



# Comprehensive Needs Assessment 2024 - 2025 School Report



Richmond County  
Barton Chapel 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	Dr. Kristi Wise
Team Member # 2	Assistant Principal	Dr. Kathryn Stewart
Team Member # 3	Lead Mentor Teacher	Corinna Walker
Team Member # 4	PK Teacher	Ashley Pixley
Team Member # 5	Teacher	Rene Richardson
Team Member # 6	Teacher	Christina Cochran
Team Member # 7	Teacher	Nicole Dean

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher	Sadasia Shannon
Team Member # 2	Teacher	Charlotta Osborne
Team Member # 3	Teacher	Donjinia Moore
Team Member # 4	Art Teacher	Brianna Brown
Team Member # 5	Counselor	India Brown
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Effectiveness Specialist	Stephanie King-Birdsong
Stakeholder # 2	School Improvement Specialist	LaMonica Hillman
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will hold regular meetings, surveys, and PTA/PTO meetings to gather input, opinions, and suggestions. Additionally, the team will provide multiple channels of communication such as emails, online forms, and in-person discussions to enhance engagement. The team will utilize translated materials for non-English speaking parents/guardians in an effort to include all stakeholders.
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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	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

## Coherent Instruction Data

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

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

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

## 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	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

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

## 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	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	✓
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

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



## 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	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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



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

## Family and Community Engagement 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	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The perception data used was the Student Health Survey and the GSAPS summary.
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?")	Based on the perception data obtained from the GSAPS surveys, the faculty feels as though they are delivering quality instruction and performing all the required tasks to promote student achievement. The faculty feels as though there is little professional development and monitoring of systems and procedures. The parents believe teachers are delivering quality instruction to students. The students feel as though the building is not always clean and the teachers have a difficult time differentiating for them and keeping them engaged.
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)	Student participation in clubs, and special programs such as the Brian Jordan Reading Challenge and After School 21st Century program. We also used student and parent participation in Title I family engagement events held monthly.
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?")	Students participated in 21st Century daily after school (select students) in which students were provided access to additional instructional assistance and extracurricular activities; 5th grade students participated in C.H.A.M.P.S in which they were recognized in a ceremony that honored the work that had been done by the students; 1st and 2nd grade students participated in the Brian Jordan Reading Challenge in which they were recognized for their achievements three times this year.



What achievement data did you use?	GMAS iReady FastBridge
What does your achievement data tell you?	The achievement data tells us that our students are performing below grade level (below proficient) in ELA, and Science. Math data has not been released for GMAS therefore the data from iReady indicates that students are growing but still performing below grade level.
What demographic data did you use?	We used the EOG subgroup data
What does the demographic data tell you?	Barton Chapel has the following subgroups; Black/African American and SPED. However, the following groups are represented by a low number of students; multi-racial, white, Hispanic, and ESOL.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Instruction was not aligned to the standards in some classes. Basic instructional expectations of teachers posting the learning intentions was not consistent. In some classes students did not have an understanding of the lesson expectations. During observations, students were observed disengaged from the instruction. The teachers lacked the pedagogy of teaching as 65% of the teachers were non-traditional educators.
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?	As the school reflects on all the work that has been done in the past and present, the leader focused on instructional delivery and professional learning supporting the school in exiting the CSI federal programs list. We will continue to build collective teacher efficacy create a highly functioning leadership team to build culture climate and increase student achievement.
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?	School leadership strives to hire quality teachers, but the process would benefit from greater support and collaboration from the district. When discussing the ensuring of staff collaboration, this structure needs to be more intentional, aligned, and consistent across each content area and grade level. Implementing the suggested target actions will help to move this structure forward and create clear, intentional processes across the school. Having teachers to volunteer to represent their grade levels and content areas will help strengthen this target action.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification	Continue to work on engaging families and creating opportunities to get them in the building and excited about Barton Chapel Elementary School. Having an active school governance council and a PTO will move this indicator to operational. Continue to develop ways for parents to be involved in the decision-making and problem solving processes of the school to create the support needed for student success. Utilizing and establishing a governance board is an excellent

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

of student, teacher, and leader needs?	practice for this structure. Barton Chapel Elementary School has started building positive community relationships that support their students. Continue to highlight all the positive accomplishments of the school to build that trust within the community.
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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 school places an emphasis on order, safety, and clear processes to ensure a climate conducive to learning. The school's behavioral system needs to use evidence-based behavioral strategies and classroom management strategies. The foundation is in place and once the target actions are implemented with fidelity and school data improves, this could move to operational. To effectively harness tier one strategies the school needs to address the following:</p> <ul style="list-style-type: none"> <li>• Articulate more succinctly what high-yield instructional strategies look like, model how to use them, and seamlessly incorporate them into instructional framework.</li> <li>• Ensure that the school's current intervention plan will meet the needs of students.</li> </ul>
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<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>Barton Chapel is predominantly African America and of an Economically Disadvantaged classification. The staff consists of more than 65% non-traditional teachers, meaning they carry degrees in areas outside of Education. These adults have had no formal training in education.</p>
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<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>There has been a constant increase over the last 3 years in all content areas (ELA, Math, Science) as observed by the EOG. Although there has been an increase in achievement, the percentage of students meeting grade level expectations has consistently been below 50%.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

<p>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 <a href="#">Identifying Need webinar</a> for additional information and guidance.</p>
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Strengths	Students performed better in Math and Science as observed by the 23'
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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.

	EOG. In the African American subgroup, 51 of 170 students scored developing or better in Math an increase from the 22' EOG data; 15 of 70 African American students scored developing or above, an increase from the 22' data.
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Challenges	Students struggled to demonstrate proficiency in ELA. All subgroups had more than 90% of the students scoring below proficient in ELA.
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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	Coherent Instruction
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	Coherent Instruction
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

## Overarching Need # 3

Overarching Need	Coherent Instruction
How severe is the need?	High
Is the need trending better or worse over time?	Better
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 - Coherent Instruction

## Root Cause # 1

Root Causes to be Addressed	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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## Overarching Need - Coherent Instruction

## Root Cause # 1

Root Causes to be Addressed	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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## Overarching Need - Coherent Instruction

## Root Cause # 1

Root Causes to be Addressed	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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# School Improvement Plan 2024 - 2025



Richmond County  
Barton Chapel Elementary School

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Richmond County
School Name	Barton Chapel Elementary School
Team Lead	Dr. Kristi Wise
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A School Improvement 1003 (a)

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	Coherent Instruction
Root Cause # 1	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
Goal	By Spring 2024, grades 3-5 will increase their academic achievement in ELA by implementing coherent instruction indicators to decrease the percentage of students scoring below proficient from 91% to 61% as measured by the Spring EOG Georgia Milestones Assessment.

## Action Step # 1

Action Step	Develop an assessment team that will oversee the creation and monitoring of teacher developed assessments that are aligned to the standards. Assessments will be created through Mastery Connect and iReady teacher toolbox.
Funding Sources	Consolidated Funding
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	Walkthroughs, grade books, monitoring mastery connect and iReady standards mastery.
Method for Monitoring Effectiveness	Common assessments and benchmark assessments. Student Data
Position/Role Responsible	All teachers. The members of the assessment team. Lead Mentor Teachers AP Principal
Timeline for Implementation	Yearly

## 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	Professional Development for Teachers and Leaders: Provide targeted professional development sessions to teachers and leaders focused on evidence-based reading instruction strategies and interventions. This will enhance their ability to support students in improving their reading skills. Schedule monthly interrater reliability walks with district support staff to provide continuous feedback to teachers on instruction.
Funding Sources	Consolidated Funding
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	Sign in sheets Observations Agendas Redelivery Plans
Method for Monitoring Effectiveness	Student achievement Teacher Feedback Teacher observations
Position/Role Responsible	Principal AP Lead Mentor Teacher District Level ELA support
Timeline for Implementation	Yearly

## Action Step # 2

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

Action Step	Integrate Technology: Explore and utilize educational technology tools and applications that can support reading instruction. This may include iReady, Fastbridge, MyOn, Canvas, and Mastery Connect. Student may also engage in other interactive reading apps, online reading programs, or digital libraries that offer engaging reading materials.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, grade books, monitoring mastery connect and iReady standards mastery and usage.
Method for Monitoring Effectiveness	Student achievement data and running records
Position/Role Responsible	K-5 Teachers Principal AP Lead Mentor Teacher
Timeline for Implementation	Yearly

## Action Step # 3

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

Action Step	Regular Progress Monitoring: Implement a system for regularly monitoring students' progress in reading. Use formative assessments and progress monitoring tools such as Fastbridge to track individual student growth and identify areas of improvement or intervention needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Data Analysis Running Records
Method for Monitoring Effectiveness	Student Achievement
Position/Role Responsible	Principal AP Master Teachers Mentor Teachers MTSS Facilitator
Timeline for Implementation	Yearly

Action Step # 4

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	Coherent Instruction
Root Cause # 1	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
Goal	By the end of the 2024-2025 school year, Barton Chapel Elementary school will increase the Overall Placement score in Math by 20% in grades K-5 from 17% (66 students) to 37% (140 students), as measured by the iReady Math Assessment.

## Action Step # 1

Action Step	Develop an assessment team that will oversee the creation and monitoring of teacher developed assessments that are aligned to the standards. Assessments will be created through Mastery Connect and iReady teacher toolbox.
Funding Sources	Consolidated Funding
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	Walkthroughs, grade books, monitoring mastery connect and iReady standards mastery.
Method for Monitoring Effectiveness	Common assessments and benchmark assessments. Student Data
Position/Role Responsible	All teachers. The members of the assessment team. Master Teachers Mentor Teachers MTSS Facilitator AP Principal
Timeline for Implementation	Yearly



## 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	Professional Development for Teachers and Leaders: Provide targeted professional development sessions to teachers and leaders focused on evidence-based math instruction strategies and interventions. This will enhance their ability to support students in improving their math skills. Schedule monthly interrater reliability walks with district support staff to provide continuous feedback to teachers on instruction.
Funding Sources	Consolidated Funding
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	Sign in sheets Observations Agendas Redelivery Plans
Method for Monitoring Effectiveness	Student achievement Teacher Feedback Teacher observations
Position/Role Responsible	Principal AP Lead Mentor Teacher
Timeline for Implementation	Yearly

## Action Step # 2

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

Action Step	Integrate Technology: Explore and utilize educational technology tools and applications that can support reading instruction. This may include iReady, Moby Max, IXL, Prodigy, Reflex, Canvas, Mastery Connect, and Legends of Learning. Student may also engage in other interactive math apps, and online math programs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, grade books, monitoring mastery connect and iReady standards mastery and usage.
Method for Monitoring Effectiveness	Student achievement data and running records
Position/Role Responsible	K-5 Teachers Principal AP Lead Mentor Teacher
Timeline for Implementation	Yearly

## Action Step # 3

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

Action Step	Regular Progress Monitoring: Implement a system for regularly monitoring students' progress in reading. Use formative assessments and progress monitoring tools such as Fastbridge to track individual student growth and identify areas of improvement or intervention needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	Walkthroughs, grade books, monitoring mastery connect and iReady standards mastery and usage.
Method for Monitoring Effectiveness	Student achievement data and running records
Position/Role Responsible	K-5 Teachers Principal AP Lead Mentor 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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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Coherent Instruction
Root Cause # 1	Appropriate professional learning has not been identified and scheduled to meet the needs of both teachers and students.
Goal	By Spring 2024, grades K-2 will increase their academic achievement in ELA by implementing coherent instruction indicators to increase the percentage of students scoring Mid or Above grade from 24.19% to 54.19% as measured by EOY iReady Diagnostic.

## Action Step # 1

Action Step	Restructure the PBIS Team and schedule monthly meetings and ensure there is a set agenda and meeting minutes from prior meeting; data for the current and previous months will be discussed and action plans created to address the needs if identified.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS Sign in Sheets
Method for Monitoring Effectiveness	Behavior Referrals/Discipline Data in Infinite Campus/SpotLight
Position/Role Responsible	Principal AP PBIS Team Members
Timeline for Implementation	Yearly

## 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	The PBIS team will revamp the major and minor flow chart to explicitly outline what behaviors constitute majors and minors and what to do when a student displays a major or minor behavior.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Observations Use of major/minor flow chart
Method for Monitoring Effectiveness	Behavior Referrals/Discipline Data in Infinite Campus/SpotLight
Position/Role Responsible	Principal AP PBIS Team Members K-5 Teachers
Timeline for Implementation	Yearly

## Action Step # 2

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

Action Step	Provide Mindset (De-Escalation) training for all staff members in an effort to coach them on how to respond to negative behavior.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS Sign in Sheets Mindset Training Sign-In Sheet
Method for Monitoring Effectiveness	Behavior Referrals/Discipline Data in Infinite Campus/SpotLight
Position/Role Responsible	Principal AP PBIS Team Members K-5 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 # 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	PBIS Team will plan monthly student of the month celebrations based upon the monthly character words. The PBIS team will continue to operate the BEEP Store allowing students to shop with "BEEP Bucks" they have earned modeling the schoolwide expectations.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	BEEP Bucks BEEP Store photos
Method for Monitoring Effectiveness	Behavior Referrals/Discipline Data in Infinite Campus/SpotLight
Position/Role Responsible	Principal AP PBIS Team Members K-5 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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### 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>Input was received from stakeholders during face-to-face meetings held in the spring along with surveys that were shared with all stakeholders. Leadership Team worked together to review last year's plan and the data (including Stakeholder surveys) for this year's plan. All Leadership Team members were involved in the evaluation of data (Annual State assessments, local screeners, local tests for mastery, and other pertinent data points). The plan will be brought back to the school for all faculty and staff to review and to share input. The plan will then be shared with school stakeholders for feedback.</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>The Human Resources and Federal Programs Departments of the Richmond County School System collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately high rates by ineffective, out-of-field, or inexperienced instructors. We will look at the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the district and school level. We concentrate on identifying disparities, assessing district and school systems and programs that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. Our district improvement plan, which will include an equity component and improvement goals, will address the observed gaps. In addition, we assist school leaders in the scheduling process by giving statistics to help them make the best scheduling decisions for student achievement. To recruit elite talent, we conduct various career fairs, offer a virtual fair, attend college and university fairs, and use technology avenues. We also operate our Grow Your Own initiative in collaboration with our local university's Teach Richmond program. Stipends are available in high-need areas. We also used a PQ ESSA automated software to offer certification information, out-of-field status, and teacher suggestions for specific courses. The department of communication assists schools with branding and provides professional development to school interview panels.</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</p>	<p>This year, we hired a Literacy Paraprofessional to help assist with our students who are not reading on grade level. The Literacy Paraprofessional looks at the Lexile levels of each student and determines the growth band. This is shared with the Media Specialist, teachers, and parents. Students are encouraged to read within this growth band iReady data is used to determine how the students are progressing and if the reading level is going up. The Literacy paraprofessional reaches out to guardians or caregivers to share information about how to help at home. The best way to get better at</p>



<p>provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>reading is to read. The Augusta Public Library has partnered with the school system and has made it easy for students to access their resources. The School's Media Specialist has cataloged books by Lexile levels and can help students pick appropriate materials. Teachers have implemented silent sustained reading to ensure that students have at least 15 minutes of uninterrupted time each morning.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The RCSS will not have any Title I targeted assistance schools during the 2024-2025 school year. Targeted assistance schools may use funds received only for programs that provide services to eligible children identified as having the greatest need. In the event the district gets a targeted assistance school in the future, each targeted assistance Title I school will create a plan to assist the school and local educational agency to meet its responsibility to provide services to all identified students in the targeted-assistance program to allow them the opportunity to meet the state's challenging academic achievement standards.</p>
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## 3. REQUIRED QUESTIONS

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

## Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>RCSS preschool students are exposed to Georgia's Bright from the Start Curriculum and the Head Start Curriculum. In the Spring of each year preschool children from early childhood programs and daycare centers visit the elementary schools. Preschoolers have an opportunity to visit and observe the school's prekindergarten and kindergarten classes. Near the end of the school year around the month of March, Pre-K students participate in a Kindergarten Round-Up which assesses them on kindergarten skills. A kindergarten orientation is also scheduled. Daycare Pre-K four-year olds in Head Start and RCSS Pre-K students are assessed three times per year using the Phonological Awareness Literacy Screening (PALS). Additionally, twice per year, four-year-olds at identified Head Start and RCSS PreK sites, are assessed using the Peabody Picture Vocabulary Test (4th edition) (PPVT-4). To ensure a smooth transition to RCSS schools, the results of these assessments are provided to teachers, administrators and parents, and are used to track student progress, identify strengths and weakness, plan instruction, and plan for student placement in Kindergarten groups and classes. A handbook for parents is provided to all Kindergarten students and parents. The book provides transition suggestions for both parents and students. Counselors provide ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class as well. The district also provides regular training for Pre-K teachers and paraprofessionals on needed topics such as early literacy. This would be in addition to the regular training provided by Georgia's Bright from the Start. Students receive books three times per year. Teachers receive instructional materials and books for their classrooms along with professional learning on early literacy and writing instruction. Lastly, L4GA funds also help fund field trips for preschool age students in addition to field trips provided by Bright from the Start thus providing opportunities for students to travel beyond the confines of their neighborhoods and participate in culturally relevant experiences.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or</p>	

career counseling to identify student interest and skills.

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.

In an effort to decrease class/school removal time, the district is working with school staff to offer a variety of supports and strategies. When students need time to calm down, a reflection or calming room may be used. This would include soft lighting and calming music or sounds. PE may include Yoga and breathing exercises to help students control themselves. Behavior Coaches were hired to work with students, parents, teachers and school administrators to implement effective practices aimed at increasing instructional time and reducing removals from class. District staff also partners with the Emory Autism Center, RESA, and GLRS for professional learning, modeling, and coaching in schools and programs where the data demonstrates elevated challenges with student behavior. District level Instructional Specialists are also working closely with teachers and school administrators to improve delivery of engaging instruction and alternative methods for managing classroom behavior for our students with disabilities as well as other student subgroups. MTSS Facilitators are working closely with teachers and school administrators to help students get the assistance that they need. Student engagement is an effective way to negate discipline issues. One form of engagement is ensuring that students have the use of technology within the classroom. In addition, RCSS is investing in Positive Behavior Interventions and Supports (PBIS), for all students. The PBIS Framework is being implemented in 31 schools across the district, with the remaining schools implementing "Essential Features of School Wide Behavior Expectations, through the lens of PBIS". The expectation is that over time, with training and coaching, all RCSS schools will implement the PBIS Framework. A PBIS District Data Team in the Office of School Climate regularly monitors discipline data for all schools and student subgroups, communicates with various stakeholders, including community members and members of the Department of Juvenile Justice, and work collaboratively with the CSRA RESA School Climate Specialist, to provide professional learning and coaching, to administrators, coaches and teachers. The PBIS Coaches (each PBIS School has a coach), attend monthly meetings with PBIS Coordinator to monitor discipline practices, receive professional learning, and collaborate and action plan around best practices. The PBIS Schools hold monthly PBIS Team meetings to solve problems around discipline data and action plans to ensure continued positive outcomes. A minimum of two times a year, the District PBIS Leadership Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes.

## ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The Richmond County School System is committed to a continuous improvement cycle for System and School Improvement Planning. In this cycle, the system and schools review data and determine areas of greatest need through a comprehensive needs assessment. Then, root causes are examined, and initiatives are developed. The School Improvement Plan is evaluated at 60 days and 120 days. The Richmond County School System Leadership Team reviews data points and determines if the SIP (School Improvement Plan) goals are progressing. If goals are not progressing, the RCSS Leadership Team offers support to help the school move forward. At the end of the year, the school's Leadership Team will use State Assessment data and other pertinent data to determine if goals were met. One key component to examining this data is breaking it down to the student's names – not just looking at percentages or sub-groups. Knowing exactly who to target and how to intervene is critical in this process. The Continuous Improvement Cycle allows schools to determine if the schoolwide program has been effective based on student achievement data and to help determine if new initiatives and action steps need to be taken.</p>
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