



Comprehensive Needs Assessment 2022 - 2023 School Report



**Fayette County
Kedron 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	Jamie Voorhies
Team Member # 2	Assistant Principal	Laura DiStephano
Team Member # 3	Kindergarten Grade Chair	Nicole Thomas
Team Member # 4	First Grade Chair	Janet Johnson
Team Member # 5	Second Grade Chair	Monica Young
Team Member # 6	Third Grade Chair	Lisa May
Team Member # 7	Fourth Grade Chair	Mike Grabhorn

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Fifth Grade Chair	Melissa Heaton
Team Member # 2	EIP	Julie Jasnic
Team Member # 3	ESOL	Susan Gillard
Team Member # 4	LEA	Jean Crouse
Team Member # 5	Counselor	Nicole Douglas
Team Member # 6	Paraprofessional	Heather Lester
Team Member # 7	Media Center Specialist	Cassandra Hornung
Team Member # 8	Technology Specialist	Erin Keith
Team Member # 9	Instructional Coach	Karen Pollard
Team Member # 10	Pre-K	Janet Johnson

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	PTO President	Mariana Campos Castillo
Stakeholder # 2	PTO Treasurer	Cindy Manning
Stakeholder # 3	PTO Secretary	Chrissy Bracewell
Stakeholder # 4	School Council Member	Veena Ramachandra
Stakeholder # 5	School Council Member	Nora Meier
Stakeholder # 6	School Council Member	Sushmita Palla
Stakeholder # 7	School Council Teacher Rep	Emily Peurifoy
Stakeholder # 8	School Council Community Partner	Shireen Jamaluddin / Mark Matson / Rick Bryant

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?	PTO meetings occur throughout the year. Information and feedback is provided to parents in these meetings and also provides an opportunity for parents to ask questions or discuss concerns. School Council meetings occur 5 times throughout the year where information is provided as well as providing an opportunity for members to share any questions or concerns from the school community. PTO and School Council were provided feedback on the School Culture and School Environment areas of the are also provided the GA school health survey once a year. The team used this information to improve practices for the 22-23 school year.
---	--

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

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

Coherent Instruction Data

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

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

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>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]</p>	<p>Data is collected throughout the year to recommend changes to meet school and student needs. We reviewed teacher feedback from grade-level meetings that are shared each month at Leadership Team, School Culture Survey with the school council and PTO, student ambassadors and principal advisory committee, the PBIS SAS survey, counselor career cluster lessons, and DARE SRO programs.</p>
---	--

<p>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?”)</p>	<p>The perception data shares people's beliefs and perceptions about our school. Overall we had positive results on perception data. Parents feel that teachers are welcoming and have high expectations for their students as supported by our mission statement Excellence in all things. Community involvement is continuing to grown since the pandemic. Parents participated in the back-to-school night via Zoom, meet the teacher in person, and conferences both via Zoom and in person. We also had a chorus winter and spring concerts this year. During our spring concert we had Celebrate Knight for our students in which they participated in student led conferences K - 5. ESOL parents had two-parent nights in-person to review yearly expectations, milestones and how to help their child at home. Our ESOL students also participated in a summer learning STEAM program at Kedron. We had a virtual heart 2 heart race, a fall and spring book fair and Bingo Night. Students were many activities to extend their academic achievement. Students had a poetry recitation contest, math challenge, technology competition, and many writing contests throughout the year. Our Social Media presence provides a positive presence on all the fun learning activities and celebrations that occur in the building. Our website is always up to date and serves as a resource to our families. Parents were also provided weekly Newsletters from the Principal and Monthly Newsletters from the classroom. Parents overall felt supported, that the school consistently puts the needs of students first and that the school is clean and safe. As we continue to grow in PBIS consistent rules and practices need to be communicated with all stakeholders. We will continue to establish clear weekly communication guidelines for parents as well as how students are celebrated at our school. Action Teams at Kedron have provided wonderful outreaches to our school community.</p>
---	--

<p>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)</p>	<p>Parent, Student and Staff Survey data, Principals Knightly News and Keeping Up With The Kingdom Newsletters, Faculty Meetings, Leadership Team agendas/notes, Action Team agendas/notes, School Council agendas/notes, Master Schedule, Professional Learning Schedule, Safety Plan, Discipline/SWIS/PBIS data, Behavior Interventionist student data, student/school activities, school clubs, school-wide leadership roles, counseling small groups, and PTO involvement.</p>
---	--

<p>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?”)</p>	<p>Process Data indicates that Kedron has a systematic school-wide: Safety Plan, PBIS plan, Mission, Vision statements, Belief statements, RTI process, and consistent parental support. Kedron has a Behavior Interventionist that assists students and teachers to create a supportive learning environment. Staff members receive opportunities for professional learning based on school needs, designated collaborative planning times with the Instructional Coach, and weekly RTI meetings. Continued areas of growth for students and teachers include implementing PLCs to ensure we are working through the continuous improvement cycle plan, do check, and act. This will also allow teachers to work on ensuring the students are understanding the standards. We will also continue our work on building a positive school culture for all stakeholders through PBIS and continuing our shared leadership practices through Action Teams. Teacher training in LETRS will also continue with a new cohort beginning this year.</p>
---	---

<p>What achievement data did you use?</p>	<p>Achievement data utilized includes: Milestones, ACCESS, RI, Star Math, and Dibels.</p>
---	---

<p>What does your achievement data tell you?</p>	<p>In reviewing Dibels data for kindergarten through second grade, the percentage of students in Core and Core+ support went from 58% at the beginning of the year to 91 % at the end of the year in Kindergarten, from 78% at the beginning of the year to 90 % at the end of the year in First Grade and The RI assessment shows that at the end of the year students scored from 64% at the beginning of the year to 84% in the advanced and proficient ranges at the end of the year in Third Grade, scored from 64% at the beginning of the year to 85% in the advanced and proficient ranges at the end of the year in Fourth Grade, and scored from 69% at the beginning of the year to 84% in the advanced and proficient ranges at the end of the year in Fifth Grade. In Milestones our students scored in the proficient and advance ranges (level 3 and 4) at 68% in Third Grade, 74% in Fourth Grade and 70% in 5th grade. This is an increase from 2021 and SIP goals for the 21-22 SY were achieved. In Writing we more than met our Narrative SIP goal of 5% increase with Third Grade scoring at 54% of students scoring 3 and 4 points on the narrative rubric, Fourth Grade scoring at 70% scoring 3 and 4 points on the narrative rubric and Fifth Grade scoring at scoring 80% scoring 3 and 4 points on the narrative</p>
--	---

	<p>rubric. The Star Math assessment shows that at the end of the year scores also had an increase. Fifth grade beginning of the year proficient and distinguished scores were 50% and end of year scores were 63%. Fourth grade beginning of the year proficient and distinguished scores were 58% and end of year scores were 74%. Third grade beginning of the year proficient and distinguished scores were 55% and end of year scores were 64%. Second grade beginning of the year proficient and distinguished scores were 69% and end of year scores were 74%. First grade beginning of the year proficient and distinguished scores were 68% and end of year scores were 73%. Our Milestones Math scores also increased achievement from the 2021 school year. Both third and fourth grades scored 80% in distinguished and proficient with Fifth grade scoring 70% distinguished and proficient. We had 43 students to compare overall ACCESS scores from 2021 to 2022. 70% of those students moved one band or more.</p>
--	---

<p>What demographic data did you use?</p>	<p>Demographic data utilized includes: Infinite Campus Reports, FTE Reports, Attendance Reports, Enrollment data, RI, Dibels, ACCESS and STAR reports by demographics.</p>
---	--

<p>What does the demographic data tell you?</p>	<p>Scores indicate that we are making progress toward proficiency and advanced categories for our sub groups. We had 43 students to compare overall ACCESS scores from 2021 to 2022. 70% of those students moved one band or more.</p>
---	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Kedron is using the MTSS model. The PLC process emulates the MTSS process where look at all children and how to provide integrated supports for all students. A portion of this time is to look at the RtI model and put in appropriate interventions. Kedron has a defined and clearly established MTSS RTI process that includes all stakeholders and is monitored weekly. We have been unable to collaboratively plan as grade levels for the past year. This year, Kedron grade level teams meet four times a year to collaboratively plan instruction based on student progress data, standards, curriculum guides, and highly effective teaching practices. Support staff participate in collaborative planning to provide support and assistance in differentiating instruction based on student needs. Additional areas of focus include: a continued use of assessment data to inform and adjust as well as differentiate instruction, identify gaps in learning to apply research based instructional practices to impact student learning and ensure standards based learning/grading practices; provide an academically challenging learning environment and using learning targets / success criteria that is evident throughout the learning process and clearly communicated with students; setting student learning goals to successfully monitor their own progress and learning.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Kedron has a clear, established vision and mission to promote Excellence in all things throughout our school culture as well as the growth mindset for all stakeholders. All staff members share leadership decision making opportunities through the Instructional Leadership Team and the Action teams. For the 22-23 school year we will continue implementing Action Teams which will allow for a shared leadership model. A comprehensive support system including the use of ongoing collaborative grade level planning sessions. We will continue to include opportunities for vertical team planning and collaboration. We will also continue to provide professional learning to promote PBIS initiatives and to support Tier 1 highly effective teaching strategies continually emphasized through our work in grade level PLC's using data to support student learning.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Kedron's Instructional Leadership Team and Action teams assist in shared decision making. We also have resources to support and sustain effective professional learning. As a growth opportunity professional learning needs to be planned through use of student achievement data and staff surveys. School goals need to be regularly analyzed through the PLC and ILT process and building our professional learning programming for staff. Implementing Action Teams has allowed a shared leadership initiative to support our professional capacity growth. Continued LETRS training has promoted growth in reading and through professional development. Our PL this year will focus on collaborative structures that promote student engagement in the classroom. We will also focus on what are the most effective PLC practices to implement during PLC meetings to increase student achievement.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Kedron has a strong commitment to the families that they serve and has a friendly community environment. Open and ongoing communication is evident to all stakeholders through weekly Principal Newsletters, teacher newsletters and social media. We have worked to create a warm welcoming environment for all of the families we serve. We offer many programs for our families to support student success such as monthly lunch and learns, on-line videos, and twice yearly conference opportunities. Parents also have many opportunities to volunteer and support our school through PTO, AR, volunteering in the classroom and being a WATCH Dog Dad. Additionally we offer programs to our ESOL families twice yearly after school in the evening and also have end of the year conferences with each family. As we move into the 21-22 school year communication and keeping all stakeholders informed will be vital to the success of our students. Using technology is a strength at Kedron and we will use the Schoology platform to ensure learning continues regardless of the learning environment.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Kedron has a solid, inclusive culture and vision for student learning. Through the implementation of PBIS we have established a unified, cohesive school-wide operating system. Our staff shares leadership decision making opportunities through the Instructional Leadership Team and Action Teams. According to our data collection analysis and staff surveys, we need to continue our work with shared leadership and will implement Action Teams for the 2020-21 school year.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Kedron is a growing school. We have many families that are moving in from out of state or from other countries which has afforded us many opportunities for growth for all of our students. In order to meet the needs of all learners, we must focus on consistently using formative assessment data to provide differentiated instruction to provide the academically challenging environment that we strive to provide.</p>
<p>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?</p>	<p>In reviewing Dibels data for kindergarten through second grade, the percentage of students in Core and Core+ support went from 58% at the beginning of the year to 91 % at the end of the year in Kindergarten, from 78% at the beginning of the year to 90 % at the end of the year in First Grade and from 77% at the beginning of the year to 87% at the end of the year in Second Grade. The RI assessment shows that at the end of the year students scored from 64% at the beginning of the year to 84% in the advanced and proficient ranges at the end of the year in Third Grade, scored from 64% at the beginning of the year to 85% in the advanced and proficient ranges at the end of the year in Fourth Grade, and scored from 69% at the beginning of the year to 84% in the advanced and proficient ranges at the end of the year in Fifth Grade. In Milestones our students scored in the proficient and advance ranges (level 3 and 4) at 68% in Third Grade, 74% in Fourth Grade and 70% in 5th grade. This is an increase from 2021 and SIP goals for the 21-22 SY were achieved. In Writing we more than met our Narrative SIP goal of 5% increase with Third Grade scoring at 54% of students scoring 3 and 4 points on the narrative rubric, Fourth Grade scoring at 70% scoring 3 and 4 points on the narrative rubric and Fifth Grade scoring at 80% scoring 3 and 4 points on the narrative rubric. The Star Math assessment shows that at the end of the year scores also had an increase. Fifth grade beginning of the year proficient and distinguished scores were 50% and end of year scores were 63%. Fourth grade beginning of the year proficient and distinguished scores were 58% and end of year scores were 74%. Third grade beginning of the year proficient and distinguished scores were 55% and end of year scores were 64%. Second grade beginning of the year proficient and distinguished scores were 69% and end of year scores were 74%. First grade beginning of the year proficient and distinguished scores were 68% and end of year scores were 73%. Our Milestones Math scores also increased achievement from the 2021 school year. Both third and fourth grades scored 80% in distinguished and proficient with Fifth grade scoring 70% distinguished and proficient. Next year we will schedule a beginning of the week character development meeting for all grades to focus on our PBIS initiatives and voyage program.</p>

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

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

Strengths	<p>Kedron has a solid, inclusive culture and vision for student learning and character development. Through the implementation of PBIS, we have established a unified, cohesive school-wide operating system. Our staff shares leadership decision-making opportunities through the Instructional Leadership Team and Action Teams. Overall, students have made individual gains in our grade-level benchmarks and progress monitoring. Our Students With Disabilities are continuing to grow, but we will continue to look for ways to align the Special Education curriculum with the grade-level curriculum to ensure grade-level alignment. We continue to see growth in Benchmark data and learning based on formative assessment.</p>
Challenges	<p>This school year we continued to see students return from virtual learning from other counties and states. This has created learning gaps that need to be filled. As a school we are close to our 2019 scores in Math, however, we still have in between 4 and 8 percent to still increase in ELA. We have strategically aligned our SIP goals and grade level goals to ensure understanding, but also add a deep personal connecting with the student and family. We have aligned our EIP and ESOL schedules to allow for grade levels to cross over so we can focus on the level of instruction to further the development of our students. To meet the needs of all learners, we must focus on consistently using formative assessment data to provide differentiated instruction.</p>

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	Reading Instruction and Achievement
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	Math Instruction and Achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need	Writing Instruction and Achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	2
----------------	---

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	Student behavior
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

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 - Reading Instruction and Achievement

Root Cause # 1

Root Causes to be Addressed	Continue to address phonemic and phonological awareness through LETRS implementation.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Overarching Need - Math Instruction and Achievement

Root Cause # 1

Root Causes to be Addressed	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counites.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Overarching Need - Writing Instruction and Achievement

Root Cause # 1

Root Causes to be Addressed	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counites.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Overarching Need - Student behavior

Root Cause # 1

Root Causes to be Addressed	Inconsistent implementation of PBIS (need classroom training for the 22-23 school year)
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Morning meetings were reduced to Pre-K and Kindergarten only.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--



School Improvement Plan 2022 - 2023



**Fayette County
Kedron Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Kedron Elementary School
Team Lead	Jamie Voorhies
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reading Instruction and Achievement
Root Cause # 1	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counites.
Root Cause # 2	Continue to address phonemic and phonological awareness through LETRS implementation.
Goal	<p>During the 2022-2023 school year students in grades 3 through 5 will increase 3% on levels 3 and 4 as measured on the Georgia Milestones.</p> <p>During the 2022-2023 80% of students in grades K - 2 will be at goal and above goal as measured by the Dibels assessment.</p>

Action Step # 1

Action Step	Teachers will participate in weekly PLC meetings and Collaborative planning 4 times per year to develop effective common and formative assessment practices. They will also use the Kedron instructional framework and Fayette County curriculum to differentiate activities for students. Teachers will focus on understanding the standard and receive professional learning on collaborative structures to increase student engagement in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Agendas, Lesson Plans, TKES Observations (formal and informal observations)
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, ELA IST, Instructional Coach, Classroom teachers and support teachers

Action Step # 1

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 # 2

Action Step	Teachers in Second, Third, and all new K-1 teachers will attend the district provided LETRS training and implement practices in their classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Classroom Observations through TKES, Student achievement of individual goals, and Dibels
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, ELA IST, Instructional Coach
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step # 3

Action Step	Teachers will actively differentiate in their classroom using collaborative learning strategies during classroom instruction the Instructional Framework and differentiating according to the Fayette County Curriculum. Grades PreK through Third will incorporate LETRS training.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, TKES Observations (formal and informal observations)
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

Action Step # 3

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

Action Step # 4

Action Step	Teachers will assist students in developing an individualized, data-based reading goal.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student and Teacher documentation.
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
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 # 5

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning and ensuring student understanding of grade level standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLCs
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Teacher / Instructional Coach/ Principal and AP
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math Instruction and Achievement
Root Cause # 1	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counites.
Goal	During the 2022-2023 school year students in grades 3 through 5 will increase 3% on levels 3 and 4 as measured on the Georgia Milestones.

Action Step # 1

Action Step	Teachers will participate in weekly PLC meetings and Collaborative planning 4 times per year to develop effective common and formative assessment practices. They will also use the Kedron instructional framework and Fayette County curriculum to differentiate activities for students. Teachers will focus on understanding the standard and receive professional learning on collaborative structures to increase student engagement in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Agendas, Collab Planning Notes, Lesson Plans
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Instructional Coach, Math IST, Principal, Assisstant Principal, Classroom Teachers
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step # 2

Action Step	Teachers will actively differentiate in their classroom using collaborative learning strategies during classroom instruction, the Instructional Framework, and differentiating according to the Fayette County Curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, TKES Observations (formal and informal observations), use of ELEOT Tool during observations
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Teachers will assist students in developing an individualized, data-based Math goal.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student and Teacher documentation.
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
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 # 4

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning and ensuring student understanding of grade-level standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	PLCs
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Teacher / Instructional Coach/ Principal and AP
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing Instruction and Achievement
Root Cause # 1	Student learning gaps from virtual and/or concurrent learning, not just students in the county but also our new students from many states and counites.
Goal	<p>During the 2022-2023 school year students in grades 3 through 5 will increase 5% on three and four point idea development and language on the extended writing task measured by the Georgia Milestones.</p> <p>During the 2022-2023 school year 80% of students in K-2 will holistically score a 3 or 4 on the wholistic post writing rubric.</p>

Action Step # 1

Action Step	Teachers will participate in weekly PLC meetings and Collaborative planning 4 times per year to develop effective common and formative assessment practices. They will also use the Kedron instructional framework and Fayette County curriculum to differentiate activities for students. Teachers will focus on understanding the standard and receive professional learning on collaborative structures to increase student engagement in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Agendas, Lesson Plans, TKES Observations (formal and informal observations)
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, ELA IST, Instructional Coach, Classroom teachers and support teachers

Action Step # 1

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 # 2

Action Step	Teachers will actively differentiate in their classroom using collaborative learning strategies during classroom instruction, the Instructional Framework, and differentiating according to the Fayette County Curriculum. Grades PreK through Third will incorporate LETRS training.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, TKES Observations (formal and informal observations)
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, School Counselors
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step # 3

Action Step	Teachers will assist students in developing an individualized, data-based writing goal.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Meeting Agendas, RtI Plans and Information
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Principal, Assistant Principal, RtI Teacher Leader and Behavior Interventionist
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 # 4

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning and ensuring student understanding of grade-level standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	PLCs
Success Criteria for Impact on Student Achievement	Student benchmarks, district assessment, PLC notes and collaborative planning notes. EOG Milestones data.
Position/Role Responsible	Teacher / Instructional Coach / Principal and AP
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student behavior
Root Cause # 1	Inconsistent implementation of PBIS (need classroom training for the 22-23 school year)
Root Cause # 2	Morning meetings were reduced to Pre-K and Kindergarten only.
Goal	<p>During the 22 -23 School Year Kedron Elementary will improve school culture and safety for faculty, students, and parents. This will be measured by the school improvement standards of Family and Community, and School Culture moving from Operational to Exemplary categories.</p> <p>During the 22-23 School Year, Kedron Elementary will research Dual Language Immersion programs for relevance and implementation impacts at Kedron Elementary.</p>

Action Step # 1

Action Step	All staff will implement consistent school-wide procedures. All staff will consistently teach and enforce the school-wide procedures year-round following the PBIS matrix.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Formal and Informal Observations, Lesson Plans, TFI, SWIS Data
Success Criteria for Impact on Student Achievement	Student, Staff, Family and PBIS Surveys
Position/Role Responsible	All Staff at Kedron
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Teachers will implement Voyage Character Education in their classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Formal and Informal Observations, Lesson Plans, TFI, SWIS Data
Success Criteria for Impact on Student Achievement	Student, Staff, Family and PBIS Surveys
Position/Role Responsible	All 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	For the first two weeks of school in August and for the first two weeks in January, Grade level teachers will conduct at least one class meeting per week. Additionally, teachers will conduct one or two class meetings a week in their classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Meeting Agendas, RtI Plans and Information
Success Criteria for Impact on Student Achievement	Student, Staff, Family and PBIS Surveys
Position/Role Responsible	Principal, Assistant Principal, RtI Teacher Leader and Behavior Interventionist
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 # 4

Action Step	The school will continue with Action Teams to support the shared leadership process and support our mission for Excellence in All Things.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Success Criteria for Implementation	Action Teams and Action Team Notes
Success Criteria for Impact on Student Achievement	Student, Staff, Family and PBIS Surveys
Position/Role Responsible	All Staff Members
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 # 5

Action Step	Dual Language team will meet monthly to research dual language schools and curriculum components.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Success Criteria for Implementation	Meeting notes and plans for implementation
Success Criteria for Impact on Student Achievement	Planning Notes
Position/Role Responsible	Teachers / Principal and AP
Timeline for Implementation	Yearly

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

3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Kedron's instructional leadership team consisting of certified and classified staff met monthly throughout the year to review data, identify strengths, areas of improvement and goals for the future. Additionally, instructional leaders collaborated with team members each month to allow all stakeholders an opportunity to provide input throughout the planning process. PTO and School Council were also utilized to gather additional feedback.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Kedron Elementary School ensures through the interview process that only effective and highly qualified teachers are selected to teach at Kedron. Certified teachers are observed, monitored, provided feedback and evaluated through the TKES evaluation system. Classified staff are monitored and provided feedback utilizing the district approved evaluation tools. Ongoing, targeted professional learning opportunities are provided for all staff members to improve instructional practices and increase student achievement. Differentiated instruction is emphasized based on the needs of all students to provide effective and engaging instruction.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>N/A</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2)</p>	<p>N/A</p>

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.

--	--

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Our GA Pre-K Lottery program is advertised to our school community starting mid January and has the drawing, which parents are allowed to attend, at the beginning of March. Our school IC clerk meets with our families to review paperwork and assists them in the enrollment process. Our Pre-K students are brought in earlier than the rest of the school to have their meet the teacher time. This time is used for students to explore the classroom and to gain familiarity with their surroundings. Pre-K parents are afforded two conferences a year as well as other opportunities to volunteer and participate in classroom activities.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Through the school's implementation of PBIS and Voyage, students will be immersed in character education programs. Both programs focus on leadership skills, student empowerment, and positive behavior. The goal is to provide our students with empathy, understanding, and the leadership necessary to be in charge of their own learning and behavior. Consistent expectations are provided for all students through the use of Leadership Academies and having a common language across all school settings.</p>

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

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