



# Comprehensive Needs Assessment 2025 - 2026 School Report



Fayette County  
Oak Grove 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	Chris Riecke
Team Member # 2	Assistant Principal	Cindy Holland
Team Member # 3	Pre-K Representative	Lindsey Clardy
Team Member # 4	Kindergarten Representative	Iris Rodriguez
Team Member # 5	First Grade Representative	Linda Gustine
Team Member # 6	Second Grade Representative	Jennifer Jones
Team Member # 7	Third Grade Representative	Terah Larkin

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Fourth Grade Representative	Lisa Champlin
Team Member # 2	Fifth Grade Representative	Christopher Brown
Team Member # 3	ESOL Teacher	Brittan Parker
Team Member # 4	Special Education	Liz Bunker
Team Member # 5	Paraprofessional	Karen Anthony
Team Member # 6	EIP Teacher/MTSS Lead	Brooke Fuller
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Stakeholders

	Position/Role	Name
Stakeholder # 1	President of PTO/Parent Liaison	Kim Bodnarak
Stakeholder # 2	Vice President of PTO/School Council Parent Liaison	Heather Monroe
Stakeholder # 3	School Council Parent Liaison	Stevens St. Dic
Stakeholder # 4	School Council Parent Liaison	Kace Kilgore
Stakeholder # 5	Business Liason	Scot Serbun
Stakeholder # 6	Corresponding Secretary of PTO	Michelle Roush
Stakeholder # 7	Treasurer of PTO/Parent Liaison	Drew Henry
Stakeholder # 8	Recording Secretary of PTO/Parent Liaison	Jen Koch

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The PTO meets monthly throughout the school year. A "School Improvement Report for the Principal" item is on the agenda, and will continue to be on each agenda that allows for stakeholder input. The School Council (Parent Liaison, Community Liaison, Business Liaison, and Staff Liaison) meet four times a year. There will be a "School Improvement Report from the Principal" included on each agenda that allows time for stakeholder input.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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	<p>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.</p>	
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

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	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Effective Leadership Data

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>	

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.	

Effective Leadership 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>	

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

Effective Leadership Data

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>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

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	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.</p>	✓
3. Emerging	<p>The use of available resources to support continuous improvement is inconsistently monitored.</p>	
4. Not Evident	<p>The use of available resources to support continuous improvement is rarely, if ever, monitored.</p>	

Effective Leadership Data

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	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
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	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

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	<p>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.</p>	
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	✓
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

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 Data

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 Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>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.</p>	
2. Operational	<p>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.</p>	✓
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

## Family and Community Engagement Data

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

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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>We used the following perception data:</p> <ul style="list-style-type: none"> <li>● School Council feedback</li> <li>● PTO feedback</li> <li>● PBIS Data - SWIS</li> <li>● Leadership Team Input</li> <li>● Grade Level Team Input</li> <li>● Climate survey data collected by state and county.</li> </ul>
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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>We were able to gather more information from stakeholders throughout our school and community. What we learned from our perception data is:</p> <ul style="list-style-type: none"> <li>● Students feel safe</li> <li>● PBIS is operational</li> <li>● Parents look forward to being able to come and visit the school and volunteering.</li> <li>● Staff would like to implement Homework House again - mentorship program of some sort.</li> <li>● Community members on council and PTO members enjoyed getting updates at scheduled meeting.</li> <li>● According to the data, families and community members feel that Oak Grove has effectively created a warm and welcoming environment.</li> <li>● Oak Grove openly communicates to stakeholders the academic expectations and how students are progressing towards mastery of the standards.</li> </ul>
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<p>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>	<p>We used the following process data:</p> <ul style="list-style-type: none"> <li>● Brave Ambassadors</li> <li>● School Counseling</li> <li>● PBIS-SWIS</li> <li>● TKES</li> <li>● Discipline Reports</li> <li>● Professional Learning Schedule</li> <li>● Science Olympiad participation</li> <li>● Technology Team participation</li> <li>● Parent/Teacher conferences</li> <li>● Schoolwide participation in synergy squads.</li> </ul>
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<p>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>	<p>Our Process data told us:</p> <ul style="list-style-type: none"> <li>● Our students take pride in being the hosts and hostesses of all school events and participating in school-wide activities.</li> <li>● The community is looking forward to exploring different clubs and activities that can be brought back into the building.</li> <li>● Synergy squads brought a lot of those clubs back.</li> <li>● Our students received classroom lessons (whole group) from the counselor and small groups counseling sessions from August to May.</li> <li>● Our students had an amazing year. From August to May, we had 89 office referrals. This has gone down from 90 the previous year. PBIS is having a positive impact on student behaviors.</li> <li>● Looking at TKES data, all teachers have created a positive learning environment as shown on Standard 7 of the TKES Rubric by scoring a level 3 or 4.</li> <li>● Overwhelmingly, feedback has been how excited they were to be able to come back in and volunteer within the school. Especially coming in to eat lunch with their students. We look forward to continuing this practice next year.</li> <li>● The number of willing volunteers has gone down. We will be looking for ways to get parents plugged back into the building throughout the school year.</li> </ul>
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<p>What achievement data did you use?</p>	<p>We used the following data:</p> <ul style="list-style-type: none"> <li>● STAR Math</li> <li>● STAR Reading</li> <li>● STAR Early Literacy</li> <li>● Benchmark Data</li> <li>● Formative classroom data</li> <li>● Progress Monitoring</li> <li>● Milestones - 2024</li> </ul>
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<p>What does your achievement data tell you?</p>	<p>Our achievement data tells us:</p> <ul style="list-style-type: none"> <li>● On average, 14% of our 3-5th grade students scored below grade level on their reading status according to GMAS.</li> <li>● When looking at STAR Reading, our average percentile ranking for 3rd grade was 61, 4th was 72, and 5th was 66.</li> <li>● Kindergarten Star Early Literacy had 60% of students At/Above Benchmark, 12% On Watch, 21% Intervention, and 7% on Urgent Intervention.</li> <li>● First Grade Star Early Literacy had 76% of students At/Above Benchmark, 10% On Watch, 8% Intervention, and 6% on Urgent Intervention.</li> <li>● 2nd Grade Star Early Literacy had 73% of students At/Above Benchmark, 19% On Watch, 5% Intervention, and 3% on Urgent Intervention.</li> </ul> <p>Our achievement shows that some primary concerns are:</p> <ul style="list-style-type: none"> <li>● Continuing to meet students needs via the MTSS process in order to continue to close the achievement gap.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Having the time and personnel to deliver high quality, intentional interventions to address needs using an accelerate model.</li> <li>● Continue to have a focus on writing and responding to prompts.</li> <li>● Continue to have a focus on differentiation during math and reading small groups.</li> <li>● Focus on effective reading instruction for 3-5th grade.</li> </ul>
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<p>What demographic data did you use?</p>	<p>We used the following demographic data:</p> <ul style="list-style-type: none"> <li>● Infinite Campus</li> <li>● FTE</li> <li>● Attendance</li> <li>● Enrollment</li> <li>● Free and Reduced lunch participation</li> <li>● SLDS</li> </ul>
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<p>What does the demographic data tell you?</p>	<p>Our demographic data tells us:</p> <ul style="list-style-type: none"> <li>● The percentage of SWD has increased over the last 3 years. It has gone from 15.14%, to 21.71% last year to currently 25.24%.</li> <li>● We had seen a steady increase in our gifted population over the last several years. This year last 2 years we did drop however, with this current year dropping from 18.99% to 12.52%.</li> <li>● Our demographic data has stayed pretty consistent over the last couple of years.</li> </ul> <ul style="list-style-type: none"> <li>● Hispanic had hovered around 15% the last four years, this year we increased slightly to 19.08%.</li> <li>● Asian population increased this year from 12.60% to 14.45%.</li> <li>● Our Black or African American population has gone down from 15.31% to 13.87%, a decrease of 4% over the last 2 years.</li> <li>● White students has also stayed consistent pretty consistent. This last year we dropped from 47.67% to 45.09%.</li> <li>● 2 or more races had minimal change to 7.51%.</li> </ul> <ul style="list-style-type: none"> <li>● Economically Disadvantaged students have fluctuated the last several years. Two years ago, we had a large increase going from 13.84% in 2022 to 28.79% in 2023. This last year we had an even larger increase, as the percentage of economically disadvantaged students went climbed to 40.89. This last year, we dropped a little to 36.80%.</li> <li>● Attendance rates for students stayed pretty consistent over the past 5 years. This year we had a slight increase to 94.96%.</li> <li>● Section 504 students stayed consistent at just over 4%.</li> <li>● Enrollment did go up from 484 to 493.</li> </ul>
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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>The important trends and patterns that will support the identification of student, teacher and leader needs are:</p> <ul style="list-style-type: none"> <li>● MTSS Processes</li> <li>● Weekly PLC meetings</li> <li>● Teacher collaboration and planning with support staff.</li> <li>● Leadership data reviews</li> <li>● Clear Learning Targets</li> <li>● Standards based instruction and grading</li> <li>● Variety of formative assessment to drive instruction</li> <li>● Progress monitoring of interventions being provided</li> <li>● Use of flexible groupings</li> <li>● Uses appropriate technology to enhance learning.</li> <li>● PBIS/LIM Team</li> <li>● Collaboration with gifted teachers to enhance instruction</li> </ul> <p>Challenges: Students actively monitoring their own progress through the use of data notebooks. We have completed our first year of data portfolios, and there are opportunities for growth and consistency. While the large majority of our teachers have developed a standards-based approach to teaching and learning, we still need emphasis on data driven differentiation, high expectations for all students, and overall consistent implementation across all classrooms. More time will benefit teams to make sure consistent grading amongst grade levels. We hope to see a continued improvement in student accountability with the implementation of Leader in Me over the next several years.</p>
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<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>The important trends and patterns in regards to effective leadership trends and patterns that support the identification of student, teacher, and leader needs are:</p> <ul style="list-style-type: none"> <li>● Builds and sustains relationships through PBIS, BRAVE, corner of hug and love, 5 warm greetings, SIP with the whole school input/involvement, and committees that are cross-grade level.</li> <li>● Initiates and manages change to improve staff performance through the MTSS process, monthly leadership meetings, PL opportunities, CCP sharing information from county meetings, TKES evaluation, PBIS</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>is implemented with fidelity.</p> <ul style="list-style-type: none"> <li>● Uses a process to systematically analyze data to improve student achievement through weekly PLC meetings, usage of SLDS, use of Fayette Connects, effective MTSS procedures, SIP processes, monitoring of IEPs, and a focus on GELDS.</li> <li>● Data driven process is developed and implemented to create a school improvement plan that focuses on student performance during the leadership retreat, with constant review of the SIP, needs based assessment review, and information displayed in the conference room for review. Teachers regularly provide evidence on how they are progressing towards meeting the needs as seen on the needs assessment.</li> <li>● Develops, communicates, and implements rules, policies, schedules, and procedures to maximize learning through the usage of our BRAVE Briefs, morning announcements, faculty meetings held monthly, PBIS, school wide calendar, code of conduct meetings, following of the curriculum map, and the TKES evaluation.</li> </ul> <p>Challenges. Our leadership team is intact and understands the clear vision of the administration. Leadership needs to continue to build on teacher efficacy and confident through a shared leadership approach. Action Teams are in place, and will continue to distribute leadership throughout the building.</p>
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<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>The important trends and patterns that will support the identification of student, teacher, and leader needs are:</p> <ul style="list-style-type: none"> <li>● Establishing a culture of collaboration among administrators and staff by having the admin actively involved with the staff members in multiple ways, analyzing SIP, Admin attending PLC meetings, monthly MTSS Committee meetings, and provide mid-year and summative conferences within the TKES platform.</li> <li>● Builds leadership capacity through the use of PLCs, committees/action teams, opportunities are given to staff members for valued feed back, leadership meetings, and regular grade level meetings.</li> <li>● Monitors and evaluates the impact of professional learning through observations, leadership discussions, and surveys when appropriate.</li> <li>● Peer Observations gave the opportunity for staff members throughout the building to highlight their strengths with other teachers.</li> </ul> <p>Challenges: It is always hard implementing PL that fits the needs throughout the building. A continued focus on PLCs will help with that. Going forward, there will be intentionality to how we follow-up and evaluate our systems of PL. We will be able to use funds to help with providing subs for PL opportunities throughout the day.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The important trends and patterns in regards to family and community engagement are:</p> <ul style="list-style-type: none"> <li>● Connect families with agencies and resources, care, counselor has connected families to resources, and the angel project.</li> <li>● Communicates academic expectations and student achievement status through shout-outs on OGN, newsletters with standards explained sent to parents, progress reports/report cards, positive parent phone calls, Parent square, IC, and parent conferences.</li> <li>● Video updates from Mr. Blum and administration throughout the year to help communicate strategies for improvement and happenings throughout the building.</li> <li>● Creates an environment that welcomes and connects families with the use of school council, ESOL parent nights, spirit nights, parent update videos, community involved on decisions, book fair nights, secret Santa, Run for the Gold 5k race, career days, and regular positive contacts from teachers.</li> <li>● School improvement updates provided regularly to school council and PTO through presentations and the use of data.</li> <li>● We have a large presence on social media that communicated what was happening throughout the school.</li> </ul> <p>Challenges: We will need to continue to reach out and find ways to communicate with parents. A challenge we have faced is getting parents in to volunteer throughout the building. Clearly communicating student progress has also been a challenge.</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The important trends and patterns that will support the identification of student, teacher, and leader needs are:</p> <ul style="list-style-type: none"> <li>● Provides a supportive and well managed environment through use of the BRAVE matrix, PBIS initiatives, OGN shout-outs for staff and students, learning targets, student generated shout outs, and use of help box.</li> <li>● Develops, communicates, and implements rules and practices by having daily announcements, administration presence throughout building to restate expectations, BRAVE matrix, PBIS, MTSS procedures, morning meetings, and appropriate usage of our behavior para support.</li> <li>● Establishes a culture of trust and respect throughout the building through our morning meetings and positive learning environment as noted through TKES, PBIS BRAVE matrix, and student buy-in.</li> <li>● Recognizes and celebrates achievements of students and staff through the use of our BRAVE badges, sharing positive happenings with admin and other teachers, social media posts, and celebrating our millionaires and Reflex masters.</li> </ul> <p>Challenges: We will need to focus on establishing a learning environment that empowers students to actively monitor their own progress. Use of rubrics, checklists, Lexia charts, data notebooks, and help boxes will be critical in this process. Goal setting will naturally</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>come from this work, as students will be able to monitor their own progress. We hope to see continued improvement in this area as we continue the implementation of Leader in Me.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The important trends and patterns in regards to demographic and financial trends are that or ethnic subgroups for the last three years have remained consistent. Our students receiving special education services used to remain consistent around 15%, but has increased the last couple years, currently at 25.24%. The percent of students receiving Tier 2 interventions has decreased the last several years, with us currently having 22.93% of our students receiving a Tier 2 Intervention. The percent of students receiving T3 interventions dropped from 6.78% to 5.97% this year. Our students identified as "gifted" has dropped to it's lowest percentage this year at 12.52%.  <b>Challenge:</b> We will need to keep a close look on the number of students receiving Tier interventions throughout the building. We will need to be intentional on identifying students in need of intervention, and providing them with fidelity. Solid policies and procedures in the MTSS world will help close those achievement gaps.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The important trends and patters in regards to student achievement are:</p> <ul style="list-style-type: none"> <li>● The percentage of students that received Tier 2 interventions decreased to 22.93% in 2024.</li> <li>● The percentage of students that received Tier 3 interventions has decreased this year as well, dropping from 6.78% to 5.97%.</li> <li>● Our enrollment appears to be steadily increasing. We are currently at 493 Students, which is slightly up from the year before.</li> <li>● According to STAR Early Literacy, Kindergarten students went from an average PR of 40 at the beginning of the year to 47 at the end of the year.</li> <li>● According to STAR Early Literacy, first grade students went from an average PR of 51 at the beginning of the year to 60 at the end of the year.</li> <li>● According to STAR Early Literacy, second grade students went from an average PR of 59 at the beginning of the year to 64 at the end of the year.</li> <li>● In the spring, 3rd grade had 47%, 4th grade had 70%, and 5th grade had 60% of students score proficient and distinguished on the STAR Reading.</li> <li>● In the spring, 1st grade had 59%, 2nd grade had 84%, 3rd grade had 89%, 4th grade had 90%, and 5th grade had 83% of student score at/above benchmark on the STAR Math.</li> <li>● On the Spring Milestones 66% of our 3-5 students scored a level 3 or 4 on the ELA portion.</li> <li>● On the Spring Milestones, 75% of our 3-5 students scored a level</li> </ul>

## Strengths and Challenges Based on Trends and Patterns

	<p>3 or 4 on the Math portion.</p> <ul style="list-style-type: none"> <li>● The data for the writing and language performance of third grade students shows that 28.5% of students fell below the target according to the Milestones. In looking at the writing scores, 6.5% of our third grade students scored a three or four on the extended writing task idea development/organization/coherence and 22.75% scored a three or four on the narrative writing.</li> <li>● The data for the writing and language performance of fourth grade students shows that 20.66% of students fell below the target according to the Milestones. In looking at the writing scores, 40.66% of our fourth grade students scored a three or four on the extended writing task idea development/organization/coherence and 48.33% scored a three or four on the narrative writing.</li> <li>● The data for the writing and language performance of fifth grade students shows that 23.66% of students fell below the target according to the Milestones. In looking at the writing scores, 48.66% of our fifth grade students scored a three or four on the extended writing task idea development/organization/coherence and 51.33% scored a three or four on the narrative writing.</li> </ul> <p>Challenges: Continue to hold high quality standards-based lessons, providing quality feedback to push all students to average or high growth on star math and reading. (Look at specific students who grew the least and students who were near high growth.) We also will need to have an intentional focus on writing. We need to utilize researched based interventions with our Tier students. We will also need to go back into the standards and ensure our assessments are aligned to the rigor of the standard.</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.

Strengths	<p>A) General program implementation - Effective, coherent instruction is a priority at our school. Time, resources, and especially "people" resources are dedicated to improving instructional effectiveness and academic growth for all students.</p> <p>B.) Students and adults involved in or affected by the program are part of the decision making process of interventions and ways we can help</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.

	students continue to grow academically.
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Challenges	We are definitely challenged in meeting the various needs of our students with disabilities. Building relationships with these families is of utmost importance. The relationships needed here are ones that go beyond the regular education classroom teacher and the special education teacher. They permeate throughout the building. The same challenge is true with our ELLs. Relationships with the entire family is a necessity.
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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	Ensure the continued growth and overall achievement of students in ELA, with a focus on reading Lexile and writing performance.
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	Ensure the continued growth and overall achievement of students in math.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Ensure the continued growth of a positive climate and collaborative culture at Oak Grove
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	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 - Ensure the continued growth and overall achievement of students in ELA, with a focus on reading Lexile and writing performance.

Root Cause # 1

Root Causes to be Addressed	District wide need for research based Tier 2 and 3 writing interventions.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Using a consistent writing framework across all grade levels.
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Root Cause # 2

Root Causes to be Addressed	The use of effective strategies to teach vocabulary in all subject areas.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Curriculum and resources are very broad and unclear.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of consistency in the literacy time block that includes UFLI, writing, reading, comprehension.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Ensure the continued growth and overall achievement of students in math.

Root Cause # 1

Root Causes to be Addressed	Continued understanding of DSC assessments and their alignment to the units.
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 III - Language Instruction for English Learners and Immigrant Students

Root Cause # 1

Additional Responses	Need for more common assessments.
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Root Cause # 2

Root Causes to be Addressed	The implementation of new math standards and curriculum resources - specifically pacing and when units like Geometry are being covered.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Parent communication and feedback on student progress.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Cause # 4

Root Causes to be Addressed	Need a clear and concise focus on NR standards.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Ensure the continued growth of a positive climate and collaborative culture at Oak Grove

Root Cause # 1

Root Causes to be Addressed	High demands placed on teacher that can lead to burn out. Time is valuable, and it's important to intentionally plan staff gatherings. Focus on the operational implementation of PBIS. Parents' busy schedule keeps them from being able to come into the building to volunteer and help with clubs. Continued focus on student abs and tardies. Find a balance with relationships and how we lean on those relationships to improve students achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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# School Improvement Plan 2025 - 2026



Fayette County  
Oak Grove Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Oak Grove Elementary School
Team Lead	Chris Riecke
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure the continued growth and overall achievement of students in ELA, with a focus on reading Lexile and writing performance.
Root Cause # 1	Lack of consistency in the literacy time block that includes UFLI, writing, reading, comprehension.
Root Cause # 2	District wide need for research based Tier 2 and 3 writing interventions.
Root Cause # 3	The use of effective strategies to teach vocabulary in all subject areas.
Root Cause # 4	Curriculum and resources are very broad and unclear.
Goal	1. The percentage of students who score a 3 or 4 on the ELA portion of the GMAS will increase 5 percent by May of 2026 while all students will continue to show growth in their reading achievement as measured by county benchmarks. 2. The percentage of students that are performing at/above proficiency as measured by the STAR Early Literacy will increase by 5% by May of 2026.

Action Step # 1

Action Step	Each grade level will share in data leader responsibilities, meet weekly, and work as a PLC analyzing at least one grade level common assessment to determine effective instructional strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrative involved in PL for leaders and are actively involved in the weekly PLCs.
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs.
Position/Role Responsible	Administration, PLC Leaders, Homeroom Teachers
Timeline for Implementation	Weekly

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>We will collaborate with district leaders to further our PLC discussions.</p>
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Action Step # 2

<p>Action Step</p>	<p>Regularly communicate with parents on progress of student goals and achievement and ways to support at home.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Effective Leadership Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Contact Log in IC, 2 weekly positive contacts a week, meeting minutes/notes.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Weekly data reviews with data leaders during PLCs.</p>
<p>Position/Role Responsible</p>	<p>Teachers</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

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

Action Step	Deconstruct new ELA standards that will impact instruction and match student output.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Administrative involved in PL for leaders and are actively involved in the weekly PLCs.
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs.
Position/Role Responsible	Teachers, district personnel, and administration
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	Utilize district supports for clarity of resources, pacing, and the Practices Domain as it relates to text and vocabulary instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, TKES Observations (formal and informal observations)
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs.
Position/Role Responsible	Principal, Assistant Principal, District Personnel.
Timeline for Implementation	Weekly

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

Action Step	Utilize AR to create stretch bands/goals to drive Lexile growth.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Circulation data from the media center, teacher/student conferences, communication with parents, AR Reports.
Method for Monitoring Effectiveness	Reports from AR and student feedback.

Action Step # 5

Position/Role Responsible	Teacher
Timeline for Implementation	Weekly

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

Action Step	Dedicated Lexile reading during the school day.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Master Schedule/classroom schedules
Method for Monitoring Effectiveness	STAR Reports and reading assessments.
Position/Role Responsible	Teachers and administrators.
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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Action Step # 7

Action Step	Grade level teams will monitor their team created SMART goals that will support the overall improvement goal using grade level assessment data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLCs.
Method for Monitoring Effectiveness	Data tracking.
Position/Role Responsible	PLC leads and teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Vertical planning opportunities for accountability updates with writing strategies utilized through 360 Writing.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule meetings
Method for Monitoring Effectiveness	Writing data and observation
Position/Role Responsible	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 # 9

Action Step	Strategic use of support staff to enhance tier 1 instruction as determine by student needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLC meetings
Method for Monitoring Effectiveness	Progress Monitoring data
Position/Role Responsible	Teachers, support teachers, administration.
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Purposefully monitor assessment data to allocate instructional time moving forward.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership

Action Step # 10

Method for Monitoring Implementation	Weekly PLC Meetings, admin meetings.
Method for Monitoring Effectiveness	Various forms of assessment data.
Position/Role Responsible	Teacher, administration, support staff.
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure the continued growth and overall achievement of students in math.
Root Cause # 1	Need a clear and concise focus on NR standards.
Root Cause # 2	Continued understanding of DSC assessments and their alignment to the units.
Root Cause # 3	Parent communication and feedback on student progress.
Root Cause # 4	The implementation of new math standards and curriculum resources - specifically pacing and when units like Geometry are being covered.
Goal	<ol style="list-style-type: none"> <li>1. According to the Georgia Milestones and the STAR math benchmark assessment, we will increase the percentage of students that score proficient or higher by 5% by May of 2026.</li> <li>2. According to the Star Math Assessment, the Student Growth Percentile (SGP) for teachers will increase by 3 points by May of 2026.</li> </ol>

Action Step # 1

Action Step	Each grade level will share in data leader responsibilities, meet weekly, and work as a PLC analyzing at least one grade level common assessment to determine effective instructional strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrator/MTSS lead teacher attendance at data meetings.
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs.
Position/Role Responsible	Administrator, Data Leader, MTSS lead
Timeline for Implementation	Weekly

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>District level leadership and instructional coaches will be involved throughout the process.</p>
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Action Step # 2

<p>Action Step</p>	<p>Continued communication with parents on progress of student goals and achievement i.e. parent focus curriculum night (1 per semester) and how to support at home.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Effective Leadership Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Contact Log in IC, 2 weekly positive contacts a week, meeting minutes/notes</p>
<p>Method for Monitoring Effectiveness</p>	<p>Weekly data reviews with data leaders during PLCs.</p>
<p>Position/Role Responsible</p>	<p>Teachers</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

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

Action Step	Ongoing differentiated professional learning with county leaders to ensure successful implementation and clarity of the math standards and curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, TKES Observations (formal and informal observations)
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Support Teachers.
Timeline for Implementation	Weekly

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

Action Step	Grade level teams will monitor their team created SMART goals that will support the overall improvement goal using grade level assessment data through weekly PLCs and 45/90 day review.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLCs.
Method for Monitoring Effectiveness	Data Tracking
Position/Role Responsible	PLC Lead and Teachers
Timeline for Implementation	Weekly

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

Action Step	Use an acceleration model during tier 2 time using support staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation	MTSS meetings and weekly PLCs.
Method for Monitoring Effectiveness	Progress monitoring tools
Position/Role Responsible	Teacher, Administration, Support Staff.
Timeline for Implementation	Weekly

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

Action Step	Preview geometry standards and spiral review throughout the year. (K-5th)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson Plans, common assessment, lesson previews.
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Teacher, administration.
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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Action Step # 7

Action Step	Implementation of Graham Fletcher number talks and fluency games.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson planning and routines in place.
Method for Monitoring Effectiveness	Student achievement and observations.
Position/Role Responsible	Teachers and administration.
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure the continued growth of a positive climate and collaborative culture at Oak Grove
Root Cause # 1	High demands placed on teacher that can lead to burn out. Time is valuable, and it's important to intentionally plan staff gatherings. Focus on the operational implementation of PBIS. Parents' busy schedule keeps them from being able to come into the building to volunteer and help with clubs. Continued focus on student abs and tardies. Find a balance with relationships and how we lean on those relationships to improve students achievement.
Goal	Continue to improve the school culture, climate, and safety for faculty, families, and students as measured by the MRA score of 85 by May of 2026.

Action Step # 1

Action Step	Continue implementation of Leader in Me: Individual student goals to support grade level goals which support school improvement goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Regular Lighthouse team meetings with the LIM/PBIS committee
Method for Monitoring Effectiveness	Review student data with LIM/PBIS team.
Position/Role Responsible	Principal, Assistant Principal, PBIS Team Leaders, Classroom Teachers, Support Staff.
Timeline for Implementation	Monthly

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	Continue implementations of Leader in Me: Student led conferences
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly Action Team meetings.
Method for Monitoring Effectiveness	MRA Results and monthly discussions with the Light House Team.
Position/Role Responsible	Principal, Assistant Principal, Teachers, and Support Staff.
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 # 2

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

Action Step	Code of Conduct Meetings with new students and Admin every semester.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar updates and planning with teacher leaders.
Method for Monitoring Effectiveness	Monitor and celebrate BRAVE expected behaviors.
Position/Role Responsible	Principal, Assistant Principal, Classroom Teacher
Timeline for Implementation	Yearly

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

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

Action Step	Intentional check in on new students by students and/or adult.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC meetings, MTSS committee
Method for Monitoring Effectiveness	PLC meetings, behavior data
Position/Role Responsible	Principal, Assistant Principal, Teachers, Counselor
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 # 5

Action Step	Intentional relationship building opportunities for 4th and 5th graders
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PLC conversations
Method for Monitoring Effectiveness	Surveys and regular check ins with teachers and administration.
Position/Role Responsible	Administration and teachers
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 # 6

Action Step	Increase volunteer opportunities in our building.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	PTO meetings, school council meetings
Method for Monitoring Effectiveness	Surveys
Position/Role Responsible	Administration and teachers.
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Mentoring opportunities for students utilizing multiple outlets.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Action Team Agenda
Method for Monitoring Effectiveness	Schedules, student behavior data.
Position/Role Responsible	Counselor, Administration, Teachers.
Timeline for Implementation	Monthly

Action Step # 7

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

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### 3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Teachers gathered on several occasions with their leadership representative to analyze data and complete the data collection analysis. Leaders were then placed into strategic groups to review the data through different lens. In addition, the school council and PTO board reviewed and rated us on pieces of the data collection process.</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>We are not a Title I school. Through our weekly data meetings and MTSS committee meetings, we identify student needs regardless of their race or economic status. All of our teachers serve in their areas of certification, there is consistent evidence that children thrive under each teacher, and inexperienced teachers are assigned a mentor.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>We are not a Title I school. Teachers work and plan together to provide opportunities for students to develop and grow. Students in need are provided early intervention opportunities with highly qualified EIP teachers in reading and math. Our weekly PLC meetings and monthly MTSS committee meetings bring to light students who need additional assistance.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable</p>

### 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>Academic screenings for rising kindergarten students are held the week before school starts. This screener will assess each students academic readiness entering into kindergarten. Parent teacher conferences will be available throughout the year to discuss a student's progress towards mastery of kindergarten standards.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>The school counselor, administrators, and 5th grade teachers work closely with students and parents in getting ready for the middle school transition through morning meetings, guidance lessons, and student questions session as needed. Rising Starr Middle school works with the fifth grade teachers and counselor to plan a successful transition. The middle school also offers a night time orientation for parents that we advertise heavily on our social media platforms.</p>
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<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 school is a PBIS school. We attend to discipline quickly and in a positive manner working to build relationships with students who struggle behaviorally and their parents. Positive phone calls are made twice weekly by all certified employees. Students with behaviors that are brought to the MTSS monthly meetings are assigned a "mentor" on the team; someone to check in with them on a daily basis (informally).</p>
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ADDITIONAL RESPONSES

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