



# Comprehensive Needs Assessment 2022 - 2023 School Report



**Fayette County  
Robert J. Burch Elementary School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Lisa Howe
Team Member # 2	Assistant Principal	Maeve Irvin
Team Member # 3	ESOL Teacher & Title 1 Contact	Cori Davis
Team Member # 4	MTSS Interventionist	Ain Johnson
Team Member # 5	Counselor	Jessica Mull
Team Member # 6	2nd Grade Teacher	Savannah Lane
Team Member # 7	5th grade teacher	Jessica Mullis

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Paraprofessional	Sadia Mirza
Team Member # 2	Instructional Coach	Karen Pollard
Team Member # 3	Pre-K Special Education teacher	Lori O'Bar
Team Member # 4	1st Grade teacher	Arlecia Herrington
Team Member # 5	EIP teacher	Betty Shirley
Team Member # 6	Kindergarten Teacher	Kayla Powell
Team Member # 7	ECS Teacher	Missy Puckett
Team Member # 8	Technology Specialist	Lisa Champlin
Team Member # 9	3rd grade teacher	Nikki Malmberg
Team Member # 10	4th Grade Teacher	Natalia Nizker

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

### Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Kim Lehmann
Stakeholder # 2	Parent	Nandy Aristhene
Stakeholder # 3	Parent & Pastor	Matthew Armstrong
Stakeholder # 4	Parent & PTO Vice President	Kim Vanderwalker
Stakeholder # 5	Parent & PTO Member at Large	Charletta Harvey
Stakeholder # 6	Title 1 Parent Liaison	Libertad Wooten
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will provide meaningful feedback throughout the CNA process through e-mails, break-out teams, and collaborative discussions. Meetings will be advertised via the Burch website, Infinite Campus e-blasts to parents and flyers sent home with students.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

## Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	✓
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
<b>3. Emerging</b>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
<b>4. Not Evident</b>	A school leadership team does not exist or does not have adequate stakeholder representation.	

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
<b>3. Emerging</b>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
<b>2. Operational</b>	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	



## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

## Professional Capacity Data

<b>Professional Learning Standard 2</b> -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

<b>Professional Learning Standard 3</b> -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

<b>Family and Community Engagement Standard 4</b> -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

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

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

<b>School Culture Standard 2</b> -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some evidence exists that the school supports the college and career readiness of students.	
<b>4. Not Evident</b>	Little or no evidence exists that the school supports the college and career readiness of students.	

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> <li>● School Climate survey</li> <li>● Title 1 surveys</li> <li>● Staff surveys</li> <li>● Parent surveys</li> <li>● Parent workshop attendance logs</li> <li>● Parent workshop follow-up surveys</li> <li>● Stakeholder meeting minutes</li> </ul>
<p><b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Perception data shows the following:</p> <ul style="list-style-type: none"> <li>● Teachers have positive relationships with students</li> <li>● Students feel safe at school</li> <li>● Adults at school respect students</li> <li>● Teachers want students to succeed</li> <li>● School schedules parent conferences in a flexible way so parents can attend</li> <li>● Parents would like more opportunities to provide feedback and share in decision making</li> <li>● Parents would like a more cohesive system of communication between school and home</li> <li>● Parents report students feeling unsafe riding the bus</li> <li>● Teachers would like more students to come to school prepared</li> <li>● Teachers would like problem behaviors and consequences defined more clearly</li> <li>● Teachers feel more parent workshops for behavioral support and positive parenting strategies are needed</li> </ul>
<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Process data used included:</p> <ul style="list-style-type: none"> <li>● Master schedule</li> <li>● MTSS protocols/meetings/data</li> <li>● School safety plan</li> <li>● Burch Club data</li> <li>● Professional learning</li> <li>● Professional Learning Community process overview</li> <li>● Assessment and event calendars and sign-ins</li> <li>● Burch handbook</li> <li>● Program enrollment</li> <li>● TKES platform</li> <li>● PBIS Schoolwide Matrix</li> </ul>

	<ul style="list-style-type: none"> <li>● SWIS data</li> </ul>
<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<ul style="list-style-type: none"> <li>● The MTSS process is systematic and has become embedded in our culture. The school has an MTSS interventionist and a behavior interventionist to help students and teachers create a supportive learning environment.</li> <li>● The master schedule includes 100-120 minutes of literacy with a dedicated 45-50 minute literacy intervention block.</li> <li>● Math instructional blocks range from 85-90 minutes allowing 45-50 minutes for push-in EIP and/or Title 1 support.</li> <li>● Push-in academic support is the primary means of support for non-SWD students, increasing their exposure to grade-level instruction. Push-in support has increased for SWD and the number of students receiving resource instruction has decreased.</li> <li>● Grade level teachers received training and extended time for PLCs and schoolwide calendars and PLC templates were developed and made accessible to all staff.</li> <li>● The altering of specials schedules to provide a week of one content was well-received by students and staff and should continue.</li> <li>● Classified instructional staff are used to support instruction and provide release time for teacher training, planning, and data analysis.</li> <li>● There is regular communication with parents from the school and teachers by email, phone, text, website, flyers, and marquee</li> <li>● There is regular communication with the staff via a weekly newsletter and explicit communication of progress on the SIP is shared.</li> <li>● Student goal setting has increased and is evident at all levels. Growth is still needed as we work toward students monitoring their own progress and increasing the number of student-led parent conferences.</li> <li>● Younger students are participating in clubs than in previous years</li> </ul>
<p><b>What achievement data did you use?</b></p>	<p>Student achievement data included:</p> <ul style="list-style-type: none"> <li>● 20-21 &amp; 21-22 Milestones scores</li> <li>● Reading Inventory scores</li> <li>● STAR Math scores</li> <li>● Dibels scores</li> <li>● Lexia data</li> <li>● Progress monitoring data</li> </ul>

What does your achievement data tell you?	<p>Lexia: Students in grades 1-3 participated in the program</p> <p>1st Grade - 72 students:</p> <ul style="list-style-type: none"> <li>● Fall - 27 students working in or above grade level</li> <li>● End of year - 67 students working in or above grade level</li> </ul> <p>2nd Grade - 83 students:</p> <ul style="list-style-type: none"> <li>● Fall - 35 students working in or above grade level</li> <li>● End of year - 75 students working in or above grade level</li> </ul> <p>3rd Grade - 81 students:</p> <ul style="list-style-type: none"> <li>● Fall - 13 students working in or above grade level</li> <li>● End of year - 71 students working in or above grade level</li> </ul> <p>Reading Inventory:</p> <ul style="list-style-type: none"> <li>● Students across grade levels are making great progress in reading comprehension</li> <li>● Gaps are being closed for our basic and below basic level students in reading comprehension</li> <li>● Many of our proficient learners also moved to an advanced level</li> <li>● Reading interventions are working across subgroups</li> <li>● Overall, our Hispanic student population showed the most growth on the Reading Inventory</li> <li>● More gaps are being closed in younger grades than upper grades</li> </ul> <p>Dibels:</p> <ul style="list-style-type: none"> <li>● Kindergarten, 1st, and 2nd grade students show significant gains in Dibels</li> <li>● 3rd, 4th, and 5th grade intervention students are not showing the same progress as younger grades</li> </ul> <p>STAR Math:</p> <ul style="list-style-type: none"> <li>● Across grade levels, our students decreased in the at/above proficiency category and increased in the below proficiency category</li> </ul> <p>Georgia Milestones Assessment:</p> <ul style="list-style-type: none"> <li>● 20-21</li> <li>● Data are from students who took the assessment - approximately 60% of eligible students</li> <li>● Decline noted in ELA proficiency - 59% at level 3/4 in 18-19 to 52% at level 3/4 in 20-21</li> <li>● Increase noted in ELA beginning, level 1 performance - 13% in 18-19 to 20% in 20-21</li> <li>● Decline noted in math proficiency - 49% at level 3/4 in 18-19 to 45% in level 3/4 in 20-21</li> <li>● Increase noted in math level 2 - 38% in 18-19 to 41% in 20-21</li> <li>● Performance gaps still exist between ELA and math achievement of ED/Non-ED, ESOL/Non-ESOL, and SWD/Non-SWD students</li> <li>● Performance gaps still exist between the ELA achievement of</li> </ul>
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	<p>Hispanic/Non-Hispanic students with 30% of Hispanic students performing in the beginning level compared to 14% - 18% of Non-Hispanic students</p> <ul style="list-style-type: none"> <li>● Performance gaps still exist between the math achievement of White/Non-White students with 5% of White students performing in the beginning level, compared to 15% - 21% of Non-White students</li> </ul> <p>Our Primary concern is continuing to meet students' needs via our MTSS process with intentional interventions addressing student concept understanding and gaps in skill mastery. Our infrastructure and processes are sound and we will continue to evolve and refine our practices to better assist our students as they progress in understanding and achievement.</p>
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What demographic data did you use?	<ul style="list-style-type: none"> <li>● Enrollment</li> <li>● Race/ethnicity</li> <li>● Attendance</li> <li>● Discipline</li> <li>● Program participation</li> <li>● Infinite Campus reports</li> <li>● FTE reports</li> <li>● Attendance</li> <li>● Enrollment data</li> <li>● Free/reduced lunch program participation</li> </ul>
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What does the demographic data tell you?	<p>The demographic data shows the following:</p> <ul style="list-style-type: none"> <li>● Enrollment has decreased several years in a row</li> <li>● Hispanic population has decreased</li> <li>● Black population has increased</li> <li>● Percentage of student family incomes considered economically disadvantaged has decreased</li> <li>● Discipline referrals have increased from 20-21 to 21-22 (33 to 66)</li> <li>● Gender makeup is fairly equal</li> <li>● Percentage of students receiving 504 support has shown little change</li> <li>● Students receiving tier 2 supports has increased from 20-21 to 21-22 ( 31% to 35%)</li> <li>● Students receiving tier 3 services has increased from 20-21 to 21-22 (9.2% to 12.75%)</li> <li>● Gifted enrollment has declined slightly from 20-21 to 21-22 (10.6% to 9.16%)</li> <li>● Number of students missing more than 15 days has doubled</li> <li>● Discipline referrals resemble the racial/ethnicity makeup of the school (no more than 5% difference)</li> <li>● Slight disproportionality occurs with number of ECS students with discipline referrals</li> <li>● Double the amount of males have received a major office referral</li> <li>● Our staff have been majority white for the past 5 years, although out student population is not</li> </ul>
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- 3rd grade has a high percentage of office referrals, but they also have a high percentage of students in counseling small groups

The demographic information points to changes in the area surrounding our school. Decreased housing opportunities for low income families coupled with new high-end housing developments in our feeder pattern may be driving some of the trends. The increase in students in need of tier 3 support may be due to virtual and/or hybrid learning. Attendance concerns may be because we have fewer virtual students this year. The increased number of discipline referrals may be due to the increased number of students in the building.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Coherent instruction via implementation of guaranteed and viable curriculum, establishment of appropriate instructional environment and practices, and utilization of assessment practices supporting learning continue to drive our educational philosophy and actions at Burch. As a learning community, we maintain an operational or exemplary rating in all related standards.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● We are closing the reading gaps through the systematic interventions that we have in place</li> <li>● Solid tier 1 reading and math instruction is leading to growth for students at all performance levels</li> <li>● Regular math PLCs were implemented throughout the year to identify essential learning goals and learning progressions, develop formative assessments and instruction, analyze data, and develop intentional responses to data.</li> <li>● Second semester, PLCs were expanded to include a rotation between math and ELA.</li> <li>● Goal setting was implemented by all grade levels and all students. Students monitored their progress of goals, grades, and benchmark assessments</li> <li>● The MTSS process is well-defined, systematic, and collaborative. Effectiveness of the process was evident as students moved both up and down tiers throughout the year.</li> <li>● Title 1 teachers and paraprofessionals have provided effective one on one and small group instruction. They have been an essential support for students.</li> <li>● Technology and online resources are used to engage students, remediate/extend/enrich learning, for product creation, organization, and goal setting and monitoring.</li> </ul> <p>Growth Areas:</p> <ul style="list-style-type: none"> <li>● Provide targeted tier 2 interventions for missing previous grade level math concepts</li> <li>● Continue to increase student ownership of learning and goal setting</li> <li>● Clarify the grading and feedback process for students and parents</li> <li>● Provide students opportunities to gain independence and solve real world problems</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Although challenged by the impacts of the COVID19 pandemic, the administration continued to lead in such a way that emphasized school climate and student achievement. Our administrator is in the fifth year in this position. Student achievement drives school improvement and much time and resources are dedicated to increasing instructional effectiveness. Ongoing professional learning and data analysis in regards to the School Improvement Plan continues to provide opportunities for growth.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● Positive school climate continues to grow with the addition of daily shout-outs on Beary Good News.</li> <li>● School has implemented time, resources, professional learning, and accountability dedicated to increasing student achievement, and engagement</li> <li>● Resources (personnel, time, facilities, materials) are monitored to support continuous safety, school climate, and effectiveness</li> <li>● The school's vision and mission has deeply shaped the culture of the school to continuously drive improvement</li> <li>● Continued enhancement of community and school family through Fine Arts Night, Spring Fling, Bear Tracks Race, etc.</li> <li>● A strategic plan was put into place to maintain consistent monitoring of School Improvement Plan to guide goal setting, data analysis, and decision making</li> <li>● Leadership, Grade Level, PBIS, Action Teams, and PLC Team Leads for Action Teams meet at least one time per month</li> <li>● Surveys are sent to faculty to gain collaborative input and shared decision making</li> <li>● Committees are formed to plan and make decisions regarding school events and modifications (for example: STEAM Camp, lunch/card process, dens, Student Council)</li> <li>● Parents and stakeholders feel the communication is strong and there is an open line of communication with teachers</li> <li>● Committees are formed to plan and make decisions regarding school events and modifications (for example: STEAM Camp, lunch/card process,</li> <li>● Parents and stakeholders feel the communication is strong and there is an open line of communication with teachers</li> </ul> <p>Growth Areas:</p> <ul style="list-style-type: none"> <li>● Continue alignment of achievement goals to the school improvement plan and vertically between grades</li> <li>● Clarification of appropriate individual student goals aligned to the grade level and school goals</li> <li>● Continue professional learning focused on data analysis and using subgroup data to increase instructional effectiveness</li> <li>● Increase inclusion of stakeholders to develop, communicate, and implement policies</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The PLC process was a continued professional learning focus this year. Two members of each grade level, as well as several support staff, attended professional learning on how to create effective PLC agendas, how to select big picture standards to focus on, and how to create and analyze formative assessments. A PLC leadership team meets monthly to evaluate the effectiveness of the PLCs. In addition, a common PLC template was adopted for all staff to view, and calendars were put in place to outline agendas and formative assessment dates for PLCs. PLCs provided true job-embedded professional learning.</p> <p>For primary grades teachers, the ESOL team, the EIP team, and Special Education team, LETRS training (Language Essentials for Teachers of Reading and Spelling) was the primary professional learning focus. These teachers complete virtual lessons online, participate in quarterly Zoom sessions with a LETRS expert, and share thoughts in a monthly committee within the school to focus on how to improve phonics and literacy acquisition. Third through fifth grade teachers have received professional learning through the county focusing on math, science, and social studies.</p> <p>Although several opportunities for professional learning are in place, we could increase opportunities for differentiated PL.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● Inclusion of ELA (in addition to math) in the planning, data analysis, and formative assessment creation of PLCs</li> <li>● Increased opportunities for teacher leadership with newly formed committees</li> <li>● Opportunities for PL were available through the school, county, RESA, and other agencies</li> <li>● Continued PL for the PLC process was held over the summer and a committee meets monthly to discuss the effectiveness of the PLCs</li> <li>● Ongoing LETRS training for primary grade teachers, ESOL teachers, EIP teachers, and ECS teachers</li> </ul> <p>Growth Areas:</p> <ul style="list-style-type: none"> <li>● Refine PLC format to create more cohesion across grade levels</li> <li>● Continue training and support of PLCs, more inclusive of support staff</li> <li>● Provide more opportunities for differentiated professional learning specific to teacher needs and data</li> <li>● Create a systematic way to evaluate the effectiveness of professional learning</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Despite Covid-19 restrictions, we were still able to provide families with multiple learning opportunities and support via Zoom. As COVID restrictions eased, we were able to invite parents into the school building more often. While the amount of involvement of parents was not the same as years past, we have been able to provide multiple opportunities and an extensive amount of resources to families. The use of Zoom is something we plan to continue to use as an option to make school events like conferences and workshops more accessible to a larger number of parents.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Multiple opportunities for building capacity through workshops, informative sessions, and resources. Interpreters provided (in person and virtually)</li> <li>• Parent participation in parent teacher meetings, Schoology training, student conferences, and parent workshops and family events</li> <li>• Multiple methods of communication to inform and engage parents/families; social media, Schoology, e-blasts, bilingual communication to be able to connect all students</li> <li>• Survey data shows a welcoming environment</li> <li>• Processes are in place to support emotional and physical needs of students and families</li> <li>• Provide more resources to students who need them</li> </ul> <p>Growth Areas:</p> <ul style="list-style-type: none"> <li>• Increase the cohesiveness of grade level and school communication</li> <li>• Increase parent knowledge and proficiency of grade level content and strategies</li> <li>• Increase communication of student academic growth, development, and reporting practices</li> </ul>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>This year began with cautious optimism for getting "back to normal," following what many thought was the end of the coronavirus pandemic. Just weeks into the school year, the rise in variant transmission and the tightening of safety protocols brought with it the all too familiar stresses since the shutdown in 2020. Still, growth in student achievement is evident despite the obstacles faced by many students transitioning from virtual back to brick and mortar learning environments. The capacity of staff was positively demonstrated by the ability of several teachers to shift grades and settings to provide continuity of instruction. Despite the hardships, families remained engaged attending academic workshops, conferences, and participation in a school wide book reading from home. This speaks to the resilience of our stakeholders and students.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Academically challenging and supportive learning environments are</li> </ul>

## Strengths and Challenges Based on Trends and Patterns

	<p>consistently evident</p> <ul style="list-style-type: none"> <li>● LETRS training has increased instructional skills among staff in the area of literacy/reading</li> <li>● Practices and procedures that maintain a safe, orderly learning environment are developed, communicated, and consistently implemented.</li> <li>● School staff consistently provides a comprehensive system of support to maximize the personal growth and development of students</li> <li>● School staff consistently recognizes and celebrates the achievements and accomplishments of students and staff.</li> </ul> <p>Growth Areas:</p> <ul style="list-style-type: none"> <li>● Increase college and career readiness development opportunities by embedding exposures to careers into all teachers' lesson plans and plan a yearly career day/week each year to involve stakeholder participation</li> <li>● Improve on task behaviors and student ability to take responsibility for their own actions</li> <li>● Ensure opportunities for growth and development of high achieving students</li> </ul>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> <li>● There has been a 3% rise in our number of tier 3 students</li> <li>● The number of tier 2 students has remained steady</li> <li>● Our student discipline referrals have more than doubled since last year and resemble the racial makeup of the school</li> <li>● There is a wide variance in the academic needs of our students</li> <li>● Our Black or African American population has increased by 10% since 2018-19</li> <li>● Our Hispanic population has decreased by 7% since 2018-19</li> <li>● Our White population has remained the same since 2018-19</li> <li>● The number of students in our ESOL program is decreasing</li> <li>● The number of students in our gifted program has remained steady</li> <li>● Our percent of economically disadvantaged students is down about 13% since 2018-19</li> <li>● Our number of middle and high income students is increasing due to newly built neighborhoods</li> </ul>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Reading Inventory Results (grades 3-5):</p> <ul style="list-style-type: none"> <li>● 62% of Black or African American students scored proficient or advanced</li> <li>● 54% of Hispanic students scored proficient or advanced</li> <li>● 75% of White students scored proficient or advanced</li> <li>● Overall, 63% of our students scored proficient or higher</li> </ul> <p>Dibels Results (grades K-2):</p>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>79% of our students scored at or above proficient, demographic breakdown is unavailable</li> </ul> <p>STAR Math Results:</p> <ul style="list-style-type: none"> <li>48% of our students scored at or above the 70th percentile</li> </ul> <p>21-22 EOG Milestones Results:</p> <p>3rd Grade Georgia Milestones:</p> <ul style="list-style-type: none"> <li>72% reading on/above grade level</li> <li>53% scored at level 3 or 4 for ELA</li> <li>51% scored at level 3 or 4 for math</li> </ul> <p>4th Grade Georgia Milestones:</p> <ul style="list-style-type: none"> <li>59% reading on/above grade level</li> <li>42% scored at level 3 or 4 for ELA</li> <li>54% scored at level 3 or 4 in math</li> </ul> <p>5th grade Georgia Milestones:</p> <ul style="list-style-type: none"> <li>83% reading on/above grade level</li> <li>48% scored at level 3 or 4 in ELA</li> <li>53% scored at level 3 or 4 in math</li> </ul> <p>Our primary concern is continuing to meet students' needs via our MTSS process with intentional interventions addressing student concept understanding and gaps in skill mastery for reading and math. Our infrastructure and processes are sound and we will continue to evolve and refine our practices to better assist our students as they progress in understanding and achievement.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>Reading Inventory Data:</p> <p>All subgroups demonstrated growth in R.I. proficiency throughout the year</p> <ul style="list-style-type: none"> <li>Black/African American students who were proficient and advanced in reading grew from 41% in August to 67% in May</li> <li>Hispanic students who were proficient and advanced in reading grew from 30% in August to 57% in May</li> </ul>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	<ul style="list-style-type: none"> <li>● Male students who were proficient and advanced in reading grew from 40% in August to 63% in May</li> <li>● Female students who were proficient and advanced in reading grew from 45% in August to 70% in May</li> <li>● Students with two or more races who were proficient and advanced in reading grew from 48% in August to 69% in May</li> <li>● White/Caucasian students who were proficient and advanced in reading grew from 58% in August to 76% in May</li> </ul> <p>Georgia Milestones Math Data:</p> <ul style="list-style-type: none"> <li>● We have seen marked improvement in scores for our SWDs, with the number performing in the beginning level, decreasing from 57% 2019 to 29% on the 2021 assessment.</li> <li>● Among our economically disadvantaged students we have seen a slight decrease in the number of students performing at the beginning level, decreasing from 22% in 2019 to 19% in 2021.</li> <li>● Our ESOL students showed a marked improvement, progressing from 33% not meeting in 18-19 to 21% not meeting in 20-21.</li> <li>● The number scoring proficient or higher in math also increased for 3 consecutive years: 2017-18 = 20%, 2018-19 = 26%, 2020-21 = 32%</li> </ul> <p><u>ACCESS for ELLs:</u></p> <p>While the percentage of students performing in the entering, emerging, and developing bands remains fairly consistent, growth is noted in the percentage of students performing in the higher bridging and reaching levels. In 2019 10% of our students were at the bridging and reaching levels. We had 22% of our students at the bridging and reaching levels in 2021. This indicates students moving toward higher levels of proficiency.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Challenges	<p>Students With Disabilities: On the 2019 Georgia Milestone ELA assessment 43% of SWDs did not meet. This number of students increased in 2021 to 58% of SWDs not meeting.</p> <p>English Language Learners: On the 2019 Georgia Milestone ELA assessment 33% of ELLs did not meet. This number of students increased in 2021 to 50% of our ELLs not meeting.</p> <p>Economically Disadvantaged: On the 2019 Georgia Milestone ELA assessment 24% of our economically disadvantaged students did not meet. This number of students increased in 2021 to 30% of our economically disadvantaged students not meeting.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Increase student literacy and math achievement and close achievement gaps.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Enhance school culture, climate, safety, and connections among faculty, students, parents, and community.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Increase student literacy and math achievement and close achievement gaps.**

##### Root Cause # 1

Root Causes to be Addressed	Learning loss and gaps due to COVID-19 are still evident.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Teachers demonstrate varied competencies and expertise in implementing engaging, challenging, and supportive high-impact instructional strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

## Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Students' present varying levels of vocabulary development, background knowledge, life experiences, content competencies, and ownership of learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Limited needs-based and sustained professional learning opportunities are provided for staff.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Parent capacity to support student growth and achievement is inconsistent.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

## Root Cause # 5

Additional Responses	
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## Root Cause # 6

Root Causes to be Addressed	Students are provided limited opportunities for high-interest learning and enrichment experiences.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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**Overarching Need - Enhance school culture, climate, safety, and connections among faculty, students, parents, and community.**

## Root Cause # 1

Root Causes to be Addressed	There is a continued need to maintain a safe, welcoming, and respectful school environment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

## Root Cause # 1

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	There is a continued need to increase opportunities for collaboration and involvement of all stakeholders through volunteering, input, and shared decision making.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Staff present varying levels of expertise in understanding and supporting the diverse needs of students, families, and fellow staff members.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Students and families present varying levels social-emotional and cultural competency.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

## Root Cause # 4

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Parents present inconsistent capacity to support student growth and development
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Title IV, Part A - Student Support and Academic Enrichment</p> <p>Others :</p>

Additional Responses	
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## Root Cause # 6

Root Causes to be Addressed	Multiple methods of communication can be confusing or result in information overload.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p>

## Root Cause # 6

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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# School Improvement Plan 2022 - 2023



**Fayette County**  
**Robert J. Burch Elementary School**

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Fayette County
School Name	Robert J. Burch Elementary School
Team Lead	Mrs. Lisa Howe, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student literacy and math achievement and close achievement gaps.
Root Cause # 1	Learning loss and gaps due to COVID-19 are still evident.
Root Cause # 2	Students' present varying levels of vocabulary development, background knowledge, life experiences, content competencies, and ownership of learning.
Root Cause # 3	Students are provided limited opportunities for high-interest learning and enrichment experiences.
Root Cause # 4	Limited needs-based and sustained professional learning opportunities are provided for staff.
Root Cause # 5	Parent capacity to support student growth and achievement is inconsistent.
Root Cause # 6	Teachers demonstrate varied competencies and expertise in implementing engaging, challenging, and supportive high-impact instructional strategies.
Goal	By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

#### Action Step # 1

Action Step	Provide effective Tier 1 instruction through the implementation of the Fayette County instructional framework inclusive of clear teacher and student behaviors for all students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, surveys, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: 1.1.a - Standards-based instruction and assessment aligned to FCBOE curriculum/pacing guides, instructional framework, and resources through:

## Action Step # 1

Success Criteria for Implementation	<p>Familiarization with standards and FCBOE curriculum/pacing guides, instructional framework, and resources</p> <p>Use of FCBOE resources</p> <p>Effective instructional practices that include opportunities for direct instruction, guided and independent practice, assessment, and feedback</p> <p>Common assessment, rating, and grading practices aligned to standards and FCBOE curriculum/guidelines</p> <p>1.1.b - Guaranteed and viable standards-based curriculum through:</p> <p>Regular collaboration to develop consistent instruction and assessments aligned to standards and FCBOE curriculum/guidelines within grade levels</p> <p>Ongoing professional learning communities</p> <p>Development and use of common assessments and data analysis to inform instruction</p> <p>Vertical alignment of grade level standards and practices</p> <p>1.1.c - Literacy instruction across disciplines and school wide reading initiatives.</p> <p>1.1.d - Student engagement and achievement through material and digital resources including, but not limited to:</p> <p>Reflex Math</p> <p>Dreambox</p> <p>Student goal setting resources</p> <p>STEAM materials</p> <p>Club participation and fees</p> <p>Instructional resources</p> <p>Supplies</p> <p>Student-led conference resources and personnel support</p>
Success Criteria for Impact on Student Achievement	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support, and Title 1 staff
Timeline for Implementation	Weekly

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

Action Step	Provide equitable access to student support programs, interventions, and enrichment to support student engagement and academic growth
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	<p>Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, surveys, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support:</p> <p>1.2.a - Title 1 certified and classified staff to support small group instruction, targeted intervention, and student engagement in literacy, math, science, social studies, and STEAM</p> <p>1.2.b - Implementation of material/digital resources to diagnose and monitor progress toward closing learning gaps.</p> <p>1.2.c - Data-informed, specific instruction, intervention, and monitoring for students receiving tiered support through MTSS, ESOL, and at-risk students.</p> <p>1.2.d - Specialized instruction uniquely tailored to the needs of students with disabilities is implemented with integrity.</p> <p>1.2.e - Collaborative planning and data analysis for classroom and support teachers focused on closing student achievement gaps.</p> <p>1.2.f - Diverse, relevant, high-interest, engaging, and challenging learning and enrichment experiences such as: content extension, STEAM, clubs, inquiry and exploration based instruction.</p> <p>1.2.g - Beyond the school day/year academic programs</p> <p>1.2.h - Exploration of Dual Language Immersion program</p>
Success Criteria for Impact on Student Achievement	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments, along with climate survey, club participation, and TFI data.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support, and Title 1 staff
Timeline for Implementation	Weekly



## Action Step # 2

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

Action Step	Build staff capacity to use evidence-based practices to support student growth and achievement
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, surveys, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support professional development designed to increase staff capacity and improve student engagement and achievement including, but not limited to: 1.3.a - Increasing the effectiveness of Tier 1 instruction through training and follow up on topics such as, but not limited to: Clarity of standards Developing assessments Data analysis to inform instruction Instructional framework Effective practices High-interest and critical thinking enrichment experiences, including inquiry-based instruction Increasing behavioral, cognitive, and emotional engagement Increasing the effectiveness of literacy instruction.

## Action Step # 3

Success Criteria for Implementation	<p>Increasing the effectiveness of math instruction.</p> <p>Effective classroom management and systems to promote positive engagement and student achievement.</p> <p>Fair, equitable, and standards-based grading and reporting</p> <p>Formative instructional practices, including, but not limited to providing effective feedback</p> <p>PLC practices - clarifying essential learning and success criteria, planning instruction, developing assessments, data analysis to inform instruction, developing intentional intervention and enrichment</p> <p>Implementing and using student goal setting and conferencing to increase achievement.</p> <p>Supporting the diverse social-emotional and developmental needs of students, promoting positive behavior and student ownership of learning.</p> <p>Peer observation and coaching (SEE-KS) during instruction and PLCs</p> <p>Specialized or needs-based professional learning opportunities, through books, online platforms, county, RESA, or conferences</p> <p>1.3.b - Increasing the effectiveness of instruction and intervention designed to close learning gaps such as, but not limited to:</p> <p>Diagnosing, intervening, and monitoring learning gaps</p> <p>Increasing the effectiveness of specialized instruction to meet the needs of SWD and ESOL</p> <p>Co-teaching, collaboration, and communication between classroom and support staff</p> <p>Specialized or needs-based professional learning opportunities, through books, online platforms, county, RESA, or conferences</p> <p>1.3.c - Increasing the effectiveness of school/home partnerships to support student learning through effective parent communication, collaboration, and conferencing, including, but not limited to student-led conferences</p> <p>1.3.d - Evaluating the effectiveness and/or impact of professional learning on student achievement through pre/post assessments, surveys, or rubrics</p>
Success Criteria for Impact on Student Achievement	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support, and Title 1 staff
Timeline for Implementation	Monthly

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

Action Step	Build families' awareness and proficiency of academic expectations for students to support growth and achievement
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	<p>Schedules, calendars, agendas, sign-in documents, minutes, website, newsletters, flyers, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support:</p> <p>1.4.a - In-person and remote family engagement/learning events, workshops, informative sessions, conferences, and training supported by:</p> <p>Title 1 certified and classified staff, translators Title 1 parent liaison Child care Transportation Supplies Material and digital resources in English and Spanish Translation equipment</p> <p>1.4.b - Regular communication of grade level standards, expectations, and ways parents can support student learning including, but not limited to:</p> <p>Quarterly grade level parent workshops focused on upcoming standards and grading expectations Grade level newsletters, emails, information sharing</p> <p>1.4.c - Parent/teacher/student data review conferences each semester to include, but not limited to:</p> <p>Substitutes and/or release time for teacher/student preparation Substitutes and/or release time for conferences Translators Child-care Resources and supplies for student data notebooks, grade-level parent information/workbooks, material and digital academic resources</p> <p>1.4.d - Material and digital resources to support at-home learning, such as: Backpack program</p>

## Action Step # 4

Success Criteria for Implementation	Wireless devices to support families with no Internet access Instructional materials and manipulatives Bilingual resources STEAM kits Family Engagement Packs, Parent informational brochures and materials Bookflix access Digital learning resources 1.4.e - Formal and informal input to determine parent/family learning needs and interests
Success Criteria for Impact on Student Achievement	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support, and Title 1 staff
Timeline for Implementation	Quarterly

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

Action Step	Provide Title 1 Teachers and Instructional Assistants to promote student engagement, provide targeted intervention, and increase student achievement
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

## Action Step # 5

Systems	Supportive Learning Environment
Success Criteria for Implementation	Title 1 Teacher and Instructional Assistant schedules, calendars, timesheets, Title 1 Teacher lesson plans, budget, observation feedback, student achievement data to support: 1.5.a - Providing individual and small group targeted instructional support for at risk students 1.5.b - Utilizing an organized schedule and lesson plans specific to meeting the academic needs of students 1.5.c - Assisting with data collection and monitoring student progress 1.5.d - Participating in Title I parent involvement and education sessions 1.5.e - Participating in professional learning
Success Criteria for Impact on Student Achievement	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments
Position/Role Responsible	Title 1 Teachers, Title 1 Instructional Assistants, building teachers, support staff, administrators
Timeline for Implementation	Weekly

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

Action Step	Provide After School Teachers and After School Instructional Assistants to increase student achievement
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

## Action Step # 6

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	After School Teacher and Instructional Assistant schedules, Parent and Family Engagement Plan, lesson plans, calendars, sign-in documents, newsletters, flyers, budget, timesheets, and student data to support: 1.6.a - Providing small group and individual tutoring outside of normal school hours 1.6 b - Utilizing lesson plans specific to meeting the academic needs of students 1.5.c - Assisting with data collection and monitoring student progress
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments
Position/Role Responsible	After School Teachers, After School Instructional Assistants, administrators, building teachers
Timeline for Implementation	Weekly

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

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance school culture, climate, safety, and connections among faculty, students, parents, and community.
Root Cause # 1	Parents present inconsistent capacity to support student growth and development
Root Cause # 2	There is a continued need to increase opportunities for collaboration and involvement of all stakeholders through volunteering, input, and shared decision making.
Root Cause # 3	There is a continued need to maintain a safe, welcoming, and respectful school environment.
Root Cause # 4	Multiple methods of communication can be confusing or result in information overload.
Root Cause # 5	Students and families present varying levels social-emotional and cultural competency.
Root Cause # 6	Staff present varying levels of expertise in understanding and supporting the diverse needs of students, families, and fellow staff members.
Goal	By 2024, Burch Elementary School will reflect a safe and healthy educational experience among faculty, students, and families as measured by the state and school-based climate surveys.

#### Action Step # 1

Action Step	Promote a safe and positive school culture
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, website, marquee, newsletters, flyers, budget, timesheets, bookkeeping records, logs, presentations, and surveys, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: 2.1.a - Implementing, practicing, monitoring, and reviewing, and communicating procedures/protocols with staff, students, and visitors 2.1 b Providing ongoing instruction, reinforcement, celebration, and monitoring of

## Action Step # 1

Success Criteria for Implementation	<p>initiatives that support a positive school culture, including, but not limited to:</p> <ul style="list-style-type: none"> <li>PBIS, inclusive of</li> <li>Clear behavioral and learning expectations in all areas</li> <li>Continual data analysis and needs assessment to inform instruction, initiatives, and monitoring</li> <li>Celebrations and recognition for students and staff</li> <li>Dens of Respect</li> <li>Ongoing instruction, reinforcement and celebration of Burch values</li> <li>Burch Learner Dispositions</li> <li>Character education</li> <li>Community building</li> <li>Growth mindset</li> <li>School counseling program</li> <li>Material/digital resources</li> </ul> <p>2.1.c - Providing opportunities for student growth and belonging through initiatives including, but not limited to:</p> <ul style="list-style-type: none"> <li>School counseling program</li> <li>Material/digital resources</li> <li>Clubs</li> <li>Student leadership opportunities</li> <li>Mentors</li> <li>Workshops, lessons, sessions</li> <li>Cultural awareness representations, presentations, and programs</li> <li>Career lessons, presentations, and programs</li> <li>Goal setting and celebrations</li> <li>Shoutouts and recognition</li> </ul> <p>2.1.d Building staff capacity to support a positive, accepting, and supportive school and classroom culture, through training including, but not limited to:</p> <ul style="list-style-type: none"> <li>At-risk student populations</li> <li>Social, emotional, and cultural competency</li> <li>Team building</li> <li>Improving student behavior and fostering self-awareness, self-regulation, communication, and goal setting. (ED, EL, SWD, Migrant, Homeless, Social-Emotional, Trauma, Mental Health, and Foster Care.)</li> <li>Establishing and maintaining a positive school and classroom culture</li> <li>Increasing the implementation of PBIS</li> <li>Bridging cultural gaps</li> <li>Fostering community engagement (Partners in Ed)</li> <li>Increasing the effectiveness of communication</li> <li>Building effective school-home partnerships to support students</li> <li>Collective efficacy and growth mindset</li> <li>Conscious discipline</li> </ul> <p>2.1.e Create a visually appealing and welcoming school environment through initiatives including, but not limited to</p> <ul style="list-style-type: none"> <li>Visual representations of students and families</li> <li>Welcoming and informative reception area</li> </ul>
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## Action Step # 1

Success Criteria for Implementation	Maintenance and beautification of school restrooms, grounds, and common spaces Improving school signage
Success Criteria for Impact on Student Achievement	Decreased number of office discipline referrals and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, school staff, county office staff, parent liaison, title 1 staff
Timeline for Implementation	Weekly

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

Action Step	Increase opportunities for involvement and shared decision making
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, website, marquee, newsletters, flyers, budget, timesheets, bookkeeping records, logs, presentations, student data and surveys, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: 2.2.a - Support student growth and development through volunteer, mentorship and involvement opportunities such as: STEAM

## Action Step # 2

Success Criteria for Implementation	Mentoring Safety, supervision, media center, and classroom volunteering Caring PAWS Shadow Days Reading Buddies Partners in Ed. Dens Career Fairs 2.2.b - Increase opportunities for leadership, input and shared decision making through Action teams and decisions making opportunities PTO and school council Parent conferences Formal and informal stakeholders meetings Student council Input surveys School communication via newsletters, email, marquee, flyers, social media Regular SIP review and adjustment 2.2.c - Promote involvement and input opportunities through multiple modes of communication such as: Email Marquee Newsletters Social Media Community forums and communication 2.2.d - Provide personnel and resources to support Kindergarten and middle-school transition Transition information pamphlets Kindergarten & middle school transition events
Success Criteria for Impact on Student Achievement	Decreased number of office discipline referrals and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, school staff, Parent Liaison, Title 1 staff, county office staff
Timeline for Implementation	Weekly

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

Action Step	Build family capacity and provide resources to support student growth and development.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, website, marquee, newsletters, flyers, budget, timesheets, bookkeeping records, logs, presentations, student data and surveys, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, books, facilitators, trainers, coaches, and follow up to support: 2.3.a Using data, surveys, formal and informal input to plan, implement, and assess the effectiveness of in-person and remote family learning opportunities to address student growth and development 2.3.b Providing trainers, facilitators, staff, and resources in-person and remote learning opportunities including, but not limited to: Building school-home partnerships, home communication, conferencing Supporting students' behavior, social, emotional, and developmental needs Utilizing school platforms such as, Schoology, DoJo, Infinite Campus Accessing school and community resources 2.3.c Using data, surveys, formal and informal input to plan, implement, and assess the effectiveness of in-person and remote family learning opportunities to address student academic growth and achievement. 2.3.d Providing books and printed resources for families to participate in a schoolwide book initiative
Success Criteria for Impact on Student Achievement	Decreased number of office discipline referrals and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, county/school/Title 1 staff, Parent Liaison, facilitators/trainers
Timeline for Implementation	Quarterly

## Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Hopewell Church, The Real Life Center, and Fayette Factor, PTO, School Council
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## Action Step # 4

Action Step	Increase the effectiveness of communication for all stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Schedules, calendars, agendas, sign-in documents, minutes, website, marquee, newsletters, flyers, budget, timesheets, bookkeeping records, logs, presentations, student data and surveys, show evidence of provision of funding, release time, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: 2.4.a Providing regular staff, grade-level and school communication through modes including, but not limited to: Email Schoology Texts Social media platforms SMORE Phone calls Marquee Other digital platforms Flyers Newsletters Shared documents and files School website

## Action Step # 4

Success Criteria for Implementation	Translation applications Devices to support at-home internet connection Calendars Handbooks 2.4.b Providing parent training on the use of communication platforms including, but not limited to: Schoology Infinite Campus Class DoJo PickUp Patrol Google platforms School website Devices to support at-home internet connection Talking points and other texting applications Translation applications Email and phone communication 2.4.c - Provide staff (parent liaison, interpreters and school contact) to publish, translate, and distribute school information
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Administrators, school/county/Title 1 staff, Parent Liaison
Timeline for Implementation	Weekly

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

Action Step	Provide a Parent Liaison to support the improvement of student achievement and enhance the partnership between parents and school staff.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Liaison schedule, Parent and Family Engagement Plan, Parent Resource Center checkout logs, calendars, agendas, sign-in documents, school website, marquee, newsletters, flyers, budget, timesheets, workshops, presentations, parent surveys, student data, material/digital resources, workshop supplies to support: 2.5.a - Facilitating effective communication between school and parents 2.5.b - Collaborating with staff to identify appropriate activities and materials to enhance at home learning 2.5.c - Maintaining and encouraging use of Parent Resource Center 2.5.d - Providing workshops and assistance for parents to enhance their ability to support their children's academic achievement 2.5.e - Completing Title I documentation as required for all parent involvement activities
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments.
Position/Role Responsible	Parent Liaison, administrators, school/county/Title 1 staff
Timeline for Implementation	Weekly

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

## Action Step # 6

Action Step	Provide Title 1 Interpreters to support effective communication between parents and school staff
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Interpreter schedule, Parent and Family Engagement Plan, calendars, sign-in documents, newsletters, flyers, budget, timesheets, workshops, presentations, parent surveys, and student data to support: 2.6.a - Communicating with parents to increase participation in parent involvement programs and activities to improve student achievement 2.6.b - Translating documents and interpreting content for parent programs, meetings, and school information 2.6.c - Promoting reciprocal school/home communication in native language
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments
Position/Role Responsible	Title 1 Interpreters, Title 1 Contact, administrators, building teachers, support staff
Timeline for Implementation	Weekly

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

Action Step	Provide Parent Involvement Teachers to support parent understanding of curriculum and resources
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Involvement Teacher schedule, Parent and Family Engagement Plan, calendars, sign-in documents, newsletters, flyers, budget, timesheets, workshops, presentations, parent surveys, and student data to support: 2.7.a - Planning and conducting workshops to support the needs of students and their families 2.7.b - Providing resources and training to help parents work with their children to improve achievement
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments
Position/Role Responsible	Parent Involvement Teachers, Parent Liaison, building teachers, support staff, administrators
Timeline for Implementation	Weekly

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

Action Step	Provide Title 1 Contact to manage compliance documentation and inventory
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Title 1 Contact timesheets, budget, communication with district level staff, Leadership Team/planning committee notes, CNA and SIP documentation, sign-in forms, Title 1 documentation and requisitions, and student achievement data to support: 2.8.a - Communicating between Title 1 school and district 2.8.b - Managing Title 1 compliance documentation, requisitions, and inventory 2.8.c - Developing the Title 1 Comprehensive Needs Assessment, School Improvement Plan, and budget 2.8.d - Collaborating with Parent Liaison and school administrators
Success Criteria for Impact on Student Achievement	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments
Position/Role Responsible	Title 1 Contact, administrators, school staff, Title 1 staff, county office staff
Timeline for Implementation	Weekly

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

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

##### Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Robert J. Elementary School developed this plan in conjunction with a wide range of stakeholders. The process began with the completion of the CNA. Stakeholders included: administration, staff, faculty, parents, community, and local faith based representatives. The CNA, GMAS, and benchmark data were used to draft smart goals aligned with the CNA and data. This draft was shared for input, review and revision with parents and community members. Suggestions were reviewed and incorporated, as appropriate, to complete the SIP which was then shared with the faculty and staff for a final review and adoption. The implementation of the plan will be monitored by the school leadership team.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All of the teachers at Robert J. Burch Elementary School are professionally qualified. All teachers are evaluated using TKES or county/state approved evaluation tools. Teachers are continually provided professional learning opportunities to improve their effectiveness.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Robert J. Elementary is utilizing the Title I Funds for a variety of purposes. Title I funds will be used to hire part-time certified teachers and part-time paraprofessionals. These staff members will primarily focus on supporting reading and math, which were identified as areas that need improvement based upon our data analysis, but will also focus on supporting other content areas and our STEAM initiative in an effort to increase engagement and achievement for all students.</p> <p>Parent Involvement teachers and/or consultants will be hired to provide assistance with family engagement nights. Funds will be used to provide the Lexia Literacy program for reading. Title 1 staff will be utilized to monitor student at-school use of the program to capitalize on learning opportunities. Funds will be used to provide professional learning to all certified and classified staff members.</p> <p>Through the PLC process and ongoing professional learning, our school will focus on increasing teacher clarity in all content areas to ensure instructional alignment to standards, effective strategies to meet student needs, develop, analyze, and respond to common assessment data and promote increased student achievement. Additionally, funds will support data and interest driven professional development to promote student achievement and engagement. A parent liaison will be hired with Title I funds to build parent and family capacity to support student learning in all content areas. Content, need, and interested-based activities, workshops, and resources will be developed and</p>

	<p>used.</p> <p>Simultaneous translation equipment will be used to help facilitate Parent and Family Engagement with our non English speaking families. Interpreters will be hired to assist non English speaking families for our family events and documents will be translated in Spanish for our Hispanic population. Child care workers will be hired to support families during meetings.</p> <p>A School Contact will be hired to oversee the program and complete documentation for Title 1.</p> <p>Burch Elementary takes into account the needs of homeless, neglected and migrant children. At the present time we do not have any migrant children enrolled. We do have identified homeless students and the following extra provisions are made for our homeless students (these provisions would be followed if we had migrant children):</p> <ul style="list-style-type: none"> <li>• Our local School Social Worker meets with parents/guardians and students to help make a plan to utilize community resources to support their needs</li> <li>• Homeless Liaison is notified and sets up adequate transportation for students</li> <li>• Instructional and Title 1 staff regularly collaborate to identify additional supports needed</li> <li>• TIP-Truancy Intervention Panels meet with parents to help make sure the students have transportation to come early or stay late for extra tutoring</li> <li>• We create a stable learning environment and opportunities through clubs, partnerships, and mentors.</li> </ul>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>To ensure that our most at-risk students are provided with Title I services, we use a variety of data. Teachers analyze a variety of student data, including common assessments, Reading Inventory Scores, Star Math Scores, DIBELS, GKIDS, and if applicable, Georgia Milestones Scores to determine students most at-risk.</p>
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### 3. REQUIRED QUESTIONS

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

##### Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Implement strategies to support grade level transition for students to include Pre-K to K:</p> <ul style="list-style-type: none"> <li>• Transition booklets are provided to families of rising kindergarten students.</li> <li>• Implement a Summer Kindergarten Camp. This camp provides students and families with the opportunity to become acquainted with behavioral and academic standards of kindergarten.</li> <li>• Academic screening for rising kindergarten students is held in May to assess academic readiness for kindergarten.</li> <li>• Family orientation is held for rising kindergarten students to familiarize them with building/classroom procedures and routines.</li> <li>• The first day of school the PTO and school staff host a morning Yahoo! Boo Hoo! gathering for families.</li> <li>• Grade-level parent orientation to familiarize parents with the academic expectations of Kindergarten.</li> </ul>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Implement strategies to support grade level transition for rising 6th grade students:</p> <ul style="list-style-type: none"> <li>• Transition booklets are provided to families of rising 6th grade students.</li> <li>• Transition meetings are held at Burch and Flat Rock Middle School for families of rising 6th grade students.</li> <li>• During the school day, students participate in a shadow day at Flat Rock Middle School where they tour the school and are provided with information about their transition to middle school. The school counselor, teachers and parent liaison organize and supervise the event.</li> <li>• The school counselor, parent liaison and administration will work closely with families who are identified as Families in Transition (FIT) to ensure a smooth transition and provide appropriate resources for student needs.</li> <li>• Flat Rock offers Camp "Soaring Eagles" as an opportunity for rising 6th graders to learn more about Flat Rock Middle School and to make new friends! During the camp, students will be immersed in many activities such as: Art, Team Building, Games, Scavenger Hunts, Fun with Math, Practicing with lockers and more!</li> </ul>

<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We implement a school-wide discipline plan. This plan is encompassed in MTSS and includes data analysis, staff training, and conferences with students, teachers, parents, and administrators. We work collaboratively through PBIS and the MTSS process to implement and monitor behavioral solutions that maximize exposure to content rich instructional time. Discipline referral data, both major and minor, is reviewed and analyzed monthly by the PBIS team and data shared with staff at monthly meetings. In addition, we are implementing restorative practices and a supervised cool-down room to provide students resources and strategies to recover from poor choices and rejoin the classroom as quickly as possible. We hope this will reduce the amount of time students spend in office time-out or in-school suspension.</p>
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## ADDITIONAL RESPONSES

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