Comprehensive Needs Assessment
2023 - 2024 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	ECS Teacher	Missy Puckett
Team Member # 6	Kindergarten Teacher	Kayla Powell
Team Member # 7	1st Grade Teacher	Arlecia Herrington

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Lead Special Education Teacher	Tiffany Pollock
Team Member # 2	2nd Grade Teacher	Linda Barkoot
Team Member # 3	3rd Grade Teacher	Bridgette Scagnelli
Team Member # 4	5th Grade Teacher	Julie DuPriest
Team Member # 5	Paraprofessional	Sadia Mirza
Team Member # 6	Paraprofessional	Maria Camacho
Team Member # 7	Title 1 Parent Liaison	Zina Rhodes
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Nasreen Qasem
Stakeholder # 2	Parent	Gracelyn Nandlal
Stakeholder # 3	GaDOE	Taniya Wilder
Stakeholder # 4	Parent & PTO Member	Tomia Hines
Stakeholder # 5	Parent & PTO Member at Large	Charletta Harvey
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will 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, the school marquee, and flyers sent home with students.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

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

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

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

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

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

Coherent Instruction Data

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

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

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

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	✓
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	• School Climate survey • Title 1 surveys • Staff surveys • Parent surveys • Parent workshop attendance logs • Parent workshop follow-up surveys • Stakeholder Meeting minutes
What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Perception data shows the following: • Parents report a positive environment that promotes learning and belonging • Staff is responsive to family and student needs • Parents are familiar with family engagement policy and compact • School wants children to succeed • Staff report positive collegial relationships • Parents want to understand how they can help their children • Parents want to understand report cards better
What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	• Master schedule • MTSS protocols/meetings/data • School safety plan • Burch Club data • Professional learning • Professional Learning Community process overview • Assessment and event calendars and sign-ins • Burch handbook • Program enrollment • TKES platform • PBIS Schoolwide Matrix • SWIS data • Student shout outs, Den points, and Voyager of the Month data • Positive staff recognition data • Parent participation in workshops and conferences

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	• 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. • The master schedule includes 100-120 minutes of literacy with a dedicated 45-50 minute literacy intervention block. • Math instructional blocks range from 85-90 minutes allowing 45-50 minutes for push-in EIP, ESOL, and/or Title 1 support. • Push-in academic support is the primary means of support for non-SWD students, increasing their exposure to grade-level instruction. • Grade level teachers received training and extended time for PLCs and schoolwide calendars and PLC templates were developed and made accessible to all staff. • Classified instructional staff are used to support instruction and provide release time for teacher training, planning, and data analysis. • There is regular communication with parents from the school and teachers by email, phone, text, website, flyers, and marquee • There is regular communication with the staff via a weekly newsletter and explicit communication of progress on the SIP is shared. • 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. • High participation in workshops and conferences • Large percentage of students have received positive recognition • Similar numbers of students are served through EIP, ESOL, Gifted, and ECS - variance of 13 • Number of students receiving support services (EIP Reading (67) and Math (70), ESOL (62), Gifted (61), ECS (74), Counselor groups (86), and Tier Behavior (10)

What achievement data did you use?	• 21-22 Georgia Milestones scores • Reading Inventory scores • STAR Math scores • Dibels scores • ACCESS data

What does your achievement data tell you?	As we analyzed our data, we noted growth in both reading and math achievement. Students who took the K-2 Dibels assessment and scored at or above proficient grew from 57% in August to 72% in May. Students in grades 2 - 5 who took the Reading Inventory and scored at or above proficient grew from 49% in August to 66% in May. STAR Math was taken by students in grades 1 - 5 and students scoring at or above the 70th percentile grew from 40% in August to 49% in May. 18% of our ESOL students qualified to exit the program this year, as opposed to 12.1% qualifying last year. 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.

What demographic data did you use?	• Enrollment • Race/ethnicity • Attendance • Discipline • Program participation • Infinite Campus reports • FTE reports • Enrollment data • Free/reduced lunch program participation

What does the demographic data tell you?	The demographic data shows the following: • Fluctuation in enrollment with Hispanic population declining • 130 students enrolled after the first day of school • 27 withdrawals after the first day of school • Economically disadvantaged, exceptional students, gifted students, students with 504 plans, and new students increased • Percentage of Tier 2 and 3 students declined • 126 office referrals for behavior, up from 81 referrals last year • Classroom is most common place for behavior incidents • Bus is second most common place for behavior incidents • Attendance rate has declined from 95.1% last year to 94.58% this year • 16.8% of our students are at attendance risk • 200 students missed 10 or more school days and 87 or them had 10 or more unexcused absences

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We continue working toward the complete implementation of a guaranteed and viable curriculum, inclusive of clear standards-based learning and student outcomes, an engaging, challenging, supportive, and well-managed learning environment, implementation of highly-effective instructional practices, and the use of assessment and feedback to drive learning. With several induction level or new to the district teachers, the need for continued professional learning and support toward these goals is evident. Strengths: ● Weekly PLCs and collaborative planning focus on increasing student achievement through instruction and data analysis ● Effective Tier 1 instruction, inclusive of clear learning targets, and gradual release of learning is leading to growth for students at all performance levels ● The MTSS process is well-defined and systematic. Effectiveness of interventions is evident in student achievement growth and movement both down and up the tiers throughout the year. ● Common standards aligned assessments are given and analyzed in ELA and math in grades K-5, and in science and social studies grades 2-5 ● The language of the standards is used by teachers and students throughout the learning process and content specific feedback is frequent, if not continual ● Progress reporting is in Schoology in grades 3-5 allowing both students and parents ongoing access to monitor student progress. Growth Areas: ● Supporting all staff to develop and maintain a positive learning environment ● Providing parents in grades K-2 more frequent information about student progress ● Increasing student awareness of learner expectations and ownership of their learning ● Increasing staff knowledge of and comfort with available instructional, intervention, and enrichment resources ● Increasing staff knowledge and implementation of highly-effective practices to increase learner engagement and academically challenging instruction ● Increasing opportunities for peer observation, coaching, and feedback to improve instructional practices

Strengths and Challenges Based on Trends and Patterns

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The administration continues to lead in such a way that emphasizes school climate and student achievement. Our administrator is in the sixth 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. Strengths: ● Multiple opportunities for input and shared-decision making for staff and stakeholders ● There is a clear and driving mission and vision that is shared with all stakeholders ● The school improvement plan and process are jointly created and reviewed quarterly ● Schedules are created and revised to maximize personnel, ensure safety, and increase student achievement ● Administrators are visible and responsive to needs ● Regular professional learning communities and data analysis inform instructions and school improvement Growth Areas: ● Ongoing communication and clarification of expectations, protocols, and procedures for staff and students ● Streamlining and clarifying processes ● Increased opportunities and time to provide input and receive feedback ● Increased visibility and connectivity to foster relationships that positively impact student achievement ● Increased inclusion of stakeholders to develop, communicate, and implement school improvement ● Increased feedback and follow ups

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The 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. For primary grades teachers, the ESOL team, the EIP team, and Special Education team, LETRS training (Language Essentials for

Strengths and Challenges Based on Trends and Patterns

	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 students. Although several opportunities for professional learning are in place, we could increase opportunities for differentiated PL. Strengths: ● Inclusion of ELA (in addition to math) in the planning, data analysis, and formative assessment creation of PLCs ● Increased opportunities for teacher leadership with committees and cohorts ● Specific/individualized feedback provided ● Opportunities for PL through the school, county, RESA, and other agencies ● County Instructional Coaches providing professional learning and instructional support within the classroom ● Ongoing LETRS training for primary grades teachers, ESOL teachers, EIP teachers, and Special Education teachers ● Choice based professional learning Growth Areas: ● Prioritized focus for meeting with expected outcomes outlined ● Clarity of roles and responsibilities for those in leadership positions ● Administrative collaboration and support in PLCs ● Provide paraprofessionals with specific professional learning opportunities ● Follow up on professional development in the classroom - reflection surveys ● Refine PLC format to create more cohesion across the grade levels ● Create a systematic way to evaluate the effectiveness of professional learning
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We have been able to provide families with a relatively cohesive and strong family engagement program to support students' academic achievement. We have provided multiple learning opportunities and resources to engage parents and provide support for at home learning through parent workshops using interpreters as needed, as well as provide resources in our Parent Resource Center and support both in person and via Zoom. 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 an an option to make school events like conferences and workshops more accessible to a larger number of parents. Strengths: ● Multiple learning opportunities to help parents provide support for learning at home ● Variety of parent workshops, videos, and learning resources provided by

Strengths and Challenges Based on Trends and Patterns

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teachers
- Interpreters/translators are used for conferences and family engagement events
- School and home communication is frequent and supports student achievement
- Grades 3-5 student grades and progress are available in Schoology
- Strong volunteer base including community volunteers to support academic achievement
- One School, One Book initiative
- Community resources are shared to support families

Growth Areas:
- Present a variety of opportunities for family involvement
- Consistently and intentionally utilize, and possibly incentivize, social media to share current information
- Consider a parent questionnaire on careers, talents, hobbies, etc. to align and increase parent volunteer and engagement opportunities
- Clarify report cards and student proficiency expectations throughout the year
- Increase the frequency of communication of K-2 student achievement progress
- Ensure parents are familiar with Schoology, Infinite Campus and other online platforms and resources

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Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

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Creating a supportive learning environment for students continues to be a priority for Burch staff. Data and teacher and parent feedback show strengths as well as weaknesses in this area.

Strengths:
- A clear and common vision and mission are evident
- Knowledgeable and collaborative staff
- Staff builds relationships with students, families, and colleagues
- A commitment to promoting a culture of trust and community exists
- A variety of student supports are in place to enhance student academic and social/emotional growth and development
- School staff consistently recognizes and celebrates students and staff
- A variety of enrichment clubs are offered

Growth Areas:
- Increase student accountability for learning and behavior
- Increase consistency of schoolwide and classroom behavior and learner expectations
- Increase behavioral support and follow through for select students
- Increase behavioral coaching and follow up for select staff

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Strengths and Challenges Based on Trends and Patterns

	• Increase the number of mentorship opportunities • Increase opportunities for challenging learning that promotes creativity and critical thinking • Increase parent communication of student progress for grades K-2 • Follow up on new staff mentor initiatives

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	From the 21-22 school year to the 22-23 school year, the following changes have occurred: Percentage of Economically Disadvantaged has increased from 42.93% to 52.11% Percentage of Exceptional Children has increased from 12.39% to 12.89% Percentage of Gifted Students has increased from 9.16% to 10.63% Percentage of students needing Tier 2 intervention has decreased from 35.01% to 31.36% Percentage of students needing Tier 3 intervention has decreased from 12.75% to 9.23% Percentage of students with a Section 504 plan has increased from 2.33% to 3.14% Number of new students enrolling after the first day of school increased from 80 to 130

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Reading Inventory Results (grades 3-5): • 21-22 - 63% of students scored at or above proficient • 22-23 - 66% of students scored at or above proficient Dibels Results (grades K-2): • 21-22 - 79% of students scored at or above proficient • 22-23 - 72% of students scored at or above proficient STAR Math Results: • 21-22 - 48% scored at or above the 70th percentile • 22-23 - 49% scored at or above the 70th percentile Georgia Milestones Results	
	21-22 3rd GMAS	**22-23 3rd GMAS**
	Reading on or above grade level - 72%	Reading on or above grade level - 82%
	ELA level 3 or 4 - 53%	ELA level 3 or 4 - 44%
	Math level 3 or 4 - 51%	Math level 3 or 4 - 44%

Strengths and Challenges Based on Trends and Patterns

	21-22 4th GMAS	22-23 4th GMAS
	Reading on or above grade level - 59%	Reading on or above grade level - 64%
	ELA level 3 or 4 - 42%	ELA level 3 or 4 - 49%
	Math level 3 or 4 - 54%	Math level 3 or 4 - 54%
	21-22 5th GMAS	22-23 5th GMAS
	Reading on or above grade level - 83%	Reading on or above grade level - 83%
	ELA level 3 or 4 - 48%	ELA level 3 or 4 - 53%
	Math level 3 or 4 - 53%	Math level 3 or 4 - 51%
	Science level 3 or 4 - 51%	Science level 3 or 4 - 48%
	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.	

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	Our strengths include a staff is committed to building relationships with students, families, and colleagues. Teachers at our school participate in weekly PLCs that focus on increasing student achievement in both ELA and math through instruction and data analysis. Many opportunities for professional development are provided to our teachers through the school, district, RESA, and other agencies. Our MTSS process is well-defined and systematic. There are a variety of student supports in place to enhance student academic and social-emotional growth and development. Families are provided with many resources and opportunities to support at home learning.

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	There are some areas in which we need to grow. Increasing staff knowledge and implementation of highly effective practices will increase learner engagement and academically challenging instruction. The consistency of schoolwide classroom behavior and learner expectations needs to be improved. Providing more opportunities for peer observation, coaching, and feedback will be helpful to improve instructional practices. Our students need an increased level of accountability for their learning and behavior and our parents would like clarity on report cards and student proficiency expectations throughout the year.

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 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	

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	

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 achievement and close achievement gaps.

Root Cause # 1

Root Causes to be Addressed	Varied levels of consistency with Tier 1 instruction
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students present a wide variety of learning strengths, gaps, styles, and needs.
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

Root Cause # 2

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Need for rigorous critical thinking or enrichment opportunities
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Varied parent capacity to support student achievement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title 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

Root Cause # 4

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	Student behavior and attendance have negatively impacted 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 III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Root Cause # 6

Root Causes to be Addressed	Inconsistent use of skill specific assessment data to inform instruction.
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

Root Cause # 6

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

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 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Students present a variety of behavioral/social/emotional needs and competencies.
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Varying levels of staff expertise to support the needs of diverse students and families
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Varied parent capacity to support student social/emotional/behavioral development
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	Continued need for involvement, input and shared decision making for all stakeholders
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

GaDOE

Georgia Department of Education

School Improvement Plan
2023 - 2024

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)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 achievement and close achievement gaps.
Root Cause # 1	Varied levels of consistency with Tier 1 instruction
Root Cause # 2	Varied parent capacity to support student achievement
Root Cause # 3	Student behavior and attendance have negatively impacted learning.
Root Cause # 4	Inconsistent use of skill specific assessment data to inform instruction.
Root Cause # 5	Need for rigorous critical thinking or enrichment opportunities
Root Cause # 6	Students present a wide variety of learning strengths, gaps, styles, and needs.
Goal	By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

Action Step # 1

Action Step	Build staff capacity to ensure rigorous and effective Tier 1 instruction.
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
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Clarification of instructional framework and lesson planning expectations Weekly collaborative planning and PLCs to: deconstruct standards, clarify rigor and success criteria, evaluate and develop assessments, plan instruction Utilization of district and state resources and support staff Utilization of Title 1 funding for purchase of instructional, technological, and material

Action Step # 1

Method for Monitoring Implementation	supplies and resources to support improved instruction, student development, and achievement Monthly new staff and mentor support meetings Periodic extended collaborative planning and data analysis Instructional feedback and coaching Peer observation and reflection Title 1 teachers, Title 1 instructional assistants, Title 1 Parent Liaison, and Title 1 after-school teachers to support Tier 1 instruction Professional learning to include, but not limited to: LETRS, new math standards instruction, deconstructing standards, assessment literacy, effective strategies, student engagement and accountability, increasing rigor, collaboration, and critical thinking
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments.
Position/Role Responsible	Administrators, instructional/content/state coaches, county staff, building teachers, support staff, 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)?	GaDOE

Action Step # 2

Action Step	Refine weekly PLC and collaborative planning processes.
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 # 2

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Develop and clarify processes, protocols, expectations to ensure data-informed, standards-based, specific instructional strategies and monitoring of student achievement Professional learning, ongoing monitoring and support for collaborative planning and professional learning communities
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, instructional/content/state coaches, county staff, building teachers, support staff, 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)?	GaDOE

Action Step # 3

Action Step	Implement K-5 student goal setting, monitoring, reflection, and sharing through teacher/parent/student conferences
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, parent liaison, childcare, material/digital resources, supplies to support: Student goal setting binders Use of grade level student goal templates (academic and personal goals) Monthly student monitoring and reflection Public display of grade level or class progress toward goals Goal celebration each semester Teacher/parent/student conferences to share goals and progress
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, benchmark and common assessments, conference attendance, survey results.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support staff 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)?	

Action Step # 4

Action Step	Build family awareness of academic expectations and capacity to support student achievement.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies to support: Parent/teacher/student conferences Regular sharing of student proficiency with parents through Schoology, take home folders, and conferences Training on use of digital platforms to monitor student proficiency and expectations, and to utilize resources to support student achievement Needs surveys Grade-level content sessions, workshops, and targeted training Utilization of Title 1 funding for purchase of material and technological supplies and resources to support building family capacity to improve student development and achievement Regular sharing of content standards, success criteria, and resource information, (i.e., standards explanation, videos, anchor charts, strategies, material/digital resources, Title I resources available for parent checkout) Title 1 teachers, Title 1 instructional assistants, Title 1 Parent Liaison, and Title 1 after-school teachers to support increasing family awareness of academic expectations and build capacity to support student achievement
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal and common assessments.
Position/Role Responsible	Administrators, instructional and content coaches, county staff, building teachers, support, and Title 1 staff
Timeline for Implementation	Quarterly

Action Step # 4

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

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 Supportive Learning Environment
Method for Monitoring Implementation	Title 1 Teacher and Instructional Assistant schedules, calendars, timesheets, Title 1 Teacher lesson plans, budget, observation feedback, student achievement data to support: Providing individual and small group targeted instructional support for at risk students Utilizing an organized schedule and lesson plans specific to meeting the academic needs of students Assisting with data collection and monitoring student progress Participating in Title I parent involvement and education sessions Participating in professional learning
Method for Monitoring Effectiveness	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

Action Step # 5

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)?	

Action Step # 6

Action Step	Provide After School Teachers and After School Instructional Assistants to increase student achievement through beyond the day/year tutoring.
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
Method for Monitoring 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: Providing small group and individual tutoring outside of normal school hours Utilizing lesson plans specific to meeting the academic needs of students Assisting with data collection and monitoring student progress
Method for Monitoring Effectiveness	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

Action Step # 6

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

Action Step # 7

Action Step	Support student language, communication, and vocabulary development across all disciplines.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, newsletters, surveys, observations, presentations, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, parent liaison, material/digital resources, supplies to support: Professional learning and follow up support on strategies to encourage language development and student discourse including, but not limited to: QSSSA, sentence stems, hand-up pair up, convince me, LETRS vocabulary routines, vocabulary and grammar in content and context, talk like an expert, increasing receptive and expressive language, word analysis Implement and train staff on the use of oral language tools/screeners to inform instruction and intervention, and to monitor student growth One School/One Book initiative Implementation of supplemental programming such as Scholastic W.O.R.D. to support Tier 1 language and vocabulary development

Action Step # 7

Method for Monitoring Implementation	Language development information, workshops, and resources shared with families Title 1 teachers, Title 1 instructional assistants, Title 1 Parent Liaison, and Title 1 after-school teachers to support student language development and family education
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, instructional/content/state coaches, county staff, building teachers, support staff, 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)?	

Action Step # 8

Action Step	Increase the effectiveness of the MTSS process to identify, address, and monitor student academic, social/emotional/behavioral, and attendance needs to increase student achievement.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, PLC & MTSS documents, lesson plans, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, parent liaison, substitutes, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: MTSS protocols, data tracker, and meetings (academic, attendance, behavior) MTSS attendance/behavior team meetings Monthly attendance concerns survey PLCs, collaborative planning Student support through mentors, counselor groups, volunteers, Title 1 teachers, Title 1 instructional assistants, and Title 1 after-school teachers Teacher/parent/student conferences Beyond the day/year tutoring/camps Professional learning to include, but not limited to: resources, effective practices, implementation, and monitoring of intervention, acceleration, and extension to increase student achievement Title 1 teachers, Title 1 instructional assistants, Title 1 Parent Liaison, and Title 1 after-school teachers to support student academic, social/emotional/behavioral, and attendance needs and family education
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments.
Position/Role Responsible	Administrators, instructional/content/state coaches, county staff, building teachers, support staff, 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)?	

Action Step # 9

Action Step # 9

Action Step	Provide extension, exploration, and enrichment opportunities for students through during and beyond the school day activities.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, PLC documents, lesson plans, and student data, show evidence of provision of funding, release time, training, Title 1 staff, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: STEAM units Interest based clubs Incorporation student inquiry and exploration, enrichment and extension through gifted collaboration, PLCs, collaborative planning Talent development Incorporation of garden and hydroponics Professional learning on promoting student inquiry, critical thinking, creativity, and collaboration Title 1 teachers, Title 1 instructional assistants, Title 1 Parent Liaison, and Title 1 after-school teachers to support extension, exploration, and enrichment opportunities and family education
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, instructional/content/state coaches, county staff, building teachers, support staff, and Title 1 staff
Timeline for Implementation	Quarterly

Action Step # 9

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)?	

Action Step # 10

Action Step	Develop and implement school wide attendance protocols
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, lesson plans, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Communication of the importance of attendance importance via handbooks, classrooms, workshops, newsletters Clarification of school/home absence communication expectations Targeted communication and education sessions Monthly attendance concerns staff survey Monthly meetings of the attendance PLC/MTSS team (data analysis and action steps) Develop and implement system for monitoring and responding to repeated parent absence excuses Implement district protocols

Action Step # 10

Method for Monitoring Effectiveness	Decreased rate of chronic absenteeism, Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, counselor, social worker, building teachers and staff, Title 1 Parent Liaison 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)?	

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	Continued need for involvement, input and shared decision making for all stakeholders
Root Cause # 2	Varied parent capacity to support student social/emotional/behavioral development
Root Cause # 3	Varying levels of staff expertise to support the needs of diverse students and families
Root Cause # 4	Students present a variety of behavioral/social/emotional needs and competencies.
Root Cause # 5	There is a continued need to maintain a safe, welcoming, and respectful school environment.
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	Clarify, implement, monitor, and promote consistent school and classroom expectations.
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
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, lesson plans, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: PBIS staff training and coaching Beginning of year student code of conduct meetings New student orientation Leader In Me

Action Step # 1

Method for Monitoring Implementation	Monthly PBIS/MTSS PLC meetings (data analysis and action steps) Incorporation of Burch learner dispositions Mindset verbal de-escalation training Student and staff recognition opportunities
Method for Monitoring Effectiveness	Decreased number of office discipline referrals and growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners 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, mentors

Action Step # 2

Action Step	Develop, practice, and review safety protocols.
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
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, lesson plans, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up

Action Step # 2

Method for Monitoring Implementation	to support: Emergency Crisis Notebook, Centegix badge, safety drill staff training Monthly safety drills Fire drill and shelter in place maps posted in all classrooms and common areas
Method for Monitoring Effectiveness	State safety drill reports, building accident reports, surveys
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)?	

Action Step # 3

Action Step	Support students' social/emotional/behavioral 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
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, lesson plans, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up

Action Step # 3

Method for Monitoring Implementation	to support: Professional learning and follow up Needs assessments/surveys Targeted student support through class, small-group, and individual instruction Monthly meetings of the behavior PLC/MTSS team (data analysis and action steps) Utilization of MTSS behavior paraprofessional Utilization of SAS personnel New student orientation Community and staff mentoring
Method for Monitoring Effectiveness	Decreased discipline referrals, growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments.
Position/Role Responsible	Administrators, counselor, MTSS interventionist and behavior para, school/county/Title 1 staff, Title 1 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)?	Caring Paws, Leader In Me, mentoring organizations, School Council, PTO, faith based organizations, and local community leaders

Action Step # 4

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 Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 4

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring 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: Facilitating effective communication between school and parents Collaborating with staff to identify appropriate activities and materials to enhance at home learning Maintaining and encouraging use of Parent Resource Center Providing workshops and assistance for parents to enhance their ability to support their children's academic achievement Completing Title I documentation as required for all parent involvement activities
Method for Monitoring Effectiveness	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)?	

Action Step # 5

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

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring 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: Communicating with parents to increase participation in parent involvement programs and activities to improve student achievement Translating documents and interpreting content for parent programs, meetings, and school information Promoting reciprocal school/home communication in native language
Method for Monitoring Effectiveness	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)?	

Action Step # 6

Action Step	Provide Parent Involvement Teachers to build parent capacity to support students' academic achievement and social/emotional/behavioral development.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring 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: Planning and conducting workshops to support the needs of students and their families Providing resources and training to help parents work with their children to improve achievement
Method for Monitoring Effectiveness	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)?	

Action Step # 7

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

Action Step # 7

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring 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: Communicating between Title 1 school and district Managing Title 1 compliance documentation, requisitions, and inventory Developing the Title 1 Comprehensive Needs Assessment, School Improvement Plan, and budget Collaborating with Parent Liaison and school administrators
Method for Monitoring Effectiveness	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)?	

Action Step # 8

Action Step	Build staff and family capacity to support student growth and development.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Action Step # 8

Systems	Coherent Instruction
	Effective Leadership
	Professional Capacity
	Family and Community Engagement
	Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Workshops, training, and information shared to support staff and families in: building school-home partnerships, home/school communication, conferencing, supporting student behavior/social/emotional/ and developmental needs, utilizing school platforms, accessing school and community resources
Method for Monitoring Effectiveness	Increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, counselor, school/county/Title 1 staff, Title 1 Parent Involvement Teachers, Title 1 Parent Liaison, other trainers, facilitators
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)?	Leader In Me, mentoring organizations, Real Life Center, PTO, School Council, faith based organizations

Action Step # 9

Action Step	Provide opportunities for involvement, input, and shared decision making.
Funding Sources	Title I, Part A
	N/A
Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant

Action Step # 9

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, observations, presentations, and student data, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Action teams, PTO, School Council, Parent/teacher/student conferences, Formal and informal stakeholder meetings, Input on and sharing of quarterly SIP reviews In-person and virtual family engagement events Volunteer, mentor, tutor, sponsorship opportunities Surveys, school communication Student showcase and performance events Student input groups and opportunities
Method for Monitoring Effectiveness	Survey data, increased parent involvement and growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners and common assessments
Position/Role Responsible	Administrators, county/school/Title 1 staff, Title 1 Parent Liaison, facilitators/trainers
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)?	Caring Paws, Leader In Me, PTO, School Council, community businesses and faith based organizations

Action Step # 10

Action Step	Support successful Kindergarten and middle school transitions.
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
Method for Monitoring Implementation	Schedules, calendars, agendas, sign-in documents, website, newsletters, social media, flyers, marquee, minutes, budget, timesheets, bookkeeping records, logs, surveys, and presentations, show evidence of provision of funding, release time, training, Title 1 staff, translators, transportation, parent liaison, childcare, material/digital resources, supplies, facilitators, trainers, coaches, and follow up to support: Parent informational meetings and tours, Kindergarten roundup and screening Information shared through newsletters, pamphlets, and flyers Continue the readiness camps (including STEM) housed at FRMS for rising 6th graders for the upcoming school year
Method for Monitoring Effectiveness	Growth in student achievement and closing subgroup gaps on Georgia Milestones, universal screeners, and common assessments
Position/Role Responsible	Administrators, counselor, MTSS interventionist, school/county/Title 1 staff, Title 1 Parent Liaison
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)?	Flat Rock Middle School and local preschools/daycare centers

3. REQUIRED QUESTIONS

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

Required Questions

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).	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.

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.	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.

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).	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. A Title 1 Contact will be hired to oversee the program and complete documentation for Title 1. A Title 1 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 used. Parent Involvement teachers and/or consultants will be hired to provide assistance with family engagement nights. Funds will be used to provide professional learning to all certified and classified staff members. 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. 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.

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):

● Our local School Social Worker meets with parents/guardians and students to help make a plan to utilize community resources to support their needs

● Homeless Liaison is notified and sets up adequate transportation for students

● Instructional and Title 1 staff regularly collaborate to identify additional supports needed

● TIP-Truancy Intervention Panels meet with parents to help make sure the students have transportation to come early or stay late for extra tutoring

● We create a stable learning environment and opportunities through clubs, partnerships, and mentors.

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.	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, STAR Reading scores, Star Math scores, DIBELS, GKIDS, and if applicable, Georgia Milestones scores and ACCESS scores to determine students most at-risk.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Implement strategies to support grade level transition for students to include Pre-K to K: ● Transition booklets are provided to families of rising kindergarten students. ● Implement a Summer Kindergarten Camp. This camp provides students and families with the opportunity to become acquainted with behavioral and academic standards of kindergarten. ● Academic screening for rising kindergarten students is held in May to assess academic readiness for kindergarten. ● Family orientation is held for rising kindergarten students to familiarize them with building/classroom procedures and routines. ● The first day of school the PTO and school staff host a morning Yahoo! Boo Hoo! gathering for families. ● Grade-level parent orientation to familiarize parents with the academic expectations of Kindergarten. ● Smart Start program allows children from birth to age 4 to be exposed to school early

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Implement strategies to support grade level transition for rising 6th grade students: ● Transition booklets are provided to families of rising 6th grade students. ● Transition meetings are held at Burch and Flat Rock Middle School for families of rising 6th grade students. ● 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. ● 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. ● Flat Rock Middle School 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! ● Flat Rock Middle School will provide an additional literacy based science and math tutoring camp that will be offered to our rising 6th grade students.

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.	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/Leader in Me 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/Leader in Me 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.

ADDITIONAL RESPONSES

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