



Comprehensive Needs Assessment 2024 - 2025 School Report



Richmond County
Sue Reynolds 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	Donna Culbreath
Team Member # 2	Assistant Principal	Yurekia Woods
Team Member # 3	Assistant Principal	Dione Bonds
Team Member # 4	EIP	Nicole Odom/
Team Member # 5	EIP	Nedra Fowler
Team Member # 6	Instructional Specialist	Inez Mitchell
Team Member # 7	Counselor	Hope Williams

Additional Leadership Team

	Position/Role	Name
Team Member # 1	EIP	Michelle Lee
Team Member # 2	Media Specialist	Tammy Story
Team Member # 3	Teacher Kinder	Shauntrice Bond
Team Member # 4	Teacher 1st	Michellett Green
Team Member # 5	Teacher 2nd	Zandra Collier
Team Member # 6	Teacher 3rd	Raven Hill
Team Member # 7	Teacher 4th	Valencia Mays
Team Member # 8	Teacher 5th	Jessica Watson
Team Member # 9	Administrative Assistant	Patrica Glover
Team Member # 10	Special Education	Makenzie Carver

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent / Community	Maureen Ruiz
Stakeholder # 2	Community-Walmart	Amanda Lewis
Stakeholder # 3	Community - Business	Allen Brown
Stakeholder # 4	Community Church	Providence Church
Stakeholder # 5	Community - Business	Hardies
Stakeholder # 6	Community - Business	Wendy's
Stakeholder # 7	Parent	Ashley Clark
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?	Sue Reynolds will provide access to documents via Teams and meetings held throughout the year.
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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	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

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

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	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	<p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p>	✓
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	<p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p>	
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]	We utilized the Panorama Health Survey and gathered student and parent perceptions, along with the Learning Forward Survey which indicated that 3.2% of staff expressed a desire for additional professional learning to enhance their professional knowledge how learners' backgrounds and experiences impact teaching, learning, and culture. (Equity Driver Section)
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?")	The data provides the beliefs and attitudes toward what we do in the school. The data showed reading comprehension dropped with multiple subgroups. The identified subgroups were SPED and African Americans students.
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)	For the SIP, we utilized data from the Mental Health Team, small group counseling sessions, the College Career Fair, as well as parent volunteer training and informational sessions during Parent Night.
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?")	It provides evidence of how programs such as the Mental Health Team, small group counseling sessions, College Career Fair, parent volunteer training, and Parent Night informational sessions were conducted and who benefited from these initiatives. This data helps us understand the reach and effectiveness of our efforts in engaging and supporting our stakeholders. Our subgroups need more support to improve.

What achievement data did you use?	We used GMAS three-year data, I-Ready two-year data, parent surveys, Panorama data, and staff surveys to assess achievement and gather insights into student performance, parental perspectives, and staff feedback.
What does your achievement data tell you?	We utilized GMAS and I-Ready data along with parent and staff surveys to assess achievement. Our data highlights a need to enhance reading comprehension and vocabulary instructional knowledge for both teachers and students. Despite an overall 4.64% increase in performance, there were notable declines in Lexile scores: 14.17% for 3rd grade and 5.59% for 5th grade. Additionally, based on I-Ready assessments, math proficiency decreased across 1st, 2nd, 3rd, and 5th grades, indicating areas requiring targeted intervention and support.
What demographic data did you use?	Subgroups Africa America Students, Sped Students and ESOL Students
What does the demographic data tell you?	The demographic data reveals disparities in reading comprehension, vocabulary acquisition, and grade-level proficiency in mathematics among our African American, ESOL, and SPED students. This highlights a critical need for targeted support and interventions tailored to the unique learning needs of these student populations.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

In terms of EOG ELA Scores, 6.06% of our subgroups achieved proficiency and distinction, a significant leap from last year's 0%. We observed a downturn in ELA scores from 2021 to 2023, with a modest uptick of 0.87% from 2022 to 2023. While this increase is minor, it remains noteworthy. Upon team evaluation, we identified that several educators lack the essential knowledge to effectively advance our students to higher performance levels and to enrich those already meeting or exceeding grade-level standards. Our instructional materials align with standards, and teachers consistently implement designated curricula. Learning objectives are clearly communicated, and students demonstrate understanding of the subjects. However, we aim to enhance the rigor in our classrooms.

Georgia Milestones	2021-2022	2022-2023	2023-2024	3-yr Avg	Data Source
% Developing Learner or Above - ELA	48.01	44.65	45.52	46.06	SLDS, DRC, or CCRPI Performance Index
% Developing Learner or Above - Math	47.35	51.3			
% Developing Learner or Above - Science	5.62	35.14	36.65	25.87	

These are the actions that were determined by the team.

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Trends and patterns are discerned through survey data and student summative assessments. Teachers express a desire for further transparency regarding funding allocation. The leadership team remains committed to prioritizing instructional data and will introduce non-negotiables for teacher and student data documentation and discussions. Quarterly data meetings and analyses of i-Ready Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) screeners are currently conducted.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Teachers require tailored professional development to bolster differentiated learning, rigor, and vocabulary instruction. Our educators valued the teacher-led professional learning opportunities provided this year. Moving forward, we will maintain our emphasis on showcasing model classrooms within the school for Savvas Reading, Foundations, Versa Tiles, Learning Palettes, and targeted vocabulary instruction.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>According to the 2024 Annual Evaluation of our Title I Program, 41% of our parents prioritize initiatives that extend to parents and family members at home and in the community. Additionally, 26% advocate for ongoing professional development, specifically focusing on enhancing family engagement for teachers and administrators. Another 15% express a preference for fostering partnerships between the school and community-based or external organizations dedicated to supporting family engagement. The remaining 15% of parents emphasize the importance of disseminating information on effective strategies for engaging all families in their children's education.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>First and foremost, there is a strong emphasis on fostering a supportive learning environment both educationally and emotionally. This includes implementing daily social and emotional check-ins with students, providing conference time for grades and projects, and offering incentives for good behavior and work completion. These practices not only contribute to a positive classroom atmosphere but also create opportunities for students to feel valued, supported, and engaged in their learning journey. Additionally, they promote collaboration between teachers and students, which is essential for creating a conducive learning environment.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In reviewing the demographic and financial trends, our team noted a notable increase in the number of low-income and homeless students this year. This shift has underscored the necessity for additional student services support, particularly in addressing the needs of the home environment. Approximately 10% of our students required essential resources such as clothing and medical assistance. To meet these needs, we collaborated closely with our social worker and engaged with local programs to provide vital support to these students. Understanding these trends is crucial for identifying the specific needs of our students, teachers, and leaders. By acknowledging these patterns, we can tailor our resources and interventions to ensure that all members of our school community receive the support they require to thrive academically and personally.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the</p>	<p>Over the past 3 years we have seen a slight decrease in our reading scores based on the Ga Milestones, this year we saw a slight increase of 0.87% (see below). Our math decreased in 4 out of 6 grade levels this year.</p>

Strengths and Challenges Based on Trends and Patterns

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?

iReady	2021-2022	2022-2023	2023-2024	3-yr Avg
% Students Reading on Grade Level - 5th Grade	17	59.34	31	35.78%
% Students Reading on Grade Level - 4th Grade	15	22.34	24	20.45%
% Students Reading on Grade Level - 3rd Grade	28	47.67	49	41.89%
% Students Reading on Grade Level - 2nd Grade	29	55	46	43.33%
% Students Reading on Grade Level - 1st Grade	27	52	50	43%
% Students Reading on Grade Level - Kindergarten	63	79	90	77.33%
% Students Math on Grade Level - 5th Grade	13	38	24	25%
% Students Math on Grade Level - 4th Grade	8	20	30	19.3%
% Students Math on Grade Level - 3rd Grade	7	38	27	24%
% Students Math on Grade Level - 2nd Grade	9	29	27	21.67%
% Students Math on Grade Level - 1st Grade	11	47	46	34.67%
% Students Math on Grade Level - Kindergarten	46	68	79	64.33%

Based on i-ready EOY diagnostics the percentage of students are 1 or more grade levels below.

Reading 1 Grade or below	Math 1 Grade or below
Kindergarten = 10%	Kindergarten = 21%
1st Grade = 50%	1st Grade = 54%
2nd Grade = 54%	2nd Grade = 73%
3rd Grade = 51%	3rd Grade = 73%
4th Grade = 76%	4th Grade = 70%
5th Grade = 69%	5th Grade = 76%

Special Education students are not progressing. 93.94% of our students are trending in the beginning/developing level according to GMAS.

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

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

Strengths

We maintain excellent relationships with our parents through our general program, fostering a supportive partnership that enhances student growth, particularly in social skills within the classroom environment. Parents readily engage in meetings and address concerns promptly, showcasing their commitment to our school community. Additionally, our adept scheduling of special education class sizes ensures optimal support for the growth of all students, contributing to a comprehensive and inclusive learning environment.

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.

Challenges	<div data-message-author-role="assistant" data-message-id="ebc4f00a-d528-4482-a226-46c6a1dd6620" dir="auto"> Collaborative planning between Co-Teachers and General Education teachers regarding on-grade level standards is lacking. Unfortunately, due to the district's allocation process for SPED teachers, scheduling their planning sessions to align with their co-teaching counterparts is currently not feasible. Consequently, our subgroups did not demonstrate any growth over the past year </div>
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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	The primary need within our ELA curriculum is to ensure that all students, regardless of their current reading level, receive the support and challenge necessary to achieve and exceed grade-level standards. Currently, a significant portion of our students are not reading at grade level, which hinders their overall academic progress and engagement. Additionally, our instruction lacks the rigor required to adequately challenge and advance students who are performing at or above grade level.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Enhancing our knowledge of literacy strategies and integrating robust supporting materials can significantly improve student outcomes and teacher performance.
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Overarching Need # 2

Overarching Need	The primary need within our Math curriculum is to implement differentiated instructional strategies across all Math domains to increase the number of students scoring at or above grade level, as measured by Math i-Ready assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Implement differentiation strategies for instruction and improve students' scores in the Geometry, Measurement, and Data areas.
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Overarching Need # 3

Overarching Need	The primary need is to increase parent and family engagement by enhancing communication and providing resources and services that empower parents to support their children's education at home. This approach will foster a collaborative environment where parents are actively involved in their child's academic success.
How severe is the need?	Low
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	We will implement strategies to increase participation in our PTO and provide additional training on our current school curriculum.
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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 - The primary need within our ELA curriculum is to ensure that all students, regardless of their current reading level, receive the support and challenge necessary to achieve and exceed grade-level standards. Currently, a significant portion of our students are not reading at grade level, which hinders their overall academic progress and engagement. Additionally, our instruction lacks the rigor required to adequately challenge and advance students who are performing at or above grade level.

Root Cause # 1

Root Causes to be Addressed	Collaborative planning, including the development of weekly common assessments and rigorous Tier I instruction, is hindering the quality of our ELA instruction. Word walls for reading and math vocabulary.
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 - The primary need within our Math curriculum is to implement differentiated instructional strategies across all Math domains to increase the number of students scoring at or above grade level, as measured by Math i-Ready assessments.

Root Cause # 1

Root Causes to be Addressed	Insufficient implementation of differentiated learning strategies is preventing us from effectively meeting the needs of higher-performing students. Word walls for reading and math vocabulary.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 1

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	
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Overarching Need - The primary need is to increase parent and family engagement by enhancing communication and providing resources and services that empower parents to support their children's education at home. This approach will foster a collaborative environment where parents are actively involved in their child's academic success.

Root Cause # 1

Root Causes to be Addressed	Inadequate communication to parents regarding student progress, successes, challenges, and strategies for support at home is limiting their ability to effectively engage in their child's educational journey.
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 - Parent and Family Engagement Program

Additional Responses	
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School Improvement Plan 2024 - 2025



Richmond County
Sue Reynolds Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Sue Reynolds Elementary School
Team Lead	Donna Culbreath
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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The primary need within our ELA curriculum is to ensure that all students, regardless of their current reading level, receive the support and challenge necessary to achieve and exceed grade-level standards. Currently, a significant portion of our students are not reading at grade level, which hinders their overall academic progress and engagement. Additionally, our instruction lacks the rigor required to adequately challenge and advance students who are performing at or above grade level.
Root Cause # 1	Collaborative planning, including the development of weekly common assessments and rigorous Tier I instruction, is hindering the quality of our ELA instruction. Word walls for reading and math vocabulary.
Goal	By May of 2025, Sue Reynolds Elementary School will implement evidence-based instructional strategies in reading comprehension to increase the percentage of students scoring below reading proficiency on the ELA Georgia Milestones from 54.48% to 59.48% (an improvement affecting 29 students).

Action Step # 1

Action Step	Provide collaborative planning with a focus on the Think Through Learning Plan Protocol (GaDoe/Savvas), station rotations, and intervention/enrichment.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Agenda, PL Sign in Sheets,
Method for Monitoring Effectiveness	Grab samples and analyze Routinely observed the routine and actions steps process to ensure procedures are being followed. Lesson Plans
Position/Role Responsible	Instructional Specialist (Mitchell), Select Teacher Leaders, Leadership Team
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Provide professional development for teachers on effective use of Savvas, Foundations, Science of Reading, writing strategies, and enrichment (Tier I) and evidence-based learning strategies led by district leadership and teacher leadership implementing those strategies in their classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	PL agendas and sign-in sheets, observation of implementation, improved student reading performance
Method for Monitoring Effectiveness	Checklist Rubrics Monitoring and feedback
Position/Role Responsible	Instructional Specialist (Mitchell), District Academic Coach (E. Hale, R. Mathis, A. Jenkins, P. Lovett)
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 # 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	Implement school wide AR program with fidelity to aid in increase of Lexile scores.
Funding Sources	Consolidated Funding
Subgroups	English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Create a school wide AR plan of *implementation with training for teachers.
Method for Monitoring Effectiveness	PL agendas, AR Charts, improvement in student lexile based on i-ready
Position/Role Responsible	Admin, Instruc. Specialist, EIP teachers, Media Specialist
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 # 4

Action Step	Provide personalized professional learning based on teacher needs.
Funding Sources	Consolidated Funding
Subgroups	English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PL agendas and sign-in sheets, observation of implementation, improved student reading performance
Method for Monitoring Effectiveness	Grab samples and analyze Routinely observed the routine and actions steps process to ensure procedures are being followed. Lesson Plans
Position/Role Responsible	Instructional Specialist (Mitchell) Leadership Team (Teacher Leaders)
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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The primary need within our Math curriculum is to implement differentiated instructional strategies across all Math domains to increase the number of students scoring at or above grade level, as measured by Math i-Ready assessments.
Root Cause # 1	Insufficient implementation of differentiated learning strategies is preventing us from effectively meeting the needs of higher-performing students. Word walls for reading and math vocabulary.
Goal	By May 2025, Sue Reynolds Elementary will implement differentiated instructional strategies in all Math domains to increase the percentage of on-grade-level learners from 27% to 30%, achieving a total of 174 students performing at or above grade level, as measured by Math i-Ready assessments.

Action Step # 1

Action Step	Provide training for teachers on effective differentiation learning strategies led by district leadership and teachers implementing those strategies in their classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	PL agendas and sign-in sheets, observation of implementation, improved?student math?performance. Lesson plans Collaborative planning Scheduled classroom visits
Method for Monitoring Effectiveness	Checklist Rubrics Weekly plans Walk- through observations
Position/Role Responsible	Instructional Specialist (Mitchell), EIP Teacher (Fowler, Odom, Lee), District Academic Coaches (E. Hale, R. Mathis, A. Jenkins, P. Lovett)
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Provide Professional Learning as well as additional modeling and use of the coaching cycle for induction and struggling teachers to support implementation of effective Mathematic strategies.
Funding Sources	Consolidated Funding
Subgroups	English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Coaching cycle schedule, notes from observations and conversations, ?improved?student math?performance?
Method for Monitoring Effectiveness	Coaching cycle schedule, notes from observations and conversations, ?improved?student math?performance?
Position/Role Responsible	Instructional Specialist (Mitchell), Mentor Teachers, EIP Teachers (Odom, Fowler, Lee), Admin
Timeline for Implementation	Quarterly

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

Action Step	Provide training on learning palette, and ABC GMAS Prep implementation for stations with focus on Numerical Reasoning and Geometric & Spatial Reasoning.
Funding Sources	Consolidated Funding
Subgroups	English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PL Agenda, Observations and feedback
Method for Monitoring Effectiveness	PL agendas and sign-in sheets, observation of implementation,?improved?student?reading performance
Position/Role Responsible	Instructional Specialist (Mitchell), Collier, Admin
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The primary need is to increase parent and family engagement by enhancing communication and providing resources and services that empower parents to support their children's education at home. This approach will foster a collaborative environment where parents are actively involved in their child's academic success.
Root Cause # 1	Inadequate communication to parents regarding student progress, successes, challenges, and strategies for support at home is limiting their ability to effectively engage in their child's educational journey.
Goal	By May of 2025, Sue Reynolds Elementary School will increase parent and family engagement by enhancing communication and providing resources and services to support their children's education at home.

Action Step # 1

Action Step	Provide professional learning to parents with support on RCBOE platforms and websites - Parents will be informed on districts attendance policy as well as the resources available.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	PL agenda for parent nights, newsletters, weekly communication folders
Method for Monitoring Effectiveness	increased use of Canvas for instruction, improved student online performance?
Position/Role Responsible	Teachers, Staff, Instructional Specialist, Administration, Kimberly Simon
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Increase parent involvement by provide parents opportunities to join a leadership team meeting, school council and PTO meetings to provide constructive feedback.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agendas and Sign In sheets from Leadership meeting. Yearly Calendar with meeting dates.
Method for Monitoring Effectiveness	-Sign In sheets from Leadership meeting. -Parent Survey's
Position/Role Responsible	PTO, Teachers, Instructional Specialist, Administration
Timeline for Implementation	Monthly

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

Action Step	Provide quarterly parent nights and provide instructional support resources. (Literacy and Math stand-alone nights)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Pre-planned calendar of events.
Method for Monitoring Effectiveness	-Sign In sheets from parent nights. -Parent Survey's
Position/Role Responsible	Teachers, Instructional Specialist, Administration, (E. Hale, R. Mathis, A. Jenkins, P. Lovett)
Timeline for Implementation	Quarterly

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

Action Step	Create attendance Tracking & Monitoring System (teacher & students)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	N/A Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Weekly, Bi-weekly, Monthly check systems
Method for Monitoring Effectiveness	Student daily monitoring sheet. Teacher weekly check form. Bi-weekly attendance team meeting.
Position/Role Responsible	Attendance team (Johnson, Bonds, Woods, Glover, Williams, Hilton, Odom), administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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>In developing this plan, the school actively sought advice from a diverse group of individuals, including teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders. As a leadership team, we thoroughly analyzed our Annual Title I survey results, student health survey results, and comments and concerns gathered from parent conferences.</p> <p>Stakeholder input was obtained through surveys administered during face-to-face meetings held in the spring. Additionally, the Leadership Team collaborated closely to review the previous year's plan alongside current data, including feedback from stakeholder surveys, to inform this year's plan.</p> <p>Once the initial draft was developed, it was brought back to the school for all faculty and staff to review and provide their input. Following this internal review, the plan will be shared with the broader school community to gather further feedback from all stakeholders involved.</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>software to offer certification information, out-of-field status, and teacher suggestions for specific courses. The department of</p>

	<p>communication assists schools with branding and provides professional development to school interview panels.</p> <p>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>Differential teacher effectiveness: Ensure those students who had a waver teacher the previous year are enrolled in a highly qualified classroom for the next year to ensure the learning gaps are closed.</p> <p>Smaller Classroom Sizes for K-3 Instruction: Sue Reynolds will provide at least 3 self-contained EIP classes for the K-3 grade levels to ensure smaller class sizes.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>1. Sue Reynolds will be implementing the following programs for the 2024-2025 school year.</p> <p>ol</p> <p>2. Renaissance-Accelerated Reader: This program guide students, while engaging quizzes and activities help hone students' reading skills with authentic practice while encouraging growth. This will address our Lexile scores, vocabulary as well as our reading comprehension. This program will be utilized daily during the language arts instructional block. 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 20 minutes of uninterrupted time each morning as well as time during the instructional blocks.</p> <p>3. Vera Tiles will help students build math proficiency in a challenging and fun way. This program will be utilized daily during the math instructional block.</p> <p>4. Learning Palette for intervention/extension: The Learning Palette Reading and Math Resource Kit now encompasses our entire K-5 curriculum, providing a comprehensive solution for educators. This kit includes the complete library of our Reading LP Curriculum and Math, featuring 20 curriculum packs. It offers skill-appropriate material suitable for both individual and classroom instruction, allowing students to work at their own pace. The robust Math and Reading curriculum for grades K-5 includes 35 Math titles and 20 Reading titles, totaling 7,920 questions. Additionally, the kit facilitates immediate self-correction, enabling students to understand and correct their errors while evaluating their progress.</p> <p>/ol</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.</p> <p>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>To support, coordinate, and integrate services with early childhood programs at the school level, our school has implemented several strategies to assist preschool children in their transition from early childhood education programs to local elementary school programs.</p> <p>Each spring, preschoolers from early childhood programs and childcare centers visit primary schools. During these visits, preschoolers have the opportunity to observe prekindergarten and kindergarten classrooms, giving them a firsthand look at their future learning environment. Additionally, Pre-K children participate in a Kindergarten Round-Up event near the end of the school year, around March. During this event, they are assessed on kindergarten competencies, which helps to identify their readiness and areas that may need further development. There will also be a kindergarten orientation to familiarize both children and parents with the school setting and expectations.</p> <p>To further support this transition, all kindergarten students and their parents receive a parent handbook. This handbook includes transition tips that are beneficial for both parents and students. Counselors provide advice on preparing pupils for kindergarten, such as reading suggestions and establishing routines and rituals that aid with the transition. In the first two weeks of school, kindergarten teachers focus on helping students overcome their fears and adjust to their new environment. Counselors also provide ongoing assistance to each class, ensuring that students feel supported throughout their transition into elementary school.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>

<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>To support efforts in reducing the overuse of discipline practices that remove students from the classroom, our school will implement the Paws-itive Behavior Incentive System (PBIS) along with other proactive strategies to address student behavior effectively across all subgroups.</p> <p>Sue Reynolds will utilize the Paws-itive Behavior Incentive System and PBIS to foster a positive school culture and reduce the incidence of student behavior issues and disciplinary actions. Teachers will be provided with a behavior chart that outlines major and minor offenses, the school behavior matrix along with strategies for addressing these behaviors within the classroom. This approach ensures that teachers have clear guidelines and effective tools to manage behaviors without resorting to removing students from the learning environment.</p> <p>Students will have the opportunity to earn spotlight points and Cub Cash as part of our incentive system. These rewards can be used at monthly celebrations or on the Cub Cart, motivating students to engage in positive behavior consistently.</p> <p>Additionally, teachers will create "time-out" areas in collaboration with team teachers. This strategy allows students to take a break from their current environment while still remaining within the learning setting. By providing a structured break, students can manage their behavior and emotions without missing out on instructional time.</p> <p>These combined efforts will help to reduce the overuse of exclusionary discipline practices and ensure that all students, regardless of subgroup, are supported in maintaining positive behavior and staying engaged in their education.</p>
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ADDITIONAL RESPONSES

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