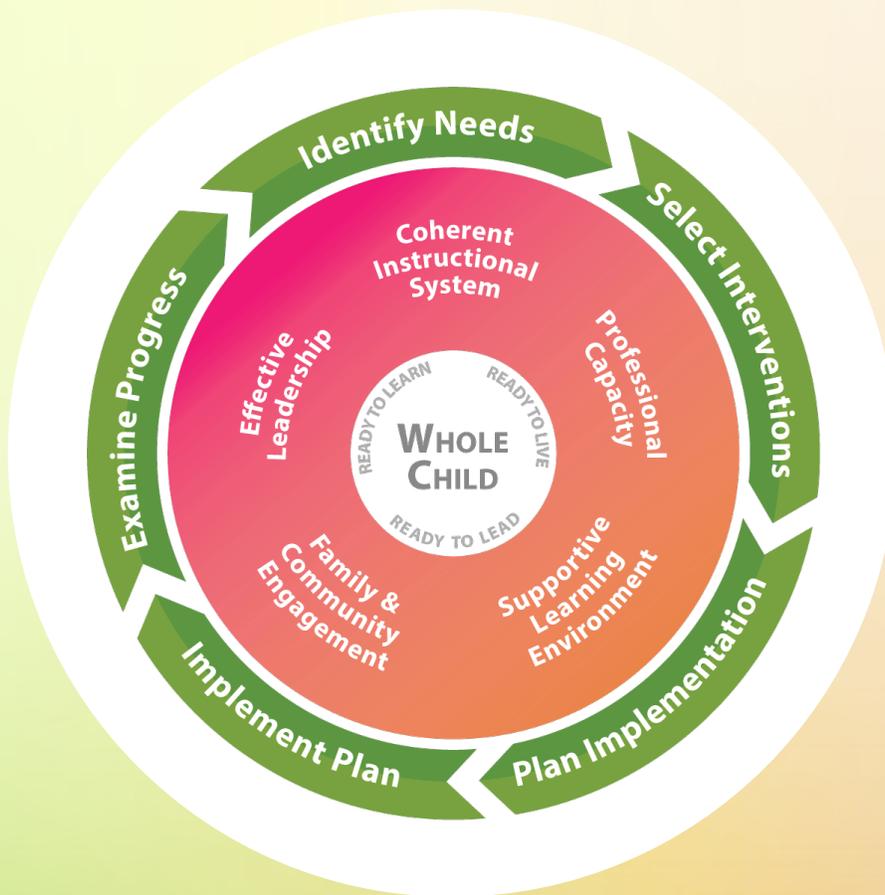




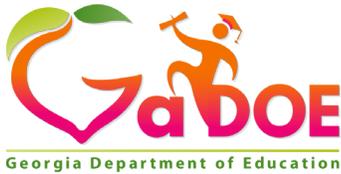
Georgia Department of Education

Comprehensive Needs Assessment 2017-2018 School Report



Roan Elementary School

Dalton City



Richard Woods, State School Superintendent
“Educating Georgia’s Future.”

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State needs assessment requirements. The following programs are included in Georgia’s comprehensive needs assessment process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

This report template and the accompanying webinar series are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 |
| • Planning and Preparation | February 17, 2017 |
| • Coherent Instructional System | February 24, 2017 |
| • Effective Leadership | March 3, 2017 |
| • Professional Capacity | March 10, 2017 |
| • Family and Community Engagement | March 17, 2017 |
| • Supportive Learning Environment | March 24, 2017 |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| • Problem Solving Process and Selecting Interventions | April 7, 2017 |
| • Improvement Planning - Systems and Processes | April 21, 2017 |
| • Planning - Budgeting | April 28, 2017 |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any comprehensive needs assessment questions, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

Georgia Department of Education

Comprehensive Needs Assessment

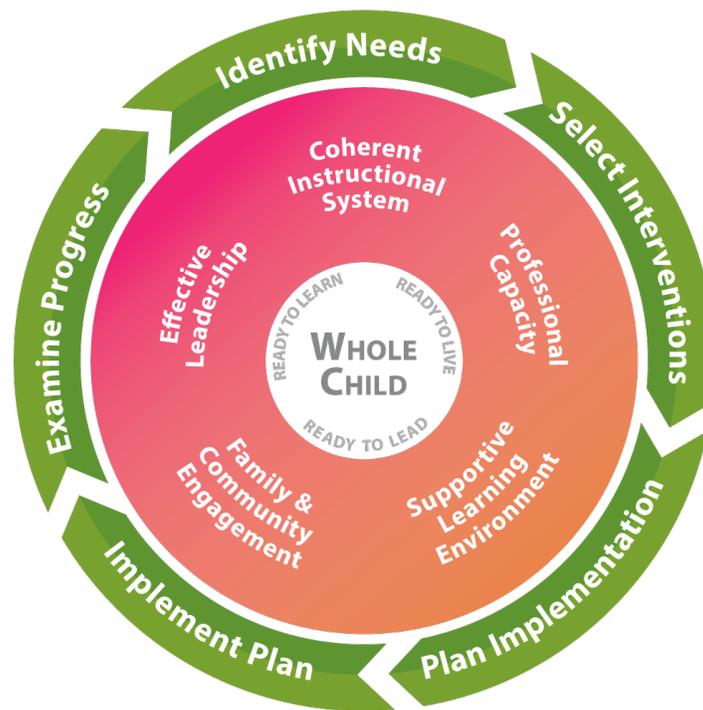
	<i>Page</i>	<i>Status</i>
1. Planning and Preparation		
1.1 Identification of Team	7	Completed
1.2 Identification of Stakeholders	8	Completed
1.3 Project Management	9	Completed
2. Data Collection and Analysis		
2.1 Coherent Instructional System	10	Completed
2.2 Effective Leadership	20	Completed
2.3 Professional Capacity	30	Completed
2.4 Family and Community Engagement	37	Completed
2.5 Supportive Learning Environment	43	Completed
2.6 Demographic and Financial	54	Completed
2.7 Student Achievement	57	Completed
3. Needs Identification and Root Cause Analysis		
3.1 Trends and Patterns	72	Completed
3.2 Identification and Prioritization of Overarching Needs	75	Completed
3.3 Root Cause Analysis	76	Completed

<i>Team Lead</i>	
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<i>Submission Log</i>	
<i>Initial Submission</i>	9/14/17
<i>Resubmission</i>	
<i>Resubmission</i>	

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

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

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

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

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

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

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

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

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

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

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

Process to Improve (How to Improve)

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

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

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

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

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

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

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

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

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

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



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. Documentation of team member involvement must be maintained by the school. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

<i>Position/Role</i>	<i>Name</i>
Principal	Cindy Parrott
Assistant Principal	Charlie Tripp
Intermediate Literacy Coach	Holly Williams
Primary Literacy Coach	Jessica Smith
Bridges/Challenge Teacher	Natalie Dixon
Special Education Teacher	Sally Partlo
Media/Technology Specialist	Shauna Sanders
5th grade teacher	Amy Sherman
4th grade teacher	Margaret Kolbas
Guidance Counselor	Mary Ann Hensley
Faith Based Community Leader	Tony Helton
Business Representative	Jose Fraire
Business Representative	Zab Mendez
Parent	Tyree Goodlett
Parent	Maria Carrillo

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. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

<i>Position/Role</i>	<i>Included?</i>
Instructional coaches	✓
Counselor	✓
Parent liaison	✓
Health care providers	
Social workers	
IHE leaders	
Faith-based community leaders	✓
Technology experts	✓
Media specialists/librarians	✓



1.3 PROJECT MANAGEMENT

1.3.1 TIMELINE

<i>Planning and Preparation</i>	
<i>Begin</i>	08/14/2017
<i>Complete</i>	08/22/2017

<i>Data Collection and Analysis</i>	
<i>Begin</i>	08/29/2017
<i>Complete</i>	09/14/2017

<i>Needs Identification / RCA</i>	
<i>Begin</i>	08/29/2017
<i>Complete</i>	09/14/2017

1.3.2 MANAGING THE TEAM'S WORK

Who will be responsible for organizing and running meetings? How will the meetings be organized and run?	The Principal will be responsible for planning, organizing, and running the meetings. Other members and staff members will meet initially to review the CNA. Additional meetings with stakeholders will be scheduled.
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How frequently will the team meet? When will the team meet?	The team met twice during the planning stage. The team met with some stakeholder groups during the data analysis/needs identification stages while others met with others individually. The team met again for internal review of the document before submission.
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How will the team organize and coordinate the work that occurs between meetings?	The team has worked in a whole group, in smaller groups and sometimes worked via emails.
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2. DATA COLLECTION and ANALYSIS

2.1 COHERENT INSTRUCTIONAL SYSTEM

Analyze the school’s data (including sections 2.6 and 2.7) 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.

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	<input checked="" type="radio"/>
<i>Emerging</i>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	<input type="radio"/>
<i>Not Evident</i>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	<input type="radio"/>
<i>Data Sources</i>	PD for staff/classroom community, Essential 55 PD, TKES goals, school-wide PD for classroom management, Harry Wong First Days of School	
<i>Comments (optional)</i>		

GSPS - Instruction (Standard 2): Creates an academically challenging learning environment		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Data Sources</i>	Math/LC stations, use of new science standards with discovery component, reading groups, math groups, Digital Resources for engagement	
<i>Comments (optional)</i>		

**GSPS - Instruction (Standard 3):** Establishes and communicates clear learning targets and success criteria aligned to curriculum standards

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	<input type="radio"/>
<i>Not Evident</i>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	<input type="radio"/>
<i>Data Sources</i>	Design Days, collaboration, Schlechty work, posted school environment expectations	
<i>Comments (optional)</i>	Data Sources Continued: mini lesson statements, lesson objectives articulated prior to and throughout the lesson	

GSPS - Instruction (Standard 4): Uses research-based instructional practices that positively impact student learning

<i>Exemplary</i>	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).	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	<input type="radio"/>
<i>Data Sources</i>	Turn and talk- questioning technique, conferencing provides feedback and reinforces effort, data boards,	
<i>Comments (optional)</i>	Data Sources Continued: tracking progress(graphing) for similarities and differences	



GSPS - Instruction (Standard 5): Differentiates instruction to meet specific learning needs of students		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers differentiate instruction to meet the specific learning needs of students.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	<input type="radio"/>
<i>Data Sources</i>	Guided reading, RTI groups, ELL instruction, EIP support, Reading Recovery, guided writing groups, design days, using GLOSS to form math groups	
<i>Comments (optional)</i>		

GSPS - Instruction (Standard 6): Uses appropriate, current technology to enhance learning		
<i>Exemplary</i>	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).	<input type="radio"/>
<i>Operational</i>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	<input checked="" type="radio"/>
<i>Emerging</i>	Some staff members, students, or both use appropriate, current technology to enhance learning.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, staff members or students use appropriate, current technology to enhance learning.	<input type="radio"/>
<i>Data Sources</i>	"to enhance learning" some do... Near Pod, Coach digital, Prezi, Sway, Virtual Worlds, Osmos, email	
<i>Comments (optional)</i>	Data Sources Continued: Smartboards, RazKids, PebbleGo research are used as well. One Note is used to collaborate and communicate with students/staff	



GSPS - Instruction (Standard 7): Provides feedback to students on their performance on the standards or learning targets		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	<input type="radio"/>
<i>Emerging</i>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	<input checked="" type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Mini Lesson Statements, Pacing Guides, Conferencing	
<i>Comments (optional)</i>		

GSPS - Instruction (Standard 8): Establishes a learning environment that empowers students to actively monitor their own progress		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	<input checked="" type="radio"/>
<i>Emerging</i>	Some students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Data Sources</i>	checklists and/or rubrics used by most during Writers' Workshop, Visual Schedules/Work Boards	
<i>Comments (optional)</i>		



GSPS - Instruction (Standard 9): Provides timely, systematic, data-driven interventions		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	<input type="radio"/>
<i>Emerging</i>	Some students are provided extra assistance or needed support in a timely manner.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, students are provided extra assistance or effective support in a timely manner.	<input type="radio"/>
<i>Data Sources</i>	Guided Reading, RTI, LLI (if needed), Reading Recovery (for first grade), i3, GLOSS, IKAN	
<i>Comments (optional)</i>		

GSPS - Curriculum (Standard 1): Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Meetings each term to review the upcoming materials and pacing guides, monthly meetings with LCs, EIP	
<i>Comments (optional)</i>	Data Sources Continued: RTI, ELL, Grade Level Meetings, Collaboration	

**GSPS - Curriculum (Standard 3):** Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed

<i>Exemplary</i>	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed, and the curriculum documents are revised as needed in nearly all content areas or grade levels.	<input type="radio"/>
<i>Operational</i>	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed in most content areas or grade levels, or both.	<input checked="" type="radio"/>
<i>Emerging</i>	A process to review curriculum documents is implemented occasionally. Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards.	<input type="radio"/>
<i>Not Evident</i>	A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place.	<input type="radio"/>
<i>Data Sources</i>	Meets monthly with LCs to review documents for upcoming term (pacing guides, assessments, etc), Model Behind the Glass, Gloss, Walk-throughs	
<i>Comments (optional)</i>	Data Sources Continued: District teams meet throughout the year to revise documents for Literacy & Math	

GSPS - Assessment (Standard 2): Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

<i>Exemplary</i>	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects.	<input type="radio"/>
<i>Operational</i>	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction.	<input checked="" type="radio"/>
<i>Emerging</i>	A system of assessments is used sporadically to monitor learning and to inform instruction.	<input type="radio"/>
<i>Not Evident</i>	A system of assessments is rarely, if ever, used to monitor learning and to inform instruction.	<input type="radio"/>
<i>Data Sources</i>	Running Records, Anecdotal Notes, LC Assessments, Assessments for each term	
<i>Comments (optional)</i>	Data Sources Continued: District developed pre/post ELA & Math assessments	



GSPS - Assessment (Standard 3): Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	<input type="radio"/>
<i>Data Sources</i>	Standards based reporting, new comprehension rubric for benchmarking/assessments, formative assessments, Running Records, HRSIW, Letter ID, GLOSS, IKAN, ELA Benchmark	
<i>Comments (optional)</i>		

GSPS - Assessment (Standard 4): Implements a process to collaboratively analyze assessment results to adjust instruction		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	<input checked="" type="radio"/>
<i>Emerging</i>	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	<input type="radio"/>
<i>Not Evident</i>	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	<input type="radio"/>
<i>Data Sources</i>	ELA Benchmark side by side training & grade level discussions, RTI	
<i>Comments (optional)</i>		

**GSPS - Assessment (Standard 5):** Implements grading practices that provide an accurate indication of student progress on the required standards

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	<input type="radio"/>
<i>Data Sources</i>	Standards based reporting, new comprehension rubric for benchmarking/assessments, formative assessments, Running Records, HRSIW, Letter ID, GLOSS, IKAN, ELA Benchmark	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System

<i>Standard</i>	<i>Score</i>
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.1
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.0
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.0
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.0
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.0
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.0
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric .	
<i>Source:</i> TLE Electronic Platform (FY16).	



<p>Additional data: What additional facts did the team identify that relate to a coherent instructional system? (May be informed by quantitative or qualitative sources.)</p>	<p>Standards based report cards K-5 with accompanying pacing guides and rubrics; Vertical math and literacy teams; Literacy Team; Instructional coaches for literacy and math, TKES/LKES processes for observing instruction; Need for district pre and post formative assessment to inform instruction Need for additional resources to target individual ESS needs</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>TKES, District Pre and Post Benchmark Tests, Write Score Data, Student Psychological Reports, Milestones Data Analysis, New Zealand Numeracy Prog</p>

2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS

<p>Planning for quality instruction: What processes are in place to plan for quality instruction? Include processes to define both what students should “know” and “do”, as well as determine how students will demonstrate they “know” the content and can “do” a skill or perform a task. Describe the effectiveness of the existing processes.</p>	<p>The following mature and effective processes are in place to plan for quality instruction: Design Team, Evidence and Assessment Team, Design Resource Team, Vertical math and literacy teams, Design Days, Grade level collaboration, Progress monitoring meetings, IEP meetings, Response to Intervention, District PD, school-wide PD, Needs-based PD, Needs-based coaching, Reading Recovery and I3 training, Content area training, district curriculum teams</p> <p>The effectiveness of the existing processes is continually monitored using various data sources in order to change or adapt as needed.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Student assessments, observational data, informal and formal data collection, TKES data, CNA stakeholder review</p>

<p>Delivering quality instruction: What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes.</p>	<p>-ELL teachers: Can Do Descriptors, LC on-going training, Math training, Coaching Mentor teachers, School team structures: Design Team, DRT, EAT, Math, Literacy, Instructional Coaches, Pacing Guides, Progress Monitoring and RTI, PL in academic language and depth of knowledge are scheduled for FY 18</p> <p>The effectiveness of the existing processes is continually monitored using various data sources in order to change or adapt as needed.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Student assessments, observational data, informal and formal data collection CNA review, TKES data</p>



<p>Monitoring student progress: What processes are in place to monitor student progress? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Teachers discuss Data Boards -Teachers meet to discuss student progress toward meeting RTI goals. -Once a month teachers are monitoring student progress towards mastery of goal <p>The effectiveness of the processes is evident by noticing trends, identifying individual student needs, and adjusting/reevaluating the intervention(s).</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>New Zealand numeracy progress monitoring document IEP progress monitoring reports, Data Boards, RTI documentation</p>

<p>Refining the instructional system: What processes are in place to monitor and improve the planning for and delivery of quality instruction and the monitoring of student progress? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Teachers discuss Data Boards -Teachers meet to discuss student progress toward meeting RTI goals. -Once a month teachers are monitoring student progress towards mastery of goal -Design Days & Bi-weekly collaboration <p>The effectiveness of the processes is evident by noticing trends, identifying individual student needs, and adjusting/reevaluating the intervention(s).</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>New Zealand numeracy progress monitoring document IEP progress monitoring reports, Data Boards, RTI documentation</p>

2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

<p>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>The trends are:</p> <ul style="list-style-type: none"> -utilizing collaboration -utilizing student data to inform and adjust instructional needs -PD is based on needs of students, teachers, and leaders. <p>While there are many structures in place and available to support the instructional program and identify needs, some processes are more mature than others. The maturity in the use of teams and the literacy framework as well as the availability of instructional coaches are strengths. Raising student academic achievement using benchmark and Interim assessments, continued work in refining progress monitoring and RTI process, continued creation of pacing guides/content standards work, and the maturing of PLCs are areas of important work for our school.</p>
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2.2 EFFECTIVE LEADERSHIP

Analyze the school’s data (including sections 2.6 and 2.7) 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.

2.2.1 EFFECTIVE LEADERSHIP DATA

GSPS - Leadership (Standard 1): Builds and sustains relationships to foster the success of students and staff		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	Administrators regularly build and sustain relationships to foster the success of students and staff.	<input type="radio"/>
<i>Emerging</i>	Administrators sometimes build relationships to foster the success of students and staff.	<input type="radio"/>
<i>Not Evident</i>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	<input type="radio"/>
<i>Data Sources</i>	Bought Harry Wong text and Essential 55 for teachers to reference (P.D.), planned meetings throughout the year to build community within the staff, Weekly Collaboration, Family nights	
<i>Comments (optional)</i>	Data Sources Continued: Surveyed parents for feedback on parent night/conferences/open house	

GSPS - Leadership (Standard 2): Initiates and manages change to improve staff performance and student learning		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	<input type="radio"/>
<i>Not Evident</i>	Administrators initiate few, if any, changes that impact staff performance and student learning.	<input type="radio"/>
<i>Data Sources</i>	E.A.T. Team, Design Team, Literacy Team, RTI Meetings, Grade Level Meetings, Coaching	
<i>Comments (optional)</i>		

**GPS - Leadership (Standard 3):** Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices

<i>Exemplary</i>	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	<input checked="" type="radio"/>
<i>Operational</i>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input type="radio"/>
<i>Emerging</i>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input type="radio"/>
<i>Not Evident</i>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input type="radio"/>
<i>Data Sources</i>	Ongoing LC Training with Coach, Math Teacher Leader, Support having LC and GLOSS training, TKES technology goals	
<i>Comments (optional)</i>		

GPS - Leadership (Standard 4): Uses processes to systematically analyze data to improve student achievement

<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Some processes are in place and used occasionally to analyze data to improve student achievement.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, processes are in place to analyze data to improve student achievement.	<input type="radio"/>
<i>Data Sources</i>	Grade Level Monthly Meetings, RTI, E.A.T.	
<i>Comments (optional)</i>		



GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	<input checked="" type="radio"/>
<i>Emerging</i>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	<input type="radio"/>
<i>Data Sources</i>	Opportunities to choose teams, Feedback through email about decisions, Voted on Mission Statement, Collaboration Minutes Read	
<i>Comments (optional)</i>		

GSPS - Leadership (Standard 6): Establishes and supports a data-driven school leadership team that is focused on student learning		
<i>Exemplary</i>	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	<input checked="" type="radio"/>
<i>Operational</i>	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	<input type="radio"/>
<i>Emerging</i>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	<input type="radio"/>
<i>Not Evident</i>	A school leadership team does not exist or does not have adequate stakeholder representation.	<input type="radio"/>
<i>Data Sources</i>	Design Team, E.A.T. Team	
<i>Comments (optional)</i>		

**GSPS - Leadership (Standard 7):** Monitors and evaluates the performance of teachers and other staff using multiple data sources

<i>Exemplary</i>	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	<input type="radio"/>
<i>Operational</i>	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	<input checked="" type="radio"/>
<i>Emerging</i>	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	<input type="radio"/>
<i>Not Evident</i>	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	<input type="radio"/>
<i>Data Sources</i>	TKES, Monthly Meetings with LCs	
<i>Comments (optional)</i>		

GSPS - Leadership (Standard 8): Provides ongoing support to teachers and other staff

<i>Exemplary</i>	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	<input type="radio"/>
<i>Operational</i>	Most support provided to teachers and other staff is targeted to individual needs.	<input checked="" type="radio"/>
<i>Emerging</i>	Some support provided to teachers and staff is targeted to individual needs.	<input type="radio"/>
<i>Not Evident</i>	Support to teachers and staff does not exist or is not targeted to individual needs.	<input type="radio"/>
<i>Data Sources</i>	Grade Level, Literacy Coaches, Math Leaders, Mentor Teachers	
<i>Comments (optional)</i>		



GSPS - Planning and Organization (Standard 1): Shares a common vision/mission that defines school culture and guides the continuous improvement process		
<i>Exemplary</i>	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	<input type="radio"/>
<i>Operational</i>	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	<input type="radio"/>
<i>Data Sources</i>	Offered a recent vote on school mission, Design team work on vision, Shared vision of community expectations school wide, Current book study as community using Ron Clark & Harry Wong	
<i>Comments (optional)</i>	Data Sources Continued: Communicating to all stakeholders	

GSPS - 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		
<i>Exemplary</i>	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	<input type="radio"/>
<i>Operational</i>	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	<input checked="" type="radio"/>
<i>Emerging</i>	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	<input type="radio"/>
<i>Not Evident</i>	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	<input type="radio"/>
<i>Data Sources</i>	E.A.T., Design Team, RTI, LC Data, Math Data	
<i>Comments (optional)</i>		

**GSPS - Planning and Organization (Standard 3):** Monitors implementation of the school improvement plan and makes adjustments, as needed

<i>Exemplary</i>	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	<input type="radio"/>
<i>Operational</i>	The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	<input checked="" type="radio"/>
<i>Emerging</i>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	<input type="radio"/>
<i>Not Evident</i>	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	<input type="radio"/>
<i>Data Sources</i>	Design Team, E.A.T., Grade Level Minutes, Collaboration Minutes, Minutes from Team Meetings	
<i>Comments (optional)</i>		

GSPS - Planning and Organization (Standard 4): Monitors the use of available resources to support continuous improvement

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	<input checked="" type="radio"/>
<i>Emerging</i>	The use of available resources to support continuous improvement is inconsistently monitored.	<input type="radio"/>
<i>Not Evident</i>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	<input type="radio"/>
<i>Data Sources</i>	DRT, Protected Collaboration Days, All staff signed up for school wide event of choice to be in charge of	
<i>Comments (optional)</i>		



GSPS - Planning and Organization (Standard 5): Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Admin. schedules & gives choice where we can, Staff sign up to lead schoolwide activity they are interested in, weekly calendar updates via email	
<i>Comments (optional)</i>		

GSPS - Planning and Organization (Standard 6): Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<i>Exemplary</i>	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	<input checked="" type="radio"/>
<i>Operational</i>	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	<input type="radio"/>
<i>Emerging</i>	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	<input type="radio"/>
<i>Not Evident</i>	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	<input type="radio"/>
<i>Data Sources</i>	Emergency Team, Emergency Operation Plan posted in every room, Monthly Fire Drills, Tornado Drills & Lockdowns, CPR and/or Stop the Bleeding Training,	
<i>Comments (optional)</i>		



Teacher Keys Effectiveness System	
Standard	Score
<p>9. Professionalism: The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>	2.1
<p><i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.</p> <p><i>Source:</i> TLE Electronic Platform (FY16).</p>	

<p>Additional data: What additional facts did the team identify that relate to effective leadership? (May be informed by quantitative or qualitative sources.)</p>	<p>Teachers are required to complete a mandated reporter training Teachers participate in a district PD day Teachers participate in monthly LC trainings Teachers are required to complete a self assessment in order to determine 2 areas to improve teacher effectiveness Teachers participating in team structures Feedback from surveys,</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>100% completion of Canvas Mandated Reporter Training Observational data, TKES, agendas, surveys,</p>

2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS

<p>Creating and maintaining a climate and culture conducive to learning: What school processes are in place to support and ensure schools allow both adults and children to put learning at the center of their daily activities? Describe the effectiveness of existing processes.</p>	<p>-Book Study for Community using Harry Wong & Ron Clark text -LC Training: LC training/coaching is monthly to ensure accountability and it's based on needs pertaining to the students in the classroom -Teachers participate in Collaboration/Grade Level Meetings All of these well established collaborative processes are effective because each allows adults and children to center on learning: School Improvement Plans; Literacy and Math Instructional Framework; PD, Coaching, Schedules,</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Collaboration minutes, Literacy and math data, PL data, Coaching data, school schedules, team agendas/minutes and data</p>

<p>Cultivating and distributing leadership: What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes.</p>	<p>- Choice among school teams -Choice among school duties for dismissal, etc. -Staff available to choose their duty based on personal schedules/needs -Grade Chair Rotations - Mission, vision, and Beliefs - Schlechy work Because we have a high retention rate for staff, we feel these processes are effective</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>-Sign up sheets, team structures and team agendas</p>



<p>Ensuring high quality instruction in all classrooms: What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Collaboration among grade levels -Grade Level meetings to review data -Continuous LC training and coaching -Support & Classroom teacher collaboration -PD for Technology <p>*Math and Literacy are coming from the District. District Teams work collaboratively to ensure all work is cohesive at all schools.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Georgia Performance Standards, Instructional frameworks, TKES data, agendas and minutes</p>

<p>Managing the school and its resources: What processes are in place to ensure that leaders use all resources in an effective and efficient manner that is aligned to the school’s mission? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Monthly LC check-ins -Coaching -Lesson Plans -Pacing Guides <p>*Scheduled meetings on the calendar and send minutes out to all stakeholders. Collaboration is a key component and has been highly effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Title 1 plans and Budgets, documentation,</p>

<p>Managing school improvement efforts: What processes are in place to support ongoing improvement of the school’s major systems, structures and processes? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Design Team -E.A.T. -Literacy Team -Math Team -Monthly meetings recording student Literacy information <p>*All directions of teams are mirrored after district teams. All teams work collaboratively to ensure moving/working towards district mission/vision.</p>
<p>What data sources were utilized to make the above determinations?</p>	<ul style="list-style-type: none"> -Team Sign up sheets/ Emails



<p>Providing quality professional learning: What professional learning is provided currently for leaders in the areas of instruction and operation? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning.</p>	<p>Teachers involvement in PAGE Network; Design Team; AP Leadership Team; Professional learning for teachers in LC and math; Leading and Co-leading of teams; Teachers have most recently expressed interest in professional learning about students of poverty, progress monitoring, technology, Math and data analysis.</p> <p>The effectiveness of LC training is directly related to the data of the current classroom to help meet the needs of these specific students.</p>
<p>What data sources were utilized to make the above determinations?</p>	

<p>Providing quality professional learning: What are the current identified professional learning needs for leaders?</p>	<p>Current identified professional needs for teachers and leaders :</p> <ul style="list-style-type: none"> -Technology: training based on individual needs -Math -Eliminating barriers for students of poverty -Effective Progress Monitoring - Data Management to improve student achievement
<p>What data sources were utilized to make the above determinations?</p>	<p>TKES data, CIP plans, feedback</p>

2.2.3 EFFECTIVE LEADERSHIP TRENDS AND PATTERNS

<p>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>The Design Team. Design Resource Team, Math, and Literacy Team members are engaged in multiple opportunities designed to strengthen their skills to be effective instructional leaders. These opportunities are offered both inside the district and also outside the district through the PAGE network and the Northwest GA RESA .Teachers also collaborate in providing ongoing support, fostering innovation/flexibility, employing technology, and fostering-Collaboration. Multiple teams support & drive vision and direction</p>
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2.3 PROFESSIONAL CAPACITY

Analyze the school’s data (including sections 2.6 and 2.7) 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). Schools with teacher counts of less than 15 are denoted by “TFT” (too few teachers). See the [Professional Capacity webinar](#) for additional information and guidance.

2.3.1 PROFESSIONAL CAPACITY DATA

GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	<input checked="" type="radio"/>
<i>Emerging</i>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	<input type="radio"/>
<i>Data Sources</i>	Choice fore teams both for staff duties and teams for advancing learning, grade level and collaboration teams	
<i>Comments (optional)</i>		

GSPS - Professional Learning (Standard 1): Aligns professional learning with needs identified through analysis of a variety of data		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	Professional learning needs are identified using limited sources of data.	<input type="radio"/>
<i>Not Evident</i>	Professional learning needs are identified using little or no data.	<input type="radio"/>
<i>Data Sources</i>	Literacy Collaborative year 1 and 2 , LC coaching, surveys, literacy team , design days, grade level ongoing professional development	
<i>Comments (optional)</i>		



GSPS - Professional Learning (Standard 2): Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	<input checked="" type="radio"/>
<i>Emerging</i>	Administrators and staff sometimes collaborate to improve individual and collective performance.	<input type="radio"/>
<i>Not Evident</i>	Administrators and staff rarely collaborate to improve individual and collective performance.	<input type="radio"/>
<i>Data Sources</i>	Progress Monitoring and progress monitoring with LC implementation, Ongoing LC professional learning, PL on building community, Schlechty work, Coaching for design, Design Days	
<i>Comments (optional)</i>		

GSPS - Professional Learning (Standard 3): Defines expectations for implementing professional learning		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	<input type="radio"/>
<i>Emerging</i>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	<input type="radio"/>
<i>Not Evident</i>	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	<input type="radio"/>
<i>Data Sources</i>	TKES goals, Book Studies with time line implementation, Professional learning paired with coaching in LC and Math	
<i>Comments (optional)</i>		



GSPS - Professional Learning (Standard 4): Uses multiple professional learning designs to support the various learning needs of the staff		
<i>Exemplary</i>	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	<input type="radio"/>
<i>Operational</i>	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	<input checked="" type="radio"/>
<i>Emerging</i>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	<input type="radio"/>
<i>Not Evident</i>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	<input type="radio"/>
<i>Data Sources</i>	Design Days- coaching by design, bi-weekly grade level collaboration, behind the glass training, LC coaching, PL on building community	
<i>Comments (optional)</i>		

GSPS - Professional Learning (Standard 5): Allocates resources and establishes systems to support and sustain effective professional learning		
<i>Exemplary</i>	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Some resources and systems are allocated to support and sustain professional learning.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, resources and systems are provided to support and sustain professional learning.	<input type="radio"/>
<i>Data Sources</i>	Substitute teachers for PL opportunities, district implementation of coaches for LC and math	
<i>Comments (optional)</i>		



GSPS - Professional Learning (Standard 6): Monitors and evaluates the impact of professional learning on staff practices and student learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	<input checked="" type="radio"/>
<i>Emerging</i>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	<input type="radio"/>
<i>Not Evident</i>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	<input type="radio"/>
<i>Data Sources</i>	Monthly progress monitoring, monthly coaching, Schlechty PL, Design Team	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System	
Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.1
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.1
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.1
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric .	
<i>Source:</i> TLE Electronic Platform (FY16).	

Teacher Retention (%)		
	2014-15	2015-16
<i>School</i>	93.0	92
<i>State Average</i>	78.4	83.3
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Teachers Out-of-Field (%)		
	2014-15	2015-16
<i>School</i>	0.0	0.0
<i>State Average</i>	7.3	1.4
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Teachers Teaching with Emergency or Provisional Certification (Counts)		
	2014-15	2015-16
<i>School</i>	0	0
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Inexperienced Teachers (Less than 4 Years) (%)		
	2014-15	2015-16
<i>School</i>	9.3	13.0
<i>State Average</i>	12.0	13.2
<i>Source:</i> Certified/Classified Personnel Information (CPI).		



<p>Additional data: What additional facts did the team identify that relate to professional capacity? (May be informed by quantitative or qualitative sources.)</p>	<p>The team identified many factors that support strong professional capacity in our school : Ongoing need for more math and technology professional learning;Data driven formative testing- pre and post testing; new teacher induction; DRT, DT, EAT, LC year 1 and year 2 training; LC and math coaching; common planning;PD opportunities;Bright From the Start; Gifted;RR;i3;SIOp training;New Zealand Math and progress monitoring,Mindset, 3D day</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>feedback from teachers and collaboration, retention of staff, team agendas, data, training agendas, budgets</p>

2.3.2 PROFESSIONAL CAPACITY GUIDING QUESTIONS

<p>Attracting staff: What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the school? Describe the effectiveness of existing processes.</p>	<p>Strong induction and coaching processes are in place to support the retention of effective teachers. Teacher mentors and Multi year teacher induction In house professional learning Commitment to build community with students, staff and parents Team building Reputation</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Surveys, end of year summative conferences, induction data and process Staff participation in community building activities outside of school</p>

<p>Developing staff: What evidence-based processes are in place to ensure the increasing quality of the school staff’s knowledge and skills? Are existing processes effective in increasing both staff’s knowledge and skills and student achievement?</p>	<p>We believe the existing processes are effective in increasing both staff’s knowledge and skills and student achievement. The team identified many factors that increase the quality of knowledge in the school: New Teacher Induction, School Teams, YR 1 Literacy training and Literacy and Math Coaching, and Common planning Yes existing processes are effective but we would like to have in house math coaches and technology specialists</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Agendas and minutes, coaching notebooks, coaching sessions, TKES, PL evaluations, PL course schedules, student data</p>

<p>Retaining staff: What processes are in place to ensure that all school staff are working in the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes.</p>	<p>Professional learning Placement/adjustment based on professional knowledge and desires Areas of professional development and training are an important factor that is considered when placing or moving a staff member. These are effective processes for us. We have seen the success of helping teachers find their optimal work positions</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher feedback during school year and at end of year conferences Coaching sessions and progress monitoring</p>



<p>Staff collaboration: What processes are in place to ensure that effective collaboration is occurring across the school to advance student achievement? Describe the effectiveness of existing processes.</p>	<p>Schedule bi weekly , 50 minutes/day for collaboration Minutes of collaboration turned in to admin that include ongoing work and next steps Teacher led Design initiative</p> <p>Since staff meet bi weekly for a 50 minutes collaborative meetings, they have the opportunity to continually to adjust and improve their time together.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>schedules, minutes, lesson plans</p>

<p>Providing quality professional learning: What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional learning.</p>	<p>School and district literacy and math, district 3D day, new teacher LC trainings, new teacher induction, ESS specific programs designed for individual learners in the areas of phonics, writing and math teacher leaders in areas of EIP, ELL, math, technology</p> <p>the effectiveness is through math coaching and technology, formative assessments with progress monitoring, gaps analysis</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Year long training, TKES self assessment</p>

<p>Recruitment and retention concerns: Examine current and recent recruitment and retention data in the school by content areas, grade levels, and instructional support areas to pinpoint precise areas of concern.</p>	<p>Availability of new teachers to meet growth needs</p> <p>Lack of recruitment to Dalton area</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Chamber report</p>



2.3.3 PROFESSIONAL CAPACITY TRENDS AND PATTERNS

<p>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>Our trends: PL paired with coaching improves student achievement. We need to balance PL opportunities among the content/curriculum areas. Scheduled collaboration has been effective in growing teacher leaders in order to support student achievement</p> <p>Through coaching, teachers learn to reflect on the effectiveness of their teaching. Research reveals that ongoing teacher training is the critical factor in making a difference in student learning.</p>
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2.4 FAMILY and COMMUNITY ENGAGEMENT

Analyze the school's data (including sections 2.6 and 2.7) 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.

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

GSPS - Family and Community Engagement (Standard 1): Creates an environment that welcomes, encourages, and connects family and community members to the school		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	<input type="radio"/>
<i>Emerging</i>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	<input type="radio"/>
<i>Not Evident</i>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	<input type="radio"/>
<i>Data Sources</i>	Community Connection w/ Rock Bridge, Student Council, Teachers using communication tools such as	
<i>Comments (optional)</i>	Data Sources Continued: Facebook or Dojo	

GSPS - Family and Community Engagement (Standard 2): Establishes structures that promote clear and open communication between the school and stakeholders		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	<input checked="" type="radio"/>
<i>Emerging</i>	Some structures that promote clear and open communication between the school and stakeholders exist.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	<input type="radio"/>
<i>Data Sources</i>	App, Website, Facebook, Translators at all events, All notes translated	
<i>Comments (optional)</i>		



GSPS - 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		
<i>Exemplary</i>	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	<input type="radio"/>
<i>Not Evident</i>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	<input type="radio"/>
<i>Data Sources</i>	RockBridge, PTO, School Council	
<i>Comments (optional)</i>		

GSPS - Family and Community Engagement (Standard 4): Communicates academic expectations and current student achievement status to families		
<i>Exemplary</i>	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	<input type="radio"/>
<i>Operational</i>	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	<input checked="" type="radio"/>
<i>Emerging</i>	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	<input type="radio"/>
<i>Not Evident</i>	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	<input type="radio"/>
<i>Data Sources</i>	Standards Based Reporting, Open House, Orientation, 1 on 1 Parent Conferences @ 100%	
<i>Comments (optional)</i>		

**GSPS - Family and Community Engagement (Standard 5):** Develops the capacity of families to use support strategies at home that will enhance academic achievement

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	<input type="radio"/>
<i>Not Evident</i>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	<input type="radio"/>
<i>Data Sources</i>	ELL meetings, Conferences, Open House, Newsletters	
<i>Comments (optional)</i>		

GSPS - Family and Community Engagement (Standard 6): Connects families with agencies and resources in the community to meet the needs of students

<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	<input type="radio"/>
<i>Not Evident</i>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	<input type="radio"/>
<i>Data Sources</i>	Social Worker, ASP, Counselor, RockBridge (Buddies/Classroom Pairing)	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System

<i>Standard</i>	<i>Score</i>
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.1
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric .	
<i>Source:</i> TLE Electronic Platform (FY16).	



Academic Parent-Teacher Teams (APTT)		
Percentage of Parents Participating in APTT Meetings		
	2015-16	2016-17
Meeting 1		
Meeting 2		
Meeting 3		
Source: Local APTT program data (to be completed by participating schools).		

Additional data: What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.)	Use of District Family Engagement Coordinators; Parent focus breakfasts with Supt.; School Family Nights; Ferst Foundation grant for reading Open forums and survey for calendar development; Sharing is Caring
What data sources were utilized to make the above determinations?	Sharing is Caring Data, Calendar Survey Data, Sign-in Sheets, Ferst Foundation survey to identify siblings birth-5

2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS

Welcoming all families and the community: What processes are in place to ensure that the school is making families and communities feel welcomed? Describe the effectiveness of the existing processes.	-Family Picnic -Family Night for last several years -Parent visits strongly encouraged bi lingual staff Most documents are translated to the extend reasonable and feasible. During Induction, new teachers participate in sessions to understand language and cultural differences. Family Engagement Coordinators are available in the distri
What data sources were utilized to make the above determinations?	Parent Surveys, Open Houses, Family Nights

Communicating effectively with all families and the communities: What are the processes for ensuring effective communication with families and communities in the school? Describe the effectiveness of existing processes.	Roan effectively communicates with families and the community via our Website, Facebook page, Messenger System-Parent compacts are distributed at all schools. Sharing information about available social media -Family & community members are always encouraged to visit school & classrooms -Flyers, memos, & packets sent home on a consistent basis
What data sources were utilized to make the above determinations?	Usage data for Facebook and Roan Website, Messenger, DPS app



<p>Supporting student success: What processes are in place to ensure the school is supporting student learning and healthy development both at home and at school? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -After school programs -Bobcat Academy -Personal Tutoring -School/Clubs -Social Workers/Homeless Liaison -School Nurse -Counselors
<p>What data sources were utilized to make the above determinations?</p>	<p>Budget allocation for Bobcat Academy, Employment records and logs for counselors, social workers, Homeless liaison, school nurses, Attendance rates</p>

<p>Empowering families: What processes are in place at the school to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Decisions made by both parties that is important for the well being of the student's educational needs -Information given at open house/conferences -School Council -Bilingual front staff office, school counselors, multiple translators, parent conferences, opportunities to serve on calendar and other district teams, Dedicated directors/coordinators for Gifted, ELL, ESS
<p>What data sources were utilized to make the above determinations?</p>	<p>Employment records, parent conference records, Parent focus group feedback, parent surveys</p>

<p>Sharing leadership with families and the community: What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -Parents are always being made aware of changes that are coming -Parent Night -Parent/Teacher Conferences -PTO -Multiple community partnerships, school council -RTI -Bilingual front staff, translators, counselor
<p>What data sources were utilized to make the above determinations?</p>	<p>School council minutes, PTO minutes, promotion/retention minutes</p>



<p><i>Collaborating with the community:</i> What processes are in place to ensure the school effectively collaborates with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes.</p>	<ul style="list-style-type: none"> -PTO is well rounded: from parents, teachers, business partners, city council, etc. -Big Brothers/Big Sisters -Dalton State College -Dalton Education Foundation -Family Support Council -Counselor and Social Worker connections with DFACS -Boys and Girls Club
<p>What data sources were utilized to make the above determinations?</p>	<p>Attendance records for community meetings and membership records</p>

2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS

<p>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>Roan is a majority minority school within the system with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Additionally, most of the school's students live in poverty. It is often difficult for parents/families to be engaged in school activities. The continued use of dedicated family support personnel such as counselors, family engagement coordinators, and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs.</p>
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2.5 SUPPORTIVE LEARNING ENVIRONMENT

Analyze the school's data (including sections 2.6 and 2.7) 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.

2.5.1 SUPPORTIVE LEARNING ENVIRONMENT DATA

GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	<input checked="" type="radio"/>
<i>Emerging</i>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	<input type="radio"/>
<i>Not Evident</i>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	<input type="radio"/>
<i>Data Sources</i>	picture schedules and behavior management systems, PL in LC, book studies- Wong and Clark	
<i>Comments (optional)</i>		

GSPS Instruction (Standard 2): Creates an academically challenging learning environment		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Data Sources</i>	collaboration, grade level minutes, design days, technology, Roan Exploration Day, district 3D day	
<i>Comments (optional)</i>		



GSPS - Instruction (Standard 8): Establishes a learning environment that empowers students to actively monitor their own progress		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	<input type="radio"/>
<i>Emerging</i>	Some students use tools to actively monitor their own progress.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Data Sources</i>	writing rubrics, checklists, behavior plans, engagement surveys, independent work stations,	
<i>Comments (optional)</i>		

GSPS - School Culture (Standard 1): Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	<input checked="" type="radio"/>
<i>Emerging</i>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	<input type="radio"/>
<i>Not Evident</i>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	<input type="radio"/>
<i>Data Sources</i>	Book studies: Harry Wong, Essential 55, Honor Code, Roan PRIDE	
<i>Comments (optional)</i>		



GSPS - School Culture (Standard 2): Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<i>Exemplary</i>	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	<input type="radio"/>
<i>Operational</i>	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	<input checked="" type="radio"/>
<i>Emerging</i>	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	<input type="radio"/>
<i>Not Evident</i>	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	<input type="radio"/>
<i>Data Sources</i>	Building community, family nights, Kids Place Live, partnership with RB, buddy classes, Ferst Foundation	
<i>Comments (optional)</i>		

GSPS - School Culture (Standard 3): Establishes a culture that supports the college and career readiness of students		
<i>Exemplary</i>	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Some evidence exists that the school supports the college and career readiness of students.	<input type="radio"/>
<i>Not Evident</i>	Little or no evidence exists that the school supports the college and career readiness of students.	<input type="radio"/>
<i>Data Sources</i>	5th grade career projects, counseling career lessons, Junior Achievements, Fire Department for 5th grade	
<i>Comments (optional)</i>		



GSPS - School Culture (Standard 4): Supports the personal growth and development of students		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	The school staff sporadically supports the personal growth and development of students.	<input type="radio"/>
<i>Not Evident</i>	The school staff does little to support the personal growth and development of students.	<input type="radio"/>
<i>Data Sources</i>	RTI, Guidance Counselor, Rock Bridge Buddies, Host classroom, Kids Place Live, Teacher Mentors	
<i>Comments (optional)</i>		

GSPS - School Culture (Standard 5): Recognizes and celebrates achievements and accomplishments of students and staff		
<i>Exemplary</i>	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	<input type="radio"/>
<i>Operational</i>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	<input checked="" type="radio"/>
<i>Emerging</i>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	<input type="radio"/>
<i>Not Evident</i>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	<input type="radio"/>
<i>Data Sources</i>	Morning Show, Awards Day, TOTY, Best Bobcats, Honor Code, Staff Activity Team, Drops in the Bucket	
<i>Comments (optional)</i>		



GPS - Planning and Organization (Standard 1): Shares a common vision/mission that defines school culture and guides the continuous improvement process

<i>Exemplary</i>	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	<input checked="" type="radio"/>
<i>Operational</i>	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	<input type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	<input type="radio"/>
<i>Data Sources</i>	Revised in 2016-17 Minutes from Roan School council, design team, retreat and staff meetings	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System

<i>Standard</i>	<i>Score</i>
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.1
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.1
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.0
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.0
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.0
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.0
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.0
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.0
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.1
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.1
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric .	
<i>Source:</i> TLE Electronic Platform (FY16).	



		Discipline - Suspension (%)							
		In-School Suspension				Out-of-School Suspension			
		10 Days or Fewer		Greater than 10 Days		10 Days or Fewer		Greater than 10 Days	
		2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Racial/Ethnic Subgroups									
<i>American Indian</i>	<i>School</i>						0.0		
	<i>State</i>	0.2	0.1	0.2	0.2	0.2	0.2	0.0	0.1
<i>Asian/Pacific Islander</i>	<i>School</i>						0.0		
	<i>State</i>	1.1	1.0	0.5	0.5	1.1	0.9	0.8	0.5
<i>Black</i>	<i>School</i>						100.0		
	<i>State</i>	51.1	51.5	56.3	57.4	53.7	54.9	64.4	64.5
<i>Hispanic</i>	<i>School</i>						0.0		
	<i>State</i>	8.8	8.6	7.1	7.8	8.2	8.2	7.4	8.7
<i>White</i>	<i>School</i>						0.0		
	<i>State</i>	35.3	35.0	31.5	29.7	33.1	32.0	23.8	22.5
<i>Multi-Racial</i>	<i>School</i>						0.0		
	<i>State</i>	3.5	3.9	4.4	4.4	3.8	3.8	3.6	3.4
<i>Minority*</i>	<i>School</i>		0.0		0.0		100.0	0.0	0.0
	<i>State</i>	64.7	65.0	68.5	70.3	66.9	68.0	76.2	77.2
Other Subgroups									
<i>Economically Disadvantaged</i>	<i>School</i>						100.0		
	<i>State</i>	77.4	76.6	83.7	83.7	79.3	79.7	85.2	84.8
<i>English Learners</i>	<i>School</i>						0.0		
	<i>State</i>	4.0	3.7	2.1	2.4	4.0	4.1	2.0	2.8
<i>Foster</i>	<i>School</i>								
<i>Homeless</i>	<i>School</i>								
<i>Migrant</i>	<i>School</i>								
<i>Students with Disability</i>	<i>School</i>						100.0		
	<i>State</i>	19.2	20.0	25.4	25.1	27.2	27.8	13.4	14.0
Source: GaDOE suspension reports.									

*The Minority student subgroup includes all racial/ethnic categories except White.



Student Attendance Rate (2015-16)*				
		Under 6	6-15	Over 15
All Students	School	67.8	29.1	3.1
	State	55.9	34.6	9.5
Racial/Ethnic Subgroups				
American Indian	School	TFS	TFS	TFS
	State	73.6	15.2	11.2
Asian/Pacific Islander	School			
	State	72.1	23.5	4.4
Black	School	69.2	23.1	7.7
	State	61.7	30.2	8.1
Hispanic	School	70.4	27.9	1.7
	State	57.2	34.5	8.4
White	School	51.2	36.6	12.2
	State	49.7	39.1	11.2
Multi-Racial	School	TFS	TFS	TFS
	State	53.2	36.3	10.5
Minority*	School	0.3	0.1	0.0
	State	37.3	20.1	3.7
Other Subgroups				
Economically Disadvantaged	School	67.8	29.1	3.1
	State	53.1	35.8	11.0
English Learners	School	70.1	28.4	1.5
	State	62.5	30.9	6.5
Foster	School			
Homeless	School			
Migrant	School			
Students with Disability	School	57.7	30.8	11.5
	State	49.6	37.0	13.4

Source: GaDOE Attendance Rate by Subgroup report.

Teacher Days Absent (%)			
		2014-15	2015-16
All Days Absent (Count)	School	1,801.0	1,901.0
	State		
Sick Leave	School	63.6	61.1
	State	68.9	68.6
Staff Development	School	26.8	19.9
	State	20.3	20.3
Vacation	School	0.0	0.0
	State	0.4	0.5
Other	School	9.6	19.0
	State	10.4	10.6

Source: Certified/Classified Personnel Information (CPI).

School Climate Star Rating			
		2014-15	2015-16
School		4	4
State		3.5	3.5

Source: GaDOE Star Rating for School Climate report.

*The Minority student subgroup includes all racial/ethnic categories except White.



<p>Small Student Subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>Our populations too small to report include: Asian Pacific Islander, Foster Homeless & Migrant. All other subgroups speak to the diversity that exist in our school.</p>
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<p>Additional data: What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)</p>	<ul style="list-style-type: none"> -Student Survey for AdvancED -School wide focus on building community -School wide book studies based on teacher feedback and input --Harry Wong and Essential 55
<p>What data sources were utilized to make the above determinations?</p>	<p>Climate surveys</p>

2.5.2 SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS

<p>Maintaining order and safety: What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes.</p>	<p>School Safety Plans, reviewed and updated annually; School nurses ate each school; fire drills; lockdown drills; Employee Assistance programs, Local police department active shooter training and drills for employees. Roan has had no major breaches of safety and parents, students, and staff have indicated they feel feel our school is safe.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>School safety plans, fire and lockdown records, nurse logs, parent/student/staff surveys</p>



<p>Developing and monitoring a system of supports: What processes are in place to ensure the school has a supportive learning environment that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes.</p>	<p>Newcomers/RTI groups, counseling, Social Workers, Specialized Educational programs-EIP/EL/Gifted/Reading Recovery, ESS, Nurses at all schools, Variety of clubs (i.e. art, chess, lego, cheer, morning show, running, gardening, chorus, coding, Reading), Roan Ambassadors</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Student Interest Surveys, Teacher Recommendations, Enrollment Data, School Benchmark Data</p>

<p>Ensuring a student learning community: What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes.</p>	<p>Representatives on District Teams, School wide community and Behavior Initiative, Social Workers, School Nurse, Counselors, ESS, EL classes, EIP, Student Handbooks, Code of Conduct</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Class Rosters, Student Handbooks, Code of Conduct</p>

<p>Personnel survey: Analyze school results from the Georgia School Personnel Survey and from the Title I Parent Engagement Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p> <p>(Note: GaDOE School Climate survey data can be obtained from the LEA from portal users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)</p>	<p>We noticed in the CCRPI calculations for the personnel survey that the range of scores were: 2015 77.4% 2016 78.3%</p> <p>Analysis of the raw data indicates that:</p> <ul style="list-style-type: none"> -teachers get along well with other staff members -teachers feel that students of all races, ethnicities, and cultures are treated fairly -teachers feel safe at school and are not concerned with their physical safety while at school -teachers feel that our school promotes academic success for all students <p>We are concerned that teachers voiced the lack of parents volunteering to help with special projects.</p>
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<p>Student survey: Analyze school results from the Georgia Student Health Survey 2.0. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p>	<p>Roan is committed to the well-being of all students. Based on the results of the Student Health Survey 2.0, the majority of students:</p> <ul style="list-style-type: none"> -Feel they are not being bullied by peers -Believe the school wants them to do well and teachers treat them with respect <p>The concerns of the team are:</p> <ul style="list-style-type: none"> -a large percentage of students do not believe that other students behave so that teachers can teach -a large number of students noted they do not like school, nor do they do well in school
<p>Parent surveys: Analyze schools results from the Georgia Parent Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p> <p>(Note: GaDOE School Climate survey data can be obtained from the LEA from portal users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)</p>	<p>We noticed in the CCRPI calculations for the parent survey was that the scores for Roan School were:</p> <p>2015 93.2%</p> <p>2016 96.4%</p> <p>We noticed an increase in percentage from year 2015 -2016. An analysis of the raw data for Roan indicates that:</p> <ul style="list-style-type: none"> -parents feel that teachers have high expectations for student achievement -parents attend teacher conferences (100% attendance required by school) -parents feel comfortable talking to the teachers at Roan School -parents feel welcome at the school <p>The concerns of the team are:</p> <ul style="list-style-type: none"> -parents noted in the survey they are not volunteering to help with projects at the school
<p>Supports and interventions: What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?</p>	<ul style="list-style-type: none"> -Newcomers RTI Group -Variety of Clubs -Honor Code for School -Morning Broadcast -Book Studies: Harry Wong & Essential 55 -Specialized Educational Programs: EIP/EL/Gifted/Reading Recovery/ESS -Nurses at all schools
<p>What data sources were utilized to make the above determinations?</p>	<p>RTI Records, Benchmark Data, Class Records</p>



<p><i>Out-of-School Time:</i> What processes are in place to provide students with engaging and enriching learning opportunities during out-of-school time (i.e. before school, after school, summer)?</p>	<ul style="list-style-type: none">-Summer Reading Program (Media Center)-Big Red Reads-Bobcat Academy-ESY for Special Educational Students-1:1 Tech devices for grades 3-12-Art, Music, PE, Chorus-School based clubs
<p>What data sources were utilized to make the above determinations?</p>	<p>Summer enrollment and achievement data; Big Red Reads data; ESY data; School Improvement plans</p>

2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS

<p>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>Overwhelmingly, teachers, parents, and students all indicated they feel our school are safe.</p> <p>The school has a number of frameworks in place to support students and their varying needs. While there are many structures in place and available to support instructional frameworks and identify needs, some processes are more mature than others.</p>
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2.6 DEMOGRAPHIC and FINANCIAL

Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs.

2.6.1 DEMOGRAPHIC AND FINANCIAL DATA

Student Demographics (2015-16) (%)		
	School	State
Racial/Ethnic Subgroups		
American Indian/Alaskan Native	0	<1
Asian	0	4
Black	5	37
Hispanic	85	15
Multi-Racial	1	3
White	8	41
Minority*	91	59
Other Subgroups		
Economically Disadvantaged	89	62
English Learners	56	8
Foster		<1
Homeless		3
Migrant	0	<1
Special Education	8.9	11
Source: GOSA Enrollment by Subgroups Programs report .		

Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant) (%)		
	2014-15	2015-16
School	37	38
State Average	35.8	37.7
Source: GOSA Directly Certified (School Level) report .		

Student Mobility Rate		
	2014-15	2015-16
School	16.3	16.3
State Average	22.6	21.6
Source: GOSA Student Mobility Rates (by School) report .		

Program Enrollment (2015-16) (%)		
	School	State
Early Intervention	61.1	22.4
Remedial Education 6 th -8 th		12.8
Remedial Education 9 th -12 th		9.0
Alternative Education	0.5	1.9
Vocational Education (9-12)		55.5
Gifted	3.6	11.5
Source: GOSA Enrollment by Subgroups Programs report .		

<p>Small student subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>The subgroups that are too small to report under the demographic and financial data are: American Indian/Alaskan Native, Asian, Multi-Racial, Foster, Homeless, & Migrant.</p>
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*The Minority student subgroup includes all racial/ethnic categories except White.



<p>Additional data: What additional facts did the team identify that relate to demographic and financial data? (May be informed by quantitative or qualitative sources.)</p>	<p>Roan School demographics differ from this in Georgia. Dalton has the largest percentage of K-12 Hispanic students in Georgia. Roan having 85% which is more than the state of Georgia. Roan school student poverty level is more than the state average at 89% based on the School Nutrition Free and Reduces lunch program. Roan school offers a rigorous academic experience regardless of these demographics. Roan staff includes paraprofessional support at the elementary level and special educational programs.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>FTE Free/Reduces lunch data, Budget process plan and data, Per Pupil Expenditure data</p>

2.6.2 DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS

<p>Internal factors: What internal factors might have affected data and/or results of data? Examples may include: resource allocation, documentation and monitoring, technology and software, communication, internal controls, and personnel assignment/ performance.</p>	<p>During the recession, class sizes were increased in order to reduce expenditures.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Class rosters in IC, DPS general fund budget, Title 1 budget</p>

<p>External factors: What external factors might have affected data and/ or results of data? Examples may include: geographic location, population demographics (employment, education, median income), local/ state/national economy, natural disasters, and state and federal policy changes.</p>	<p>Poverty, high EL population, high number of first generation immigrant parents</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>IC, Newcomer data, Number of EL staff, free meal data</p>



<p><i>Access to Programs:</i> What processes exist to ensure students have access to programs addressing individualized learning needs (including EIP, REP, alternative education, vocational education, and gifted)? What challenges exist in providing students access to such programs when necessary?</p>	<p>Roan follows state guidelines for the identification of students for programs designed to address individualized learning needs; Bridges program at elementary to grow the gifted program; identification processes for EL, ESS, EIP, Reading Recovery and Gifted; C3 accelerated enrichment program for fifth graders</p> <p>Challenges include the effect of poverty, second language, lack of prior schooling, mobility</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Class rosters, written procedures for identification for EL, EIP, ESS, Gifted, Bridges, Reading Recovery</p>

<p><i>Demographic and Financial Challenges:</i> What demographic and/or financial challenges could affect improvement efforts within the school? (Identifying these challenges may require collection and analysis of additional school data.)</p>	<p>Continued growth or possible slowing growth (PK and K registration), tax digest/proposed Tax Allocation Districts, Education funding that has not been restored for public schools in GA</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Budget, tax data, enrollment trend data</p>

2.6.3 DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS

<p>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>Trends and patterns observed by the team are: Education funding that has not been restored for public schools in GA, inability to return to prior levels in staffing and class size prior to the recession, continued or possible slowing of growth, high number of EL and poverty students, wide variance in the academic needs of students</p>
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2.7 STUDENT ACHIEVEMENT

Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of student achievement needs. The school is responsible for populating all blank data cells. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

2.7.1 STUDENT ACHIEVEMENT DATA

English Language Arts End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15	44.1	40.0	14.1	1.8	38.4
	2015-16	45.9	33.0	19.7	1.4	39.5
Racial/Ethnic Subgroups						
American Indian	2014-15					
	2015-16					
Asian/Pacific Islander	2014-15					
	2015-16					
Black	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16					TFS
Hispanic	2014-15	45.5	38.2	14.1	2.1	38.0
	2015-16	46.2	31.8	20.5	1.5	39.9
White	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16	TFS	TFS	TFS	TFS	TFS
Multi-Racial	2014-15					TFS
	2015-16					TFS
Minority*	2014-15					52.8
	2015-16					39.9
Other Subgroups						
Economically Disadvantaged	2014-15	44.1	40.0	14.1	1.8	38.4
	2015-16	45.9	33.0	19.7	1.4	39.5
English Learners	2014-15	53.0	35.9	10.3	0.9	31.2
	2015-16	55.2	31.2	13.6	0.0	30.8
Foster	2014-15					
	2015-16					
Homeless	2014-15					
	2015-16					
Migrant	2014-15					
	2015-16					
Students with Disabilities	2014-15	73.7	26.3	0.0	0.0	27.3
	2015-16	85.2	14.8	0.0	0.0	18.3
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report .						



English Language Arts 9 th Grade Literature End-of-Course Milestones						
<i>Student Group</i>	<i>Year</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Weighted Proficiency Rate</i>
<i>All Students</i>	2014-15					
	2015-16					
<i>Racial/Ethnic Subgroups</i>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<i>Other Subgroups</i>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



English Language Arts American Literature End-of-Course Milestones						
<i>Student Group</i>	<i>Year</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Weighted Proficiency Rate</i>
<i>All Students</i>	2014-15					
	2015-16					
<i>Racial/Ethnic Subgroups</i>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<i>Other Subgroups</i>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15	25.5	52.7	20.5	1.4	50.5
	2015-16	24.0	51.6	20.0	4.4	55.3
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16					TFS
<i>Hispanic</i>	2014-15	23.0	55.5	20.4	1.0	51.1
	2015-16	22.8	52.0	21.3	4.0	56.5
<i>White</i>	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16	TFS	TFS	TFS	TFS	TFS
<i>Multi-Racial</i>	2014-15					TFS
	2015-16					TFS
<i>Minority*</i>	2014-15					51.6
	2015-16					56.5
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15	25.5	52.7	20.5	1.4	50.5
	2015-16	24.0	51.6	20.0	4.4	55.3
<i>English Learners</i>	2014-15	29.1	55.6	15.4	0.0	44.0
	2015-16	28.8	55.3	14.4	1.5	48.4
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15	63.2	36.8	0.0	0.0	31.8
	2015-16	33.3	59.3	7.4	0.0	46.7
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics Coordinate Algebra End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics Analytic Geometry End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Science End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15	45.9	39.1	13.6	1.4	36.6
	2015-16	42.2	39.6	15.6	2.7	41.2
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16					TFS
<i>Hispanic</i>	2014-15	46.6	39.3	12.6	1.6	35.9
	2015-16	42.6	40.6	13.9	3.0	40.9
<i>White</i>	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16	TFS	TFS	TFS	TFS	TFS
<i>Multi-Racial</i>	2014-15					TFS
	2015-16					TFS
<i>Minority*</i>	2014-15					36.0
	2015-16					40.9
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15	45.9	39.1	13.6	1.4	36.6
	2015-16	42.2	39.6	15.6	2.7	41.2
<i>English Learners</i>	2014-15	58.1	33.3	7.7	0.9	27.4
	2015-16	49.2	43.2	6.8	0.8	32.8
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15	42.1	57.9	0.0	0.0	38.6
	2015-16	55.6	40.7	3.7	0.0	31.7
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Science Biology End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Science Physical Science End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15	35.3	52.3	10.1	2.3	41.4
	2015-16	35.3	47.7	14.7	2.3	43.3
Racial/Ethnic Subgroups						
American Indian	2014-15					
	2015-16					
Asian/Pacific Islander	2014-15					
	2015-16					
Black	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16					TFS
Hispanic	2014-15	35.3	52.1	10.5	2.1	41.2
	2015-16	34.4	47.7	15.4	2.6	44.3
White	2014-15	TFS	TFS	TFS	TFS	TFS
	2015-16	TFS	TFS	TFS	TFS	TFS
Multi-Racial	2014-15					TFS
	2015-16					TFS
Minority*	2014-15					41.2
	2015-16					44.3
Other Subgroups						
Economically Disadvantaged	2014-15	35.3	52.3	10.1	2.3	41.4
	2015-16	35.3	47.7	14.7	2.3	43.3
English Learners	2014-15	46.6	45.7	6.9	0.9	32.8
	2015-16	42.4	46.4	9.6	1.6	36.8
Foster	2014-15					
	2015-16					
Homeless	2014-15					
	2015-16					
Migrant	2014-15					
	2015-16					
Students with Disabilities	2014-15	50.0	50.0	0.0	0.0	35.7
	2015-16	70.4	25.9	3.7	0.0	28.3
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies United States History End-of-Course Milestones						
<i>Student Group</i>	<i>Year</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Weighted Proficiency Rate</i>
<i>All Students</i>	2014-15					
	2015-16					
<i>Racial/Ethnic Subgroups</i>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<i>Other Subgroups</i>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies						
Economics/Business/Free Enterprise End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
Other Subgroups						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

*The Minority student subgroup includes all racial/ethnic categories except White.



Graduation Rate - 4-Year Cohort (2015-16) (%)		
	School	State
All Students		79.4
Racial/Ethnic Subgroups		
American Indian		69.3
Asian/Pacific Islander		87.8
Black		76.2
Hispanic		73.4
White		83.0
Multi-Racial		81.0
Minority**		73.6
Other Subgroups		
Economically Disadvantaged		75.3
English Learners		56.4
Migrant		68.8
Students with Disabilities		56.6

Source: GOSA [Graduation Rate \(4-Year Cohort\) report](#).

Drop Out Rate (2015-16)		
	School	State
All Students		5.5
Racial/Ethnic Subgroups		
American Indian		-
Asian/Pacific Islander		11.6
Black		7.3
Hispanic		11.9
White		6.0
Multi-Racial		31.2
Other Subgroups		
Economically Disadvantaged		6.1
English Learners		13.0
Migrant		-
Students with Disabilities		12.0

Source: GOSA [Drop Out Rate 9-12 report](#).

Pathway Completers (2015-16) (%)**		
	School	State
All Students	0.0	13.5
Racial/Ethnic Subgroups		
American Indian		0.1
Asian/Pacific Islander		2.2
Black		27.1
Hispanic		6.1
White		31.2
Multi-Racial		1.7
Minority*		7.4
Other Subgroups		
Economically Disadvantaged		41.7
English Learners		0.5
Migrant		-
Students with Disabilities		4.7

Source: GaDOE pathway completers report.

SAT Scores (2015-16)				
	Math	Reading	Writing	Total
School				
State Average	472	477	458	1407

Source: GOSA [SAT Scores \(Highest\) report](#).

*The Minority student subgroup includes all racial/ethnic categories except White.

**Graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Program, fine arts pathway, or a world language pathway.



<p>Small student subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>The subgroups too small to report are: Asian/Pacific Islander, American Indian, Migrant, Foster, and Homeless.</p>
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<p>Additional data: What additional facts did the team identify that relate to student achievement? (May be informed by quantitative or qualitative sources.)</p> <p>Suggested additional sources include:</p> <ul style="list-style-type: none"> • ACT scores • Advanced Placement enrollment and outcomes • Hope Scholarship eligibility • International Baccalaureate enrollment and outcomes • Move on When Ready participation 	<p>The additional data identified by the team: Spring 2017 3rd Grade: 62% ELA, 64% Reading On-Grade level or above, 78% Math 4th Grade: 52% ELA, 32% Reading On-Grade level or above, 76% Math 5th Grade: 52% ELA, 52% Reading On-Grade level or above, 62% Math, 61% Science, 55% Social Studies *the data reflects students at a developing stage and above</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>GA Milestones</p>

2.7.2 STUDENT ACHIEVEMENT GUIDING QUESTIONS

<p>Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring at the school to advance student achievement? Are existing processes effective?</p>	<p>The following mature and effective processes are in place to ensure effective collaboration is occurring, School Team Structure, Vertical literacy and math teams; Instructional Coaches for Literacy; Math and Instructional Technology; Content and Engagement Team's work on benchmark assessments for reading and math; Progress monitoring teams</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>PLC records, LC and Math agendas/sign in sheets; team agendas/sign in sheets</p>



<p>Supporting improved graduation outcomes: What processes are in place to support practices that will positively affect graduation outcomes?</p>	<p>Redelivery, RTI, EIP, ELL, ESS</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>GA Milestones Assessments, LC Data, RTI data/minutes, Progress Monitoring, Math Data, Processes for eligibility for ESS, EIP, ELL, Bobcat Academy</p>

<p>Student subgroup gaps: What gaps exist in outcomes among student subgroups?</p>	<p>Based on 2017 Spring Data: Hispanics are the largest group at Roan School. The other sub groups are not reported due to a small number.</p> <table border="0" data-bbox="574 724 1524 871"> <thead> <tr> <th></th> <th>ELA- Hispanics</th> <th>Math- Hispanics</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>68%</td> <td>83%</td> </tr> <tr> <td>4th</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>5th</td> <td>50%</td> <td>62%</td> </tr> </tbody> </table> <p>*% of students scoring as a developing learner and above</p>		ELA- Hispanics	Math- Hispanics	3rd	68%	83%	4th	50%	75%	5th	50%	62%
	ELA- Hispanics	Math- Hispanics											
3rd	68%	83%											
4th	50%	75%											
5th	50%	62%											
<p>What data sources were utilized to make the above determinations?</p>	<p>student achievement data</p>												

2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS

<p>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>Achievement scores as measured by the Milestones have dropped significantly since the introduction of Milestones. Since this is broad-based, it appears that we need to focus on test genre, Depth of Knowledge, and rigor of instruction. Overall trend is to achieve better over time.</p>
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3. NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

3.1 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. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>2.1 Coherent Instructional System: 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>The trends are:</p> <ul style="list-style-type: none"> -utilizing collaboration -utilizing student data to inform and adjust instructional needs -PD is based on needs of students, teachers, and leaders. <p>While there are many structures in place and available to support the instructional program and identify needs, some processes are more mature than others. The maturity in the use of teams and the literacy framework as well as the availability of instructional coaches are strengths. Raising student academic achievement using benchmark and Interim assessments, continued work in refining progress monitoring and RTI process, continued creation of pacing guides/content standards work, and the maturing of PLCs are areas of important work for our school</p>
<p>2.2 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>The Design Team, Design Resource Team, Math, and Literacy Team members are engaged in multiple opportunities designed to strengthen their skills to be effective instructional leaders. These opportunities are offered both inside the district and also outside the district through the PAGE network and the Northwest GA RESA. Teachers also collaborate in providing ongoing support, fostering innovation/flexibility, employing technology, and fostering-Collaboration. Multiple teams support & drive vision and direction</p>
<p>2.3 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>Our trends: PL paired with coaching improves student achievement. We need to balance PL opportunities among the content/curriculum areas. Scheduled collaboration has been effective in growing teacher leaders in order to support student achievement</p> <p>Through coaching, teachers learn to reflect on the effectiveness of their teaching. Research reveals that ongoing teacher training is the critical factor in making a difference in student learning.</p>



2.4 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?

Roan is a majority minority school within the system with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Additionally, most of the school's students live in poverty. It is often difficult for parents/families to be engaged in school activities. The continued use of dedicated family support personnel such as counselors, family engagement coordinators, and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs.

2.5 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?

Overwhelmingly, teachers, parents, and students all indicated they feel our school are safe. The school has a number of frameworks in place to support students and their varying needs. While there are many structures in place and available to support instructional frameworks and identify needs, some processes are more mature than others.

2.6 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?

Trends and patterns observed by the team are: Education funding that has not been restored for public schools in GA, inability to return to prior levels in staffing and class size prior to the recession, continued or possible slowing of growth, high number of EL and poverty students, wide variance in the academic needs of students



<p>2.7 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>Achievement scores as measured by the Milestones have dropped significantly since the introduction of Milestones. Since this is broad-based, it appears that we need to focus on test genre, Depth of Knowledge, and rigor of instruction. Overall trend is to achieve better over time.</p>
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<p>Are there districtwide trends and patterns, as identified in the CNA 2017-2018 District Report, that will support the school's identification of student, teacher, and leader needs? If so, list those trends and patterns here.</p>	<p>Achievement scores as measured by the Milestones have dropped significantly since the introduction of Milestones. Since this is broad-based, it appears that we need to focus on test genre, Depth of Knowledge, and rigor of instruction. Overall trend is to achieve better over time.</p>
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3.2 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS

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

<i>Overarching Need</i>	<i>How severe is the need?</i>	<i>Is the need trending better or worse over time?</i>	<i>Can Root Causes Be Identified?</i>	<i>Additional Considerations</i>	<i>Priority Order</i>
Increase student achievement	High	Better	Yes		1
Monitoring program effectiveness	High	Unknown	Yes		3
Building Community	Medium	Unknown	Yes		4
Professional Development & Effective Coaching	High	Better	Yes		2
Strong support for EL students	Medium	Better	Yes		5
	▼	▼	▼		▼
	▼	▼	▼		▼
	▼	▼	▼		▼
	▼	▼	▼		▼
	▼	▼	▼		▼



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.

<p>Describe the root cause analysis process used by the team.</p>	<p>The team used the following steps to analyze for root causes based on the work of Victoria Bernhardt, author of <i>Using Data to Improve Student Learning in School Districts</i>. The analysis of data and root causes is ongoing and not a one time event.</p> <p>Focus on a performance challenge (or closely related performance challenges). Consider school/district context (process/perception data). Generate explanations (brainstorm). Categorize/classify explanations. Narrow and prioritize explanations. Deepen thinking to get to a “root” cause. Validate with other data (process/perception). Incorporate external reviews</p> <p>Our teams met :</p> <ul style="list-style-type: none"> August 12, 2017 August 22, 2017 August 29, 2017 September 1, 2017 September 6, 2017
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Overarching Need #1 Increase student achievement in core content			
<i>Root Causes to be Addressed</i>		<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
Students are not fluent in academic language		✓	✓
Formative assessment items are not representative of higher levels of Depth of Knowledge		✓	✓
Teachers need more support in unpacking, deconstructing, and understanding the full rigor of standards in the four content areas		✓	✓
Need of coaches in content areas to support teachers in differentiating instruction		✓	✓
Some students use tools to actively monitor their own progress		✓	✓

Overarching Need #2 Implementation plan for Professional Learning			
<i>Root Causes to be Addressed</i>		<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
Need for more research based intervention support in progress monitoring through RTI		✓	✓
Need for deeper understandings of community building and maintaining classroom management		✓	✓
Need for continuous movement along the SAMR model for technology use in the classroom		✓	✓
Need of coaches in content areas to assist teachers in the implementation and follow through of PL		✓	✓



Overarching Need #3		
<i>Root Causes to be Addressed</i>	<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
Some students use tools to actively monitor their own progress		

Overarching Need #4		
<i>Root Causes to be Addressed</i>	<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the LEA's comprehensive needs assessment (*optional*).