

# Comprehensive Needs Assessment 2024 - 20250 School Report

**Richmond County**

Belair Elementary

**1.1 Identification of Team**

**2**

1. **PLANNING AND PREPARATION**
   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](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) for additional information and guidance.

**Leadership Team**

|  |  |  |
| --- | --- | --- |
|  | **Position/Role** | **Name** |
| Team Member # 1 | Principal | Shetina Roulhac |
| Team Member # 2 | Assistant Principal | Dr. Lutricia Parkman |
| Team Member # 3 | Assistant Principal | ? |
| Team Member # 4 | Instructional Specialist | Ashley Brown |
| Team Member # 5 | Augmented Teacher | Nelia Trimmingham |
| Team Member # 6 | Teacher of the Year | Patrice Jean-Pierre |
| Team Member # 7 | Media Specialist | Haley Bielewicz |

**Additional Leadership Team**

|  |  |  |
| --- | --- | --- |
|  | **Position/Role** | **Name** |
| Team Member # 1 | Sped Teacher | Vernon Englade |
| Team Member # 2 | Teacher | Jamie Davis |
| Team Member # 3 | Teacher | Shameika Stokeling |
| Team Member # 4 | Teacher | Melanie Wheeler |
| Team Member # 5 | Teacher | Tonya Watts |
| Team Member # 6 | Teacher | Juanda Kendrick |
| Team Member # 7 | Teacher | Martine Roberts |
| Team Member # 8 | Teacher | Stephanie Hollimon |
| Team Member # 9 | Counselor | Danese Holloway |
| Team Member # 10 |  |  |

**1.2 Identification of Stakeholders**

**3**

* + 1. **PLANNING AND PREPARATION**
  1. **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](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx)

[webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) for additional information and guidance.

**Stakeholders**

|  |  |  |
| --- | --- | --- |
|  | **Position/Role** | **Name** |
| Stakeholder # 1 | Parent | Brandi Coppett |
| Stakeholder # 2 | Parent | Beth Hadden |
| Stakeholder # 3 | Program Director- Boys & Girls Club | Tesa Sullivan |
| Stakeholder # 4 | PTO President | Valencia Blakeney |
| Stakeholder # 5 | Home Depot Manager |  |
| Stakeholder # 6 | Kroger Store Manager |  |
| Stakeholder # 7 | Dream Steam/EZ-Go |  |
| Stakeholder # 8 | Left Handed Principle |  |

**How will the team ensure that stakeholders and in particular parents and/or guardians,**

**were able to provide meaningful input?**

All stakeholders will be invited to Monthly PTO meetings and have access to Title I document disseminated throughout the school year.

1. **DATA COLLECTION ANALYSIS**
   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 C [oherent Instructional System webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) 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** | A systematic, collaborative process is used proactively for curriculum planning.  Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. |  |
| **2. Operational** | A systematic, collaborative process is used regularly for curriculum planning.  Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. |  |
| **3. Emerging** | A collaborative process is used occasionally for curriculum planning.  Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. | X |
| **4. Not Evident** | A collaborative process is rarely, if ever, used for curriculum planning.  Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. |  |

**Coherent Instruction Data**

|  |  |  |
| --- | --- | --- |
| **Curriculum Standard 2 -**Designs curriculum documents and aligns resources with the intended rigor of the required standards | | |
| **1. Exemplary** | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.  These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards. |  |
| **2. Operational** | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.  These curriculum documents and resources guide the work of teachers and instructional support staff. |  |
| **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. | X |
| **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** | 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. | X |
| **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. | **X** |
| **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. | X |
| **4. Not Evident** | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards. |  |

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

**Coherent Instruction Data**

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

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

**Coherent Instruction Data**

|  |  |  |
| --- | --- | --- |
| **Instruction Standard 7 -**Provides feedback to students on their performance on the standards or learning targets | | |
| **1. Exemplary** | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. |  |
| **2. Operational** | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. |  |
| **3. Emerging** | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance. | X |
| **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. | **X** |

|  |  |  |
| --- | --- | --- |
| **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. | X |
| **4. Not Evident** | Few, if any, students are provided extra assistance or effective support in a timely manner. |  |

**Coherent Instruction Data**

|  |  |  |
| --- | --- | --- |
| **Assessment Standard 1 -**Aligns assessments with the required curriculum standards | | |
| **1. Exemplary** | Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment. |  |
| **2. Operational** | Most assessments are aligned with the required curriculum standards. |  |
| **3. Emerging** | Some assessments are aligned with the required curriculum standards. | X |
| **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. | X |
| **4. Not Evident** | Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices. |  |

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

**Coherent Instruction Data**

|  |  |  |
| --- | --- | --- |
| **Assessment Standard 5 -**Implements grading practices that provide an accurate indication of student progress on the required standards | | |
| **1. Exemplary** | The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards. |  |
| **2. Operational** | The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards. |  |
| **3. Emerging** | The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | X |
| **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**

* 1. **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 E [ffective Leadership webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) 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. | X |
| **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. | X |
| **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** | The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.  The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning. |  |
| **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. | X |
| **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. | X |
| **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** | 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. | X |
| **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** | A highly effective, proactive, and data-driven school leadership team is focused on student learning.  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. |  |
| **2. Operational** | 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.  The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently. | X |
| **3. Emerging** | The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning. |  |
| **4. Not Evident** | A school leadership team does not exist or does not have adequate stakeholder representation. |  |

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

**Effective Leadership Data**

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

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

**Effective Leadership Data**

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

|  |  |  |
| --- | --- | --- |
| **Planning and Organization Standard 3 -**Monitors implementation of the school improvement plan and makes adjustments as needed | | |
| **1. Exemplary** | 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.  Ongoing adjustments are made based on various performance, process, and perception data. |  |
| **2. Operational** | 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.  Adjustments are made to the plan, as needed, based on the analysis of data. |  |
| **3. Emerging** | The goals and strategies of the school improvement plan are occasionally monitored by administrators. | X |
| **4. Not Evident** | The goals and strategies of the school improvement plan are rarely, if ever, monitored. |  |

**Effective Leadership Data**

|  |  |  |
| --- | --- | --- |
| **Planning and Organization Standard 4 -**Monitors the use of available resources to support continuous improvement | | |
| **1. Exemplary** | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.  School schedules and processes are designed to make effective use of personnel, time, materials, and equipment. |  |
| **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. | X |
| **4. Not Evident** | The use of available resources to support continuous improvement is rarely, if ever, monitored. |  |

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

**Effective Leadership Data**

|  |  |  |
| --- | --- | --- |
| **Planning and Organization Standard 6 -**Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment | | |
| **1. Exemplary** | 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.  A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed. |  |
| **2. Operational** | 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.  The school and campus are clean, well-maintained, inviting, and safe. | X |
| **3. Emerging** | Protocols are sometimes used to maintain the school campus and equipment.  The school and campus are partially clean, maintained, and inviting, but some safety issues exist. |  |
| **4. Not Evident** | Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.  The school and campus are not clean, maintained, or inviting, and safety issues exist. |  |

**2. DATA COLLECTION ANALYSIS**

* 1. **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 P [rofessional Capacity webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) 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. | X |
| **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. | X |
| **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. | X |
| **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. | X |
| **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** | 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).  Professional learning includes extensive follow-up with descriptive feedback and coaching. |  |
| **2. Operational** | 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.  Professional learning includes follow-up with feedback and coaching. |  |
| **3. Emerging** | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | X |
| **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** | 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.  Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. |  |
| **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. | **X** |
| **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. | X |
| **4. Not Evident** | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. |  |

**2. DATA COLLECTION ANALYSIS**

* 1. **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 F [amily and Community Engagement webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) for additional information and guidance. Visit Georgia’s Family Connection Partnership’s [KIDS COUNT](http://gafcp.org/kids-count/) for additional data.

**Family and Community Engagement Data**

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

|  |  |  |
| --- | --- | --- |
| **Family and Community Engagement Standard 2 -**Establishes structures that promote clear and open communication between the school and stakeholders | | |
| **1. Exemplary** | Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication. |  |
| **2. Operational** | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. | X |
| **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** | 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.  Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making. |  |
| **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. | X |
| **3. Emerging** | Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement. |  |
| **4. Not Evident** | Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success. |  |

|  |  |  |
| --- | --- | --- |
| **Family and Community Engagement Standard 4 -**Communicates academic expectations and current student achievement status to families | | |
| **1. Exemplary** | The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).  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). |  |
| **2. Operational** | The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.  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). | X |
| **3. Emerging** | The school staff communicates some academic expectations at the start of the year.  Some communication related to the current achievement level of individual students is provided. |  |
| **4. Not Evident** | The school staff does little to inform families of academic expectations.  Little, if any, communication related to the current achievement level of individual students is provided. |  |

**Family and Community Engagement Data**

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

|  |  |  |
| --- | --- | --- |
| **Family and Community Engagement Standard 6 -**Connects families with agencies and resources in the community to meet the needs of students | | |
| **1. Exemplary** | The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. |  |
| **2. Operational** | The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. | X |
| **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**

* 1. **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 S [upportive Learning Environment webinar](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) 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. | X |
| **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. | **X** |
| **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. | X |
| **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. | X |
| **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** | Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.  A pervasive commitment to promoting positive interactions and a sense of community is evident. |  |
| **2. Operational** | Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.  A sustained commitment to promoting positive interactions and a sense of community is evident. | X |
| **3. Emerging** | Some evidence exists that a culture of trust and respect has been established.  A limited commitment to promoting positive interactions and a sense of community is evident. |  |
| **4. Not Evident** | Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community. |  |

|  |  |  |
| --- | --- | --- |
| **School Culture Standard 3 -**Establishes a culture that supports the college and career readiness of students | | |
| **1. Exemplary** | 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.  The school culture supports addressing individual achievement needs and strengths to prepare students for success. |  |
| **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. | X |
| **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. | X |
| **3. Emerging** | The school staff sporadically supports the personal growth and development of students. |  |
| **4. Not Evident** | The school staff does little to support the personal growth and development of students. |  |

|  |  |  |
| --- | --- | --- |
| **School Culture Standard 5 -**Recognizes and celebrates achievements and accomplishments of students and staff | | |
| **1. Exemplary** | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.  The celebrations are publicized within the school and to the community and support the culture of the school. |  |
| **2. Operational** | The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. | X |
| **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** | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.  The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.  The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. |  |
| **2. Operational** | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.  The vision and mission define the culture of the school and guide the continuous improvement process. | X |
| **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. |  |

1. **DATA COLLECTION ANALYSIS**
   1. **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).

Georgia Student Health survey data, Comprehensive Needs assessment data, i-Ready data, GMAS data, data from Infinite Campus, Title I Survey data, Governor’s Office of Student Achievement data, USHA reports, and school level data.

**What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]**

The data shows there were only 68/377 students who “like” school however, 305/377 students do feel supported by their teachers. The data also shows that there must be a focus on Tier I instruction K-5 in all subject areas.

**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 process data that was used was student participation in after-school programs, as well as, participation in student clubs, organizations throughout the year, and survey data.

**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)**

The data shows there were only 68/377 students who “like” school however, 305/377 students do feel supported by their teachers. The data also shows that there must be a focus on Tier I instruction K-5 in all subject areas.

**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?”)**

Comprehensive Needs assessment data, i-Ready data, GMAS data, and school level data.

**What achievement data did you use?**

51% of students are performing on grade level in Reading and 38% on grade level in Math. The data also shows that there must be a focus on Tier I instruction K-5 in all subject areas.

**What does your achievement data tell you?**

School level data and reports in Infinite Campus.

**What demographic data did you use?**

The following subgroups of students are present at Belair Elementary School: American Indian/Alaskan Native, Asian Pacific Islander, Black, White, Hispanic, Multi-Racial, English Language, Economically disadvantaged, and students with disabilities.

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

1. **NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS**
   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](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) for additional information and guidance.

**Strengths and Challenges Based on Trends and Patterns**

Processes and procedures are in place, however monitoring of these processes and procedures can be improved. Improvements should be made and PL should be conducted surrounding rigor and engagement with Tier I instruction.

**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?**

The leadership team is operational and data is consistently analyzed. Follow through is necessary to ensure instruction is adjusted based on data collection. The leadership team will be intentional with PL based on the various needs of the staff and monitoring implementation. All will be sure to utilize the instructional framework *Plan, Instruct, Assess, and Reflect.*

**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?**

Administrators and staff sometimes collaborate to improve individual and collective performance. The leadership team will be intentional with PL based on the various needs of the staff, monitoring implementation, and evaluating the success of PL. All will be sure to utilize the instructional framework *Plan, Instruct, Assess, and Reflect.*

**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?**

The school has a welcoming environment that encourages and connects families and the community. Clear and open communication is evident, as all stakeholders are included in the decision making process. We will work on ensuring families have at home strategies to enhance academic achievement.

**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?**

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

**33**

**Strengths and Challenges Based on Trends and Patterns**

The data shows there were only 68/377 students who “like” school however, 305/377 students do feel supported by their teachers. We plan to implement the RCA House system to increase a positive climate, increase rigor with Tier I instruction, and ensure students monitor their own progress with learning using data folders, and

T-A-G conferences with students. Eventually the hope is that students will leade parent teacher confernces. .

**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?**

Funds will be spent based on the needs of the students and staff.

**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?**

51% of students are performing on grade level in Reading and 38% on grade level in Math. The data also shows that there must be a focus on Tier I instruction K-5 in all subject areas.

**Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?**

**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**](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) **for additional information and guidance.**

Parent and Community engagement is a strength, in addition to students feeling supported by their teachers. The teachers are quite positive and eager to learn new strategies to improve achievement.

**Strengths**

**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**](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) **for additional information and guidance.**

Academic achievement scores in Reading and Math need improvement. Rigor with Tier 1 instruction is a challenge area.

**Challenges**

**35**

**35**

**3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS**

* 1. **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](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx) for additional information and guidance.

**Overarching Need # 1**

|  |  |
| --- | --- |
| Overarching Need | Only 51% of students K-5 are performing on grade level in Reading. |
| 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 |

The % of students performing on grade in Reading in grades 1 and 5 decreased, grade K remained the same, and scores increased in grades 2, 3, and 4.

Additional Considerations

**Overarching Need # 2**

|  |  |
| --- | --- |
| Overarching Need | Only 38% of students K-5 are performing on grade level in Math. |
| How severe is the need? | HIGH |
| Is the need trending better or worse over time? | BETTER |
| Can Root Causes be Identified? | YES |
| Priority Order | 2 |

The percent of students performing on grade in Math in grades K, 1, 4, and 5 decreased, and scores increased in grades 2 and 3.

Additional Considerations

**Overarching Need # 3**

|  |  |
| --- | --- |
| Overarching Need | Increase students’ desire to be at school or “like” for school. |
| How severe is the need? | Moderate |
| Is the need trending better or worse over time? |  |
| Can Root Causes be Identified? | Yes |

**Overarching Need # 3**

3

Priority Order

While students do benefit from PBIS celebrations and awards, input is needed from them to determine what celebrations and rewards are desired. It is our hope that the RCA House System will help create an environment students love to be in.

Additional Considerations

**3.3 Root Cause Analysis**

**37**

**3.3 Root Cause Analysis**

**37**

**3.3 Root Cause Analysis**

**37**

**3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS**

* 1. **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](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx). After describing the RCA process, complete a table for each selected overarching need.

Only 51% of students K-5 are performing on grade level in Reading.

**Overarching Need 1**

**Root Cause # 1**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Lack of RIGOROUS Tier I Instruction |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Provide PL, a planning protocol, and monitor collaborative planning. |
| Impacted Programs | My View, Fundations, INSPIRE GaDOE |

Resources used to teach grade level standards are new for Reading. Teachers need more PL with the resources, and need to maximize the use of their planning time to prepare for lessons using these district resources.

Additional Responses

**Root Cause # 2**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Unfamiliarity with New Curriculum Resources to provide Tier Instruction |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Provide PL, a planning protocol, and monitor collaborative planning. |
| Impacted Programs | INSPIRE GaDOE |

Additional Responses

**3.3 Root Cause Analysis**

**38**

**3.3 Root Cause Analysis**

**38**

**3.3 Root Cause Analysis**

**38**

Only 38% of students K-5 are performing on grade level in Math.

**Overarching Need 2**

**Root Cause # 1**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Lack of RIGOROUS Tier I Instruction |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Provide PL, a planning protocol, and monitor collaborative planning. |
| Impacted Programs | INSPIRE GaDOE, Number Talks |

Resources used to teach grade level standards are new for Math. Teachers need more PL with the resources, and need to maximize the use of their planning time to prepare for lessons using these district resources.

Additional Responses

**Root Cause # 2**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Unfamiliarity with New Curriculum Resources to provide Tier Instruction |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Provide PL, a planning protocol, and monitor collaborative planning. |
| Impacted Programs | INSPIRE GaDOE |

Additional Responses

Increase students’ desire to be at school or “like” for school.

**Overarching Need 3**

**Root Cause # 1**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Instruction is not engaging for students |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Engaging & Innovative instruction |
| Impacted Programs | PBIS, RCA House Training |

Teachers can attends and or share at collaborative and/or additional planning sessions innovative and engaging activities/projects for learning.

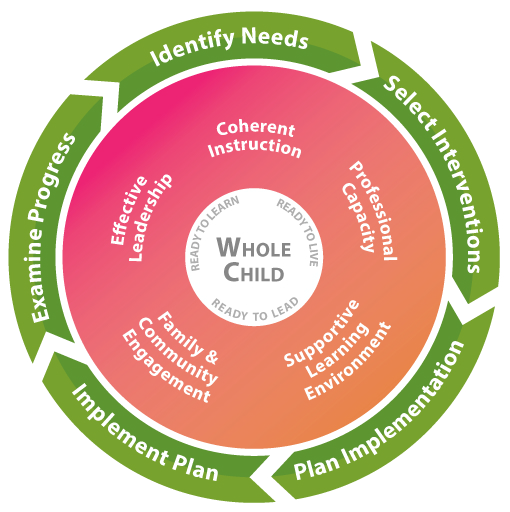
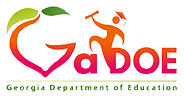
Additional Responses

**Root Cause # 2**

|  |  |
| --- | --- |
| Root Causes to be Addressed | Innovative Instructional Strategies, PL and Planning are lacking. |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect | Provide PL on Innovative Learning strategies and implement project based learning activities. |
| Impacted Programs | PBIS, RCA House Training, Innovative Strategies and PL. |

The leadership team will work to provide professional learning in the areas of students engagement, innovative learning, and project based learning.

Additional Responses



# School Improvement Plan 2024 - 2025

**Richmond County**

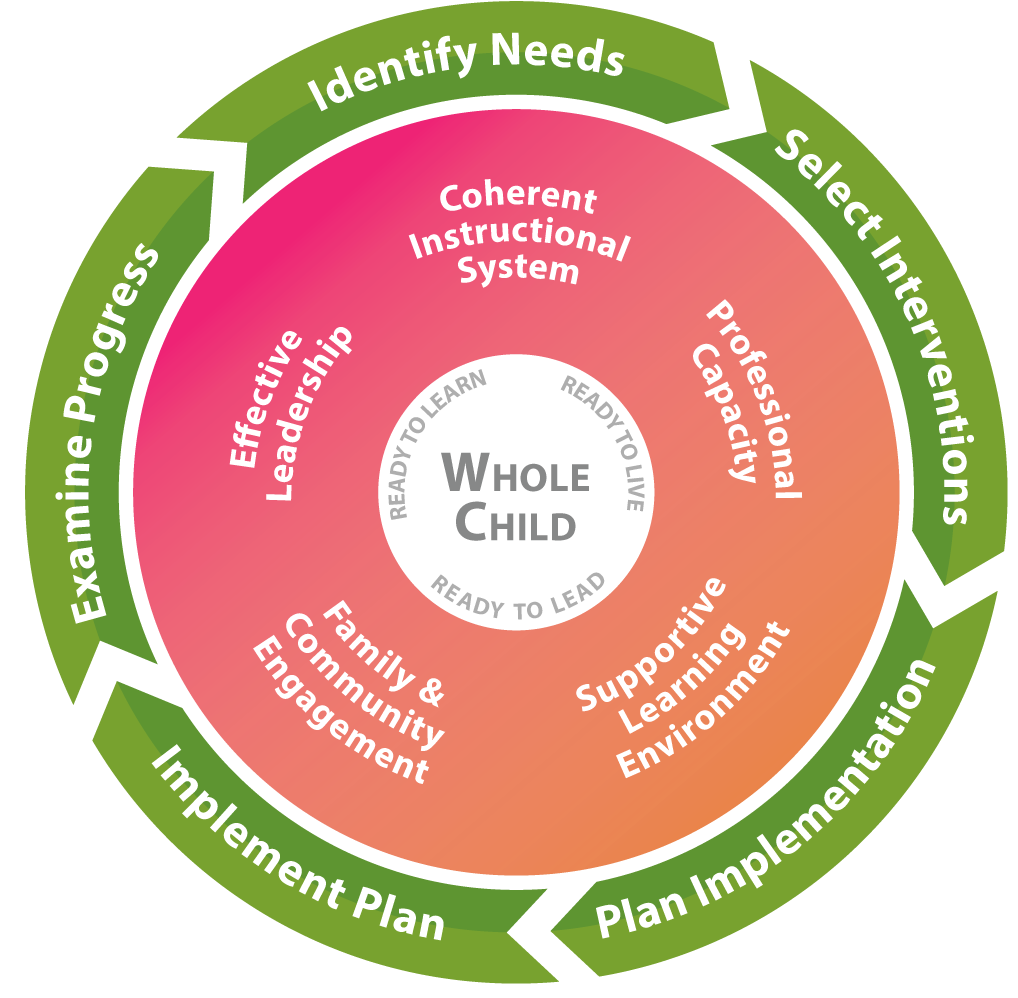
Belair Elementary School



**GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT**

The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems

of Continuous Improvement focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



##### Systems to Improve (What to Improve)

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

* *Planning for quality instruction -* The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
* *Delivering quality instruction -* The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
* *Monitoring student progress -* The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
* *Refining the instructional system -* The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress



**SCHOOL IMPROVEMENT PLAN**

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

* *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
* *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group’s purpose and encourages the development of leadership across the organization
* *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
* *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
* *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district’s major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

* *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
* *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff ’s knowledge and skills
* *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
* *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

* *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
* *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
* *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
* *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
* *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
* *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation



**Supportive Learning Environment:** A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

* *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
* *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
* *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

* Plan and prepare for the process
* Collect and analyze data
* Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

* Consider all the evidence for needed improvements
* Research possible interventions
* Determine if staff has the capacity to implement possible interventions

***Step 3: Plan Implementation:*** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

* Identify roles and responsibilities of those implementing the intervention
* Develop a team that will deeply understand the intervention and of best ways to implement it
* Develop the implementation timeline
* Identify resources and supports needed for the implementation of the intervention
* Develop a set of information to be reviewed to track the implementation

***Step 4: Implement Plan:*** Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.

* Collect information to monitor the quality of supports being provided for the intervention
* Consider what additional information is needed to determine if intervention is working
* Assess the degree to which the implementation plan is being followed
* Identify ways to break down any barriers
* Build capacity of others to facilitate the improvement process now and in the future

***Step 5: Examine Progress:*** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

* Determine if the staff can formally study the effects of the intervention to share with others in the field
* Monitor implementation and progress against defined goals
* Define reasonable expectations for success
* Identify and track progress and performance
* Develop a plan for how knowledge about the intervention will be shared with others
* Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

**Georgia Department of Education**

School Improvement Plan

* + 1. **GENERAL IMPROVEMENT PLAN INFORMATION**

|  |  |
| --- | --- |
| *District Name* | Richmond County School System |
| *School Name* | Belair Elementary School |
| *Team Lead* | Shetina Roulhac |
| *Position* | Principal |
| *Email* | roulhsh@boe.richmond.k12.ga.us |
| *Phone* | 706-821-2766 |

|  |  |
| --- | --- |
| **Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)** | |
|  | Traditional funding (all Federal funds budgeted separately) |
| X | Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY** |
|  | “Fund 400” - Consolidation of Federal funds only |

|  |  |
| --- | --- |
| **Factor(s) Used by District to Identify Students in Poverty (Select all that apply)** | |
| X | Free/Reduced meal applications |
|  | Community Eligibility Program (CEP) - Direct Certification **ONLY** |
|  | Other (if selected, please describe below) |
|  | |

* 1. **OVERARCHING NEED #1**

|  |  |
| --- | --- |
| **Overarching Need** | |
| Only 51% of students K-5 are performing on grade level in Reading. | |
| Root Cause #1 | Lack of rigorous Tier 1 Instruction |
| Root Cause #2 | Unfamiliar with new curriculum resources to teach grade level standards |
| Root Cause #3 | Ineffective use of planning time |
| Root Cause #4 | Too little time to plan (hence the time used ineffectively) |
| Root Cause #5 |  |
| ***GOAL*** | By the end of the 2024-2025 school year, the percentage of proficient and distinguished learners will increase from 27% to 37% (121 students) as measured by the ELA EOG GMAS or i-Ready.  Teachers will be provided with a protocol for planning. Administrators will support and monitor the use of planning time. In addition, administrators will provide 4 ½ day planning sessions for teachers throughout the school year, and 3 sessions in the summer to plan for the upcoming school year. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COHERENT INSTRUCTIONAL SYSTEM** | | | | |
| ***GOAL*** | By the end of the 2024-2025 school year, the percentage of proficient and distinguished learners will increase from 27% to 37% (121 students) as measured by the ELA EOG GMAS or i-Ready. | | | |
| ***Structure(s)*** |  | | | |
| ***Evidence-based Action Steps:*** Describe the evidence-based action steps to be taken to achieve the goal. | | | | |
| **Action Steps** | | **Possible Funding Source(s)** | **a. Timeline for Implementation** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. District Professional Learning of Curriculum  (My View, Fundations) | | General Funds | a. August 2024 - May 2025 | ELA Facilitator, teachers, Principal |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, |
| 2. Collaborative Planning | | Consolidated Funds | a. August 2024 - May 2025 | Principal, AP’s, IS, Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, work samples, data binders,, Eleot observations, TKES observation feedback |
| 3. 4- Annual Additional Planning Sessions  (September 6th, November 22nd, February 7th, April 4th) | | Consolidated Funds | a. September 6, 2024 – April 4, 2025 | Principal, AP’s, IS and Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, work samples, data binders,, Eleot observations, TKES observation feedback |
| 4. School-Wide Intervention | | Consolidated Funds | a. August 2024 - May 2025 | Principal, AP’s, IS Teachers, and paras |
| b. Lesson plans, work samples, data binders, Eleot observations, TKES observation feedback |
| 5. Conferences | | Consolidated Funds | a. October 2024 - June 2025 | Principal, AP’s, IS and Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans implementations, observation feedback |
| 6. June Summer Planning Sessions  (June 24th & 25th 2025) | | Consolidated Funds | a. June 24-25, 2025 | Principal, AP’s, IS teachers and paras |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, work samples, data binders, Eleot observations, TKES observation feedback |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | | |
| **Economically Disadvantaged** | | | **Foster and Homeless** | |
| Support from EIP teacher, targeted intervention, | | | Wrap around services, Counselor support, SSW support, Support from EIP teacher, targeted intervention, | |
| **English Learners** | | | **Migrant** | |
| Support from ESOL teacher, targeted intervention | | | Support from ESOL teacher, EIP Teacher, targeted intervention | |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** | |
| EIP Teacher support, Targeted intervention | | | Support from Sped Services, Teachers, targeted intervention, support from Mental Health counselors, etc | |

* 1. **OVERARCHING NEED #2**

|  |  |
| --- | --- |
| **Overarching Need** | |
| By the end of the 2024-2025 school year, the percentage of students performing on grade in Math will increase from 38% to 48% (330 students) as measured by the EOY K-5 i-Ready scores. | |
| Root Cause #1 | Lack of rigorous Tier 1 Instruction |
| Root Cause #2 | Unfamiliar with new curriculum resources to teach grade level standards. |
| Root Cause #3 | Ineffective use of planning time |
| Root Cause #4 | Too little time to plan (hence the time used ineffectively) |
| Root Cause #5 |  |
| ***GOAL*** | By the end of the 2024-2025 school year, the percentage of students performing on grade in Math will increase from 38% to 48% (330 students) as measured by the EOY K-5 i-Ready scores. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COHERENT INSTRUCTIONAL SYSTEM** | | | | |
| ***GOAL*** | By the end of the 2024-2025 school year, the percentage of students performing on grade in Math will increase from 38% to 48% (330 students) as measured by the EOY K-5 i-Ready scores. | | | |
| ***Structure(s)*** |  | | | |
| ***Evidence-based Action Steps:*** Describe the evidence-based action steps to be taken to achieve the goal. | | | | |
| **Action Steps** | | **Possible Funding Source(s)** | **a. Timeline for Implementation** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. District Professional Learning of Curriculum  (GaDoe Inspire, Number Talks) | | General Funds | a. August 2024 - May 2025 | ELA Facilitator, teachers, Principal |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, |
| 2. Collaborative Planning | | Consolidated Funds | a. August 2024 - May 2025 | Principal, AP’s, IS, Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, work samples, data binders, Eleot observations, TKES observation feedback |
| 3. 4- Annual Additional Planning Sessions  (September 6th, November 22nd, February 7th, April 4th) | | Consolidated Funds | a. September 6, 2024 – April 4, 2025 | Principal, AP’s, IS and Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans, work samples, data binders, Eleot observations, TKES observation feedback |
| 4. School-Wide Intervention | | Consolidated Funds | a. August 2024 - May 2025 | Principal, AP’s, IS Teachers, and paras |
| b. Lesson plans, work samples, data binders, Eleot observations, TKES observation feedback |
| 5. Conferences | | Consolidated Funds | a. October 2024 - June 2025 | Principal, AP’s, IS and Teachers |
| b. Agendas, Sign-in Sheets, Power points, Lesson plans implementations, observation feedback |
| 6. June Summer Planning Sessions  (June 24th & 25th 2025) | | Consolidated Funds | a. June 24-25, 2025 | Principal, AP’s, IS teachers and paras |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | | |
| **Economically Disadvantaged** | | | **Foster and Homeless** | |
| Support from EIP teacher, targeted intervention, | | | Wrap around services, Counselor support, SSW support, Support from EIP teacher, targeted intervention, | |
| **English Learners** | | | **Migrant** | |
| Support from ESOL teacher, targeted intervention | | | Support from ESOL teacher, EIP Teacher, targeted intervention | |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** | |
| EIP Teacher support, Targeted intervention | | | Support from Sped Services, Teachers, targeted intervention, support from Mental Health counselors, etc | |

* 1. **OVERARCHING NEED #3**

|  |  |
| --- | --- |
| **Overarching Need** | |
| Only 68/377 students indicated that they “like” school on the Georgia Student Health Survey, Question 1. | |
| Root Cause #1 | Instruction is not engaging. |
| Root Cause #2 | Teachers need to attend PL for innovative ideas for teaching, learning, project based learning, and for climate with students. |
| Root Cause #3 | Behavior (PBIS) was a focus (Coed Orange) for the past 2 years. |
| Root Cause #4 |  |
| Root Cause #5 |  |
| ***GOAL*** | By the end of the 2024-2025 school year, 50% of students surveyed at minimum will indicate they “like” the school as measured by the Georgia Student Health Survey, Question 1. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COHERENT INSTRUCTIONAL SYSTEM** | | | | |
| ***GOAL*** | By the end of the 2024-2025 school year, 50% of students surveyed at minimum will indicate they “like” the school (345 students) as measured by the Georgia Student Health Survey, Question 1. | | | |
| ***Structure(s)*** |  | | | |
| ***Evidence-based Action Steps:*** Describe the evidence-based action steps to be taken to achieve the goal. | | | | |
| **Action Steps** | | **Possible Funding Source(s)** | **a. Timeline for Implementation** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. Attend PL at Ron Clarke Academy to increase student engagement and school morale | | Consolidated Funds | a. August 2024 - May 2025 | Principal, PBIS Team |
| b. Agendas, Sign-in Sheets, pictures, lesson plans, projects, surveys. |
| 2. PBIS Training (Spotlight) | | Consolidated Funds | a. August 2024 - May 2025 | PBIS Team, Principal, AP’s, |
| b. Agendas, Sign-in Sheets, pictures, spotlight data and reports. |
| 3. Innovative learning/Project based learning PL. | | Consolidated Funds | a. August 2024 - May 2025 | Teachers, IS, Students, AP’s Principal |
| b. Agendas, Sign-in Sheets, pictures, lesson plans, projects, grades, assessment reports. |
| 4. | |  | a. |  |
| b. |
| 5. | |  | a. |  |
| b. |
| 6. | |  | a. |  |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | | |
| **Economically Disadvantaged** | | | **Foster and Homeless** | |
| Support from EIP teacher, targeted intervention, | | | Wrap around services, Counselor support, SSW support, Support from EIP teacher, targeted intervention, | |
| **English Learners** | | | **Migrant** | |
| Support from ESOL teacher, targeted intervention | | | Support from ESOL teacher, EIP Teacher, targeted intervention | |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** | |
| EIP Teacher support, Targeted intervention | | | Support from Sped Services, Teachers, targeted intervention, support from Mental Health counselors, etc | |

**4. REQUIRED QUESTIONS**

Input was received from stakeholders during face-to-face meetings held in the spring along with surveys that were shared with all stakeholders. Members of the Leadership Team worked together to review last year’s plan and the data (including Stakeholder surveys) for this year’s plan. All Leadership Team members were involved in the evaluation of data (Annual State assessments, local screeners, local tests for mastery, and other pertinent data points). The plan will be brought back to the school for all faculty and staff to provide input and review. The plan will then be shared with school stakeholders for feedback.

**4.a -** 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) was sought and included.

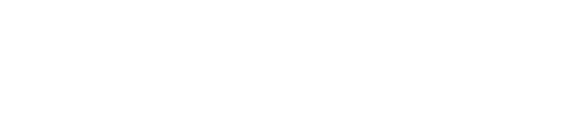
[Sec. 2103(b)(2)]

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.

**4.b -** 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.

[Sec. 1111(g)(1)(B)]





***33***

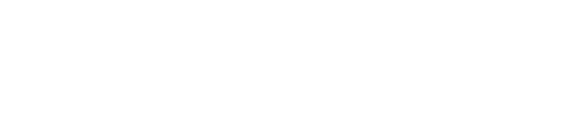
* 1. **-** Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

[Sec. 1114(b)(7)(ii)]

This year, Belair Elementary hired an Instructional Specialist and MTSS Facilitator to help assist with our students who are not reading on grade level. These positions will allow for additional support to teachers and students to increase support in the areas of Reading and Math. The Instructional Specialist and MTSS Facilitator will look closely (and support teachers in doing the same) at various data points, to include the Lexile levels of each student and determine deficit areas for growth. This responsibility will be shared with the Media Specialist, teachers, and parents. Students are encouraged to check out and read books within this growth band. I-Ready data is used to determine how the students are progressing and if the reading level is going up. Faculty will reach out to guardians or caregivers to share information about how to help at home. The Augusta Public Library has partnered with the school system and has made it easy for students to access their resources. The School’s Media Specialist has cataloged books by Lexile levels and can help students pick appropriate materials. Teachers have implemented Independent Reading to ensure that students have at least 15 minutes of uninterrupted time each morning.



**SCHOOL IMPROVEMENT PLAN**



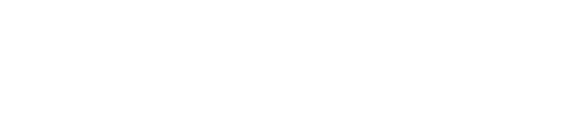
***34***

* 1. **-** 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.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

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.





***35***

* 1. **-** 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.

[Sec. 1114(b)(7)(V)]

RCSS preschool students are exposed to Georgia’s Bright from the Start Curriculum and the Head Start Curriculum. In the Spring of each year preschool children from early childhood programs and daycare centers visit the elementary schools. Preschoolers have an opportunity to visit and observe the school’s prekindergarten and kindergarten classes. Near the end of the school year around the month of March, Pre-K students participate in a Kindergarten Round-Up which assesses them on kindergarten skills. A kindergarten orientation is also scheduled.

Daycare Pre-K four-year olds in Head Start and RCSS Pre-K students are assessed three times per year using the Phonological Awareness Literacy Screening (PALS). Additionally, twice per year, four-year-olds at identified Head Start and RCSS Pre-K sites, are assessed using the Peabody Picture Vocabulary Test (4th edition) (PPVT-4). To ensure a smooth transition to RCSS schools, the results of these assessments are provided to teachers, administrators and parents, and are used to track student progress, identify strengths and weakness, plan instruction, and plan for student placement in Kindergarten groups and classes.

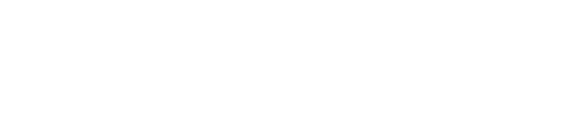
A handbook for parents is provided to all Kindergarten students and parents. The book provides transition suggestions for both parents and students. Counselors provide ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class as well.

The district also provides regular training for Pre-K teachers and paraprofessionals on needed topics such as early literacy. This would be in addition to the regular training provided by Georgia’s Bright from the Start.

Students receive books three times per year. Teachers receive instructional materials and books for their classrooms along with professional learning on early literacy and writing instruction. Lastly, L4GA funds also help fund field trips for preschool age students in addition to field trips provided by Bright from the Start thus providing opportunities for students to travel beyond the confines of their neighborhoods and participate in culturally relevant experiences.



**SCHOOL IMPROVEMENT PLAN**

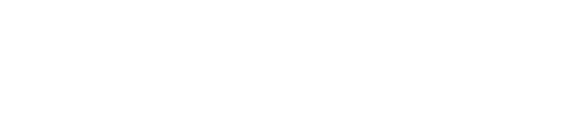


***36***

* 1. **-** 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.

[Se. 1114(b)(7)(II)]

The CTAE Department will work closely with the Student Services Department to ensure middle school students (8th grade) and high school students (10th grade) are assessed using You Science. This performance measure will help identify interests, natural talents, and aptitudes to assist the students in selecting a high school pathway that aligns to individual student data. Additionally, we will ensure visits by high school representatives to the feeder middle schools to share information about the various career pathways with 8th grade students, facilitate 8th grade tours to high schools, and continue to host Career Days/Fairs for both middle and high school students. During the master scheduling process, the schools are asked to schedule a feeder school visit from one grade level to the next to assist in making informed course selections. For example, schools coordinate opportunities for 5th graders to visit middle school and 8th graders to visit high school. All high schools are strongly encouraged to host a Freshman Orientation. This is an opportunity for students to learn about requirements and what to expect in high school, as well as begin to build community with their fellow classmates and reduce anxiety related to this transition. RCSS provides Dual Enrollment opportunities by partnering with several local colleges (Augusta University, Augusta Technical College, Georgia Military College, etc.) High school students have opportunities to take classes on the college campus, at their local high school or virtually. Students and parents will refer to the School Choice guide to help make the best decisions for their future. Students are made aware of these opportunities via their school counseling programs and utilization of the GAFutures website. Additional support for high schools will include recruiting business and industry partners to provide work-based learning opportunities for career awareness and exposure through Job Shadowing and Manufacturing Days, attendance/participation in the Skills Challenge and college tours through the high schools' CTSOs (Career Technical Student Organization). A new program recently approved by the Board of Education is with the Richmond County Fire Department to help seniors take the Fire Department's entrance exam. RCSS also provides summer opportunities in the Students2Work partnership to provide high school students opportunities to work in career areas of their choice, based in part on YouScience results. During the 2023-24 school year, in collaboration with Columbia County School System, RCSS is embarking on creating a Junior Achievement program for 6th and 7th grade students to provide them real-life experiences to prepare them for life beyond high school and to make them aware of post-secondary opportunities.



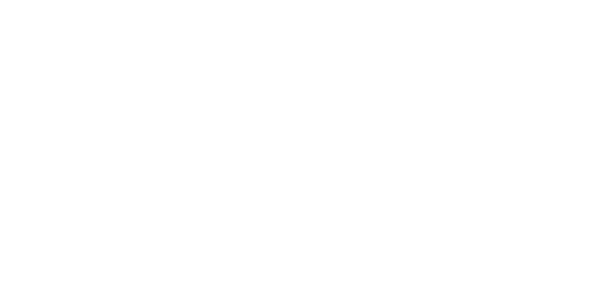
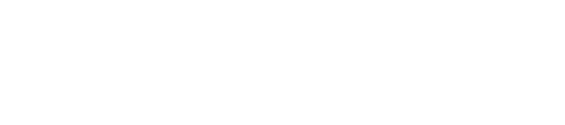
***37***

* 1. **-** 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.

[Sec. 1114(b)(7)(III)]

In an effort to decrease class/school removal time, the district is working with school staff to offer a variety of supports and strategies. When students need time to calm down, a reflection or calming room may be used. This would include soft lighting and calming music or sounds. PE may include Yoga and breathing exercises to help students control themselves. Behavior Coaches were hired to work with students, parents, teachers and school administrators to implement effective practices aimed at increasing instructional time and reducing removals from class. District staff also partners with the Emory Autism Center, RESA, and GLRS for professional learning, modeling, and coaching in schools and programs where the data demonstrates elevated challenges with student behavior. District level Instructional Specialists are also working closely with teachers and school administrators to improve delivery of engaging instruction and alternative methods for managing classroom behavior for our students with disabilities as well as other student subgroups. MTSS Facilitators are working closely with teachers and school administrators to help students get the assistance that they need. Student engagement is an effective way to negate discipline issues. One form of engagement is ensuring that students have the use of technology within the classroom.

In addition, RCSS is investing in Positive Behavior Interventions and Supports (PBIS), for all students. The PBIS Framework is being implemented in 31 schools across the district, with the remaining schools implementing “Essential Features of School Wide Behavior Expectations, through the lens of PBIS”. The expectation is that over time, with training and coaching, all RCSS schools will implement the PBIS Framework. A PBIS District Data Team in the Office of School Climate regularly monitors discipline data for all schools and student subgroups, communicates with various stakeholders, including community members and members of the Department of Juvenile Justice, and work collaboratively with the CSRA RESA School Climate Specialist, to provide professional learning and coaching, to administrators, coaches and teachers. The PBIS Coaches (each PBIS School has a coach), attend monthly meetings with PBIS Coordinator to monitor discipline practices, receive professional learning, and collaborate and action plan around best practices. The PBIS Schools hold monthly PBIS Team meetings to solve problems around discipline data and action plans to ensure continued positive outcomes. A minimum of two times a year, the District PBIS Leadership Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes.



205 Jesse Hill Jr. Drive SE Atlanta, GA 30334

(404) 657-4209

[www.gadoe.org](http://www.gadoe.org/) [askdoe@gadoe.org](mailto:askdoe@gadoe.org)

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school’s improvement plan (*optional*).

The Richmond County School System is committed to a continuous improvement cycle for System and School Improvement Planning. In this cycle, the system and schools review data and determine areas of greatest need through a comprehensive needs assessment. Then, root causes are examined, and initiatives are developed.

The School Improvement Plan is evaluated at 60 days and 120 days. The Richmond County School System Leadership Team reviews data points and determines if the SIP (School Improvement Plan) goals are progressing. If goals are not progressing, the RCSS Leadership Team offers support to help the school move forward. At the end of the year, the school’s Leadership Team will use State Assessment data and other pertinent data to determine if goals were met. One key component to examining this data is breaking it down to the student’s names – not just looking at percentages or sub-groups. Knowing exactly who to target and how to intervene is critical in this process. The Continuous Improvement Cycle allows schools to determine if the schoolwide program has been effective based on student achievement data and to help determine if new initiatives and action steps need to be taken.