



Comprehensive Needs Assessment 2023 - 2024 School Report



**Barrow County
Austin Road Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Austin Road Elementary
Team Lead	Julia Hodges
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the instructional practices, rigor, and consistency of Tier 1 instruction for ELA.
Root Cause # 1	Lack of rigorous and consistent Tier 1 instruction in ELA.
Goal	The percentage of K-5 students meeting or exceeding MAP Growth ELA projected growth goal will increase by 5% from Fall administration to Spring administration. The percentage of K-3 students who are identified as "at" and "above" benchmark based on the Dibels composite score will increase by 5% from Fall administration to Spring administration.

Action Step # 1

Action Step	Teachers will engage students in learning activities and instructional conversations aligned with clear learning targets.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-throughs, lesson plan reviews, and learning walks
Method for Monitoring Effectiveness	MAP scores
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Implement an effective PLC at each grade level following the GADOE Continuous Improvement Model.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agenda, administrator team participation, progress monitoring documentation, learning walks
Method for Monitoring Effectiveness	MAP scores Dibels EIP data HMH Math formative & summative assessments Georgia Numeracy Project Assessment Data
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Monthly

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

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the instructional practices, rigor, and consistency of Tier 1 instruction for Math.
Root Cause # 1	Lack of rigorous and consistent Tier 1 instruction in Math.
Goal	The percentage of K-5 students meeting or exceeding their MAP Growth MATH projected growth goal will increase by 5% from Fall administration to Spring administration.

Action Step # 1

Action Step	Teachers will engage students in learning activities and instructional conversations aligned with clear learning targets.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-throughs, lesson plan reviews, and learning walks
Method for Monitoring Effectiveness	MAP scores
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

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

Action Step	Implement an effective PLC at each grade level following the GADOE Continuous Improvement Model.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, administrator team participation, progress monitoring documentation, learning walks
Method for Monitoring Effectiveness	MAP scores EIP data HMH Math formative & summative assessments Georgia Numeracy Project Assessment Data
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Monthly

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

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The team was able to survey staff members for the purpose of developing the SIP. Community member input was sought through SGT input. Parent participation beyond the PTO leaders and parent SGT members is limited due to lack of communication access.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at Austin Road Elementary have current in-field certification as determined by the GAPSC. Inexperienced teachers will have specifically designed support through partnership with a mentor and through professional development support with the Instructional Coach.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The school will offer supplemental support through EIP teachers and other staff who will be using established support curricula including Level Literacy Intervention, Foundations, Wilson, Sunday, Georgia Numeracy Project, Character Strong, Language Lab instruction, and other strategies to support student learning outcomes. These program will address both ELA and Math needs in the school.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The school will use the EIP guidelines put forth by GADOE to identify students most in need of academic support. Specifically, the school will use Georgia Milestones Assessment, MAP Growth for ELA and Math, GKIDs, and Dibels to determine eligibility.</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>The school houses two Pre-K classrooms supporting 42 students. The school also has a special education preschool program for students.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The school will use PBIS practices and incentives to promote student ownership of behavior. A behavior management framework will provide appropriate interventions for students who are having behavior difficulties. If necessary, students will be supported through MTSS processes which will be reviewed systematically to ensure that all student behaviors and/or consequences are being addressed equitably.</p>
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ADDITIONAL RESPONSES

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