources in the areas of reading and math. EIP students are monitored through benchmarks and screeners three times per year as well as teacher observations.</p> <p>Special Education students: Academic needs of the Special Education students at Patterson Elementary will be addressed with co-teaching services in ELA and Math classes by two certified special education teachers and two special education paraprofessional aids. Special Education students in grades K-2 will utilize Happy Numbers for Math and Smarty Ants. Special Education students in grades 1-5 will use Orton Gillingham Strategies for Reading intervention and Happy Numbers in Math as a strategy to increase student achievement. All Special Education students will be monitored via AIMSWEB for reading and math data each week.</p> <p>Gifted Learners: Various strategies will be utilized to meet the specific academic needs of the Gifted and Talented students at Patterson Elementary School. First and foremost, an emphasis will be placed on hands-on, student-centered, and inquiry-based approaches to instruction. These approaches encourage the development of critical thinking and problem solving. Secondly, STEM activities will be utilized in the GATE classroom. STEM learning encourages creative thinking and problem solving. In addition, it allows students to take ownership of the direction of their learning. Likewise students will be taking part in multiple passion projects (Genius Hour projects) throughout the year, which develops their research and communication skills. GATE students are also very involved in technology and video production, also enhancing students' communication skills. Lastly, individual goal-setting and progress monitoring are utilized in the GATE classroom to teach students metacognition in a differentiated challenging learning environment.</p> <p>English Language Learners The ESOL Program provides English Learners with support and instruction in the English language and academic and cognitive areas in order to ensure success in the classroom, school, and the community. Supplemental language support is provided through Moby Max (3-5).</p> <p>Instructional Programs</p> <p><u>Heggerty Phonemic Awareness and Bridge to Reading Phonics PreK - 2nd grade</u></p>
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	<p><u>Eureka Math:</u> Eureka Math is a Common Core-aligned curriculum published by Great Minds Inc., that aims to develop conceptual understanding through a logical progression. Eureka encourages students to use a variety of mental strategies to solve problems, and to focus on the process instead of the answer.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>At this time Pierce County Schools have no targeted assistance schools/programs.</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>Parent and family engagement collaboration exists between the public school and outside local preschools/daycare. The school supports early childhood programs by providing:</p> <p>The transition plan at Patterson Elementary for student entering the learning environment as they begin the school experience includes:</p> <ul style="list-style-type: none"> - A Pre-K Parent Orientation and Open House takes place each year where preschool children and their parents are invited to meet with teachers - A Kindergarten Transition Event is offered every Spring so that all prospective students and their parents can visit the school and meet the teachers. <p>Additionally, Patterson Elementary finds it necessary to establish a transition model for students who enter our campus from other schools within the state and abroad. This orientation for student who transition into PES at any grade level includes the following:</p> <ul style="list-style-type: none"> ● Parent/Student school orientation and tour with the counselor and/or administration team. This includes a campus overview and details of our demographics. ● To enhance the first days on campus, PES will provide new students with an orientation to our technology, curriculum screeners to establish information before placing the student in the classroom, and campus PBIS rules and procedures. This, we recognize, will prevent future issues and provide new students with the support and connected relationships that are crucial to student success at every grade level.
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Transition from ES to MS -</p> <p>The school participates and attends Community Helper Day, and Jump Start to aid in effective transitions for students. Our Jump Start Project specifically assists students in transitioning from 5th grade to the Middle School. During the month of May, students are provided an opportunity to tour the middle school. PCMS counselors also visit 5th grade classrooms at PES for an overall orientation and the PCMS Band and Athletic Directors provide an overview of their programs. Parents attend an informational session "Moving to Middle School" in addition to the student tour.</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>Our discipline data indicate disproportionality with regard to the number of white males referred to the office and/or suspended for discipline problems. PBIS is an evidence-based, data-driven process that reduces disciplinary incidents, increases school safety, and improves school climate. PBIS is successful because it creates consistency for staff and students by teaching expectations for behavior in all aspects of the school environment.</p> <p>The PBIS model addresses behavior with a three-tier level of support: Tier 1 for All: core/universal -every kid has access to Tier 1 Tier 2 for Some: targeted for small groups Tier 3 for a Few: intensive, individualized</p> <p>We continue to research and apply strategies within the PBIS framework to minimize disruptions, increase time on task, and provide behavior interventions such as the Rules Rally, the RCA "House" system to foster a sense of community, and a discipline matrix that supports teachers in dealing with classroom behaviors.</p> <p>RCA House System In 2023/2024, we will continue to enhance our use of the house system similar to that used at Ron Clark Academy. Each new student will "spin a wheel" to determine his/her assignment to a house. Throughout the year students will earn points for their houses by positive behavior, homework completion, academic success and other means of recognition. The house competition will last all year with updated points posted weekly. At the end of the year, a big celebration will be held to recognize the house with the most points.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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