



# Comprehensive Needs Assessment 2022 - 2023 School Report



**Chattooga County  
Menlo Elementary School**

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

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

### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Paula Buice
Team Member # 2	Counselor	Katee Harris
Team Member # 3	Instructional Coach	Robert Beach
Team Member # 4	Team Leader/Teacher	Amanda Williams
Team Member # 5	Team Leader/Teacher	Natalie Lutz
Team Member # 6	Team Leader/Teacher	Ashley Brown
Team Member # 7	Team Leader/ Teacher	Heather Bachelor

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Team Leader/ Teacher	Abigail Bullard
Team Member # 2	Team Leader/ Teacher	Jessica Thornton
Team Member # 3	Team Leader/ Special Ed Teacher	Peggy Elrod
Team Member # 4	Ansley Smith	Parent/ School Council President
Team Member # 5	Ashley Miller	Parent/ PTO Vice President
Team Member # 6	Kim Humphreys	Parent/ PTO
Team Member # 7	Team Member	Team Member
Team Member # 8	Team Member	Team Member
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

**Stakeholders**

	Position/Role	Name
Stakeholder # 1	Instructional Coach	Robert Beach
Stakeholder # 2	Counselor	Katee Harris
Stakeholder # 3	Parent Liason	Crystal Elrod
Stakeholder # 4	Health Care Provider	Jessica Hughes
Stakeholder # 5	Technology Expert	Mike Brown
Stakeholder # 6	Media Specialist	Christy Willis
Stakeholder # 7	Social Worker	Michelle Floyd
Stakeholder # 8		

<p><b>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</b></p>	<p>Copies of the CNA will be given to each stakeholder for them to review and offer suggestions for revision. On the second meeting discussions will be held for possible changes or revisions. After the completion of this task the entire group will meet to discuss and come to an agreement that will ensure the best direction is being taken to achieve student success.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
<b>4. Not Evident</b>	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.	

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

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.  In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	



Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
<b>4. Not Evident</b>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	
<b>4. Not Evident</b>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Title 1 Parent Surveys, School Climate Survey, &amp; Student Health Surveys, School behavior referrals, TBRI Survey, Cognia Surveys, RESA Pulse Check</p>
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<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Perception data (TBRI survey and Health Surveys) show:</p> <ul style="list-style-type: none"> <li>● Teachers are more familiar and comfortable with using TBRI practices and showing more empathy/understanding of "the why" behind student behavior</li> <li>● TBRI interventions have created a more positive learning environment for students</li> <li>● 95% of students report that they have a caring adult in the building that they can talk to.</li> <li>● Overall, teachers are happy with their jobs, but are still concerned with the apathy and work ethic of students since COVID virtual learning.</li> </ul>
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<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Academically - Georgia Milestones (2021), MAP (2021-2022), Write Score, HMH assessments and reading benchmarks, as well as, district developed common benchmarks are the forms of data that were utilized to determine needs for the comprehensive needs assessment and design of the SIP. Data teams continue to create more precise planning in our school, as well as district wide. These meetings consist of planning common formative assessments, analyzing other data components, developing and enhancing better instructional methods and interventions, as well as, providing timely feedback from teachers and instructional coaches to students, parents, administration and community stakeholders.</p> <p>SEL - In the summer of 2020 prior to returning to school, MES lost a student to suicide. Additional adult suicides occurred in Chattooga County through the COVID pandemic year of 2020-2021. With the COVID-19 pandemic, social distancing can cause mental distress and more vulnerable to trauma. As students returned for face-to-face instruction for the 20-21 school year, social distancing and quarantines were still prevalent as we followed CDC guidelines, anxiety was heightened. Small group trauma counseling was offered to students who were identified with specific SEL needs, and all staff were trained in TBRI to identify SEL needs of students based on traumatic events. During</p>
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	<p>the 21-22 school year, quarantined times still plagued the instructional year, though not as prevalent as the 20-21 school year. These events, such as COVID regulations where social distancing and virtual learning impacted the SEL needs of students were taken into account in determining and continuing focused TBRI goals, as well as, weekly SEL lessons for the School Improvement plan for fiscal year 2021-2022 school year. Implementing TBRI interventions and First Steps (SEL curriculum) will continue to be a focus for the 22-23 school year.</p>
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<p><b>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</b></p>	<p>Although lower level students continue to struggle we are making progress in growth. Those students that are average and above average are continuing to grow and improvement in all areas are still a priority that teachers are striving toward. A specific area targeted for improvement is elementary reading and writing, in 1st and 3rd grade ELA, and the high percentage of students not reading on Lexile level. We are in our third year of implementing a Reading Program, HMH, and will add a phonics component, Wilson Foundations, to help with building phonics skills in lower grades. MAPS growth data showed that students did not meet their growth targets (39.6%) in reading (schoolwide), with the exception of 5th grade and Kindergarten. To address social emotional learning, the counselor and a team of staff have been trained in TBRI - Trust Based Relationship Intervention. An implementation team was formed that will phase in the components of the intervention program to assist teachers with interventions that address students who have had much trauma in their lives, which impact student achievement and social development. This implementation team will still oversee the TBRI interventions within the school to identify areas that staff may still struggle and need additional guidance. CARES act funds have made it possible to hire an additional part-time counselor to work with TBRI care groups targeting specific emotional needs.</p>
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<p><b>What achievement data did you use?</b></p>	<p>MAP, Write Score, HMH assessments, JAM/GLOSS, GAMS 2021 and GAMS 2022          FY 2020-2021, GMASS data will be utilized to identify learning loss verses academic achievement due to the COVID restrictions and regulations that impacted the normal learning environment. 2022 GMASS results from the end of May will allow a comparison of the milestone scores to establish a baseline and analyze growth over the COVID pandemic.</p>
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<p><b>What does your achievement data tell you?</b></p>	<b>Milestone 2021 &amp; 2022</b>							
	GMA Year	Overall Proficiency	L1	L2	L3	L4	Developing & Above	Proficient & Above
	2021	ELA Overall	31%	38.1%	29.5%	1.4%	69.05%	30.95%
	2021	ELA SWD	78.1%	12.3%	6.3%	3.1%	21.88%	9.38%

		Overall						
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What demographic data did you use?	MAP, Write Score, HMH Assessments
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What does the demographic data tell you?	<p>MAP data indicate that Gifted students are performing below or at grade level.</p> <p>2022 Milestone data showed that the percentage of SWD students increased in Level 1 performance in Math as compared to the 2021 Milestone performance.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Four core area academic coaches were established by the school system the purpose of analyzing and improving classroom delivery and student assessments. These leaders or coaches meet monthly to quarterly through a virtual means with grade level subject content specific professional learning communities to analyze data from district wide common formative assessments and identify targeted interventions. The instructional coaches also provide professional learning, improved curriculum understanding, and assistance in devising better student assessments. The previous trends and patterns of the system were not concise or direct and lacked specific guidance. With the establishment of these leaders and district wide grade level content specific professional learning communities, student growth in learning and achievement scores have continued to improve as a district.</p> <p>As MES continues to strive to move students into becoming logical and critical thinkers within the learning environment, classroom observations and teacher feedback established a need to build a unified school culture that supports a research based model of instruction which provides a common language and instructional approach. This model would assist the school as whole in moving towards increased instructional rigor.</p> <p>MAP data indicated that 42-44% of students in Math and Reading did not meet projected growth targets. A solid, sound implementation of all key MTSS components due to staff resistance to change, and, most importantly, weakness in PD (both for teachers and administrators) causes an insufficient knowledge base and a lack of understanding of the importance of fully and deeply implementing each key component in the MTSS framework. A more coherent and efficient MTSS implementation process is identified as a need to address the academic and behavioral needs of students. Due to the COVID slide, learning loss is prevalent among the lower elementary aged students and to provide assistance in targeting students' academic, as well as social emotional needs, paraprofessionals will be placed in all Kindergarten and one shared para in 1st grade classrooms. Interventionists have been placed at MES to provide additional instruction to K-8 students.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Instructional specialists along with the curriculum director and principal meet periodically to discuss any concerns or discrepancies in assessments and better use of instructional strategies. This information is used to inform teachers of avenues to address academic issues that would help improve classroom delivery. Presently, this information is helping to improve scores that are reflected through MAP and HMH Into Reading Assessments/benchmarks well as other online assessments, such as Write Score. Additionally, grade level teachers meet three to four times throughout the year to review MAP and benchmark data within the school. The grade level teams determine student growth and identify interventions to assist students.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Established district-wide professional learning communities have supported teachers across grade levels and subject content areas to identify student needs, as well as, identify best researched instructional strategies and professional learning needs. Mentors support new teachers during the first three years of teaching. Administrators are part of the NWGA RESA principal advisory council, which helps to keep principals apprised of the latest trends in education and identify needs for professional growth.</p> <p>Academically, student needs in writing and Reading continue to be a priority that is prevalent throughout all grade levels. Presently, our school is implementing the the HMH Into Reading program and teachers are beginning to become more acquainted and confident with the reading program. Professional development, purchase of software that is relative to the program as well as placing highly qualified staff in the language arts positions have help to deliver better instruction.</p> <p>Subject level teachers have participated in RESA "Increasing Rigor in Writing" courses in each of the subjects, All grade level teachers have participated in Discover STEM training initiatives throughout the year.</p> <p>Teachers need to be equipped with professional knowledge and best teaching practices that cultivate a culture of rigor within the classroom instruction and display school-wide growth mindset. Classroom observations reflect the need for higher order questioning, and lessons that move students to higher order thinking while providing scaffolding. An areas of professional growth is targeted professional development in best practices which increase instructional rigor to meet the needs of all students and ensuring an implementation of rigor in the curriculum.</p> <p>Another area of targeted growth is utilizing the MTSS framework and increasing staff understanding of the MTSS process to build capacity in data based problem solving and individualized targeted learning interventions addressing both academic and behavioral needs of all students.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Monthly activities are held at Menlo School, as well as district level, to promote family engagement and improve formal conversation between parents, teachers, and school leaders. Attendance at most activities varies with science night, math night, literacy and social studies night being the most attended. Also, a Reading Across America Day, Constitution Day and Grandparents Day involves a substantial amount of community involvement. Presently, the identification of student interest in the lower grades is generally higher, but avenues are presently being planned to improve middle grades interest and attendance. Due to limited visitation and COVID social distancing guidelines, these family engagement events and PTO meetings have been halted. A needs assessment survey is provided for parents to voice concerns and needs regarding the educational needs of their children. Other surveys allow for parent input into programs and how to improve the school culture (Cognia surveys, TBRI).</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The faculty of MES provides the students with a supportive learning environment in a number of ways. First, teachers throughout the school have a common belief that all students deserve an academically challenging learning environment. This common belief drives teachers to provide differentiated lessons through inquiry and hands on learning. Teachers conference with students on an individual basis so that academic goals are met and exceeded. Teachers frequently meet with the Success Team (District level academic coaches) to look at and analyze data to determine overall strengths and weaknesses of the student body. On a regular basis students are given rubrics, checklists, and exemplars that help them monitor their own learning so that deeper thinking processes are carried out. Further, students are encouraged to explore careers and other opportunities that prepare students for success in the 21st century. Opportunities include participation in 4-H, chorus, band, music and art courses. Students are encouraged to set personal goals for themselves that support growth and development. When goals are met and growth occurs, students are rewarded with many kinds of celebrations including quarterly AR celebrations, monthly SOM recognition, coupons from various restaurants, and A/AB Honor Roll recognition. Finally, all members of the Menlo school community including administration, faculty and staff, office personnel, students, and parents encourage a very real sense of trust and respect. Examples of this include yearly Grandparents Day and Veterans Day programs, monthly reading buddies, morning greetings and handshakes, pep rallies, Rock the School Day and Helping Hands. History and science summer camps are held district wide to improve participation among both students and parents. Summer school opportunities were offered for the 2021 summer in conjunction with our public library to provide literacy instruction and instill a passion for reading, and a STEM summer reading program will be offered this summer (2022).</p> <p>In order to better support the academic and SEL needs of our elementary aged</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>students who demonstrate learning loss due to the COVID pandemic, all kindergarten and 1st grade classes will have a paraprofessionals (one shared with first grade classes) to provide additional support for targeted small group instruction.</p> <p>During the 20-21 school year, a larger percentage of referrals to the counselor were made regarding mental health issue and social emotional needs. This pattern tended to pertain primarily to the middle grades students, however, did trend somewhat among the intermediate grades. In an effort to address the SEL needs of our students, and equip teachers with strategies to address mental health needs that surface in the classroom, the staff is underwent training in TBRI and implemented the identified best practices in the 20-21 school year. We will continue to implement TBRI as the staff becomes more knowledgeable through experience of how to work with students that suffer severe trauma throughout the 22-23 school year.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The demographic data from our county shows that Chattooga County is an area of poverty with most families falling into the lower middle socioeconomic class. Resources are in place from our Title 1 program that provide help and education for parents and/or guardians related to their child's education. The employed Parent Liaisons offer a valuable resource to this group of parents that have shown benefits.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Current MAP data from the spring 2022 administration shows that 42-44% or more of students fell below the 41st percentile level, and 60% of students in K-8 overall did not meet projected growth in Reading, and 40% did not meet projected growth in Math.. MAP data regarding Reading signified an area to drive targeted instruction and adjust for learning needs.</p> <p>Instructional coaches and interventionists serve as an integral support service to teachers as they entered into a world of "virtual teaching" through the COVID pandemic. In addition, these coaches helped teachers identify best instructional interventions to adjust instruction to better meet the learning needs of students.</p> <p>In order to better support the academic and SEL needs of our elementary aged students who demonstrate learning loss due to the COVID pandemic, all kindergarten and 1st grade classes will have a paraprofessionals to provide additional support for targeted small group instruction. 1st grade classes will share one paraprofessional.</p> <p>Needs of all children are met through differentiation, MTSS, SpecEd (IEPs, Gifted Program, Speech, 504 plans etc.) parent-meetings, and Data Team discussions. Most teachers have completed a PLC in "Differentiation" and the lesson plan format adopted by the county requires differentiation to be incorporated into daily lesson plans. Teachers analyze formative data in order</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>to place students on T2 and T3 in reading and math. Interventions are then implemented and students are taught and assessed to monitor growth and achievement. Special Education teachers work with both pull-out and inclusion classes in order to meet the needs of this student population. Gifted students receive instruction through differentiated tasks. Students are provided with services for speech, physical therapy, and occupational therapy. IEP's and 504 plans help teachers to modify accommodations for students and protect student rights. All teachers take part in Grade-Level Data Meetings in which student performance data is analyzed and is followed by a discussion of teaching strategies. Menlo students also receive art instruction from a certified teacher and Character Education through a program adopted by the school counselor.</p> <p>The challenge to cultivate our students' desires to challenge and push their intellect and abilities is reflected in the low student growth on the 2021-22 Spring Map assessment and the low percentile of students meeting grade level RIT scores. Increasing student learning opportunities that are embedded with challenging and motivating learning tasks is what leads to powerful learning experiences.</p> <p>Teachers also have participated in schoolwide STEM professional learning initiatives and TBRI. Both PLC's focused on increasing rigor, growth mindset, and self regulation in classroom instruction.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p><b>Strengths</b></p>	<p>Software programs such as IXL, Lexia, Study Island Learning pathways, Moby Max, Zearn, HMH into Reading, Math Seeds, Typesy, Reading Prodigy, and Scholastic Works provide supportive resources for all students, as well as, for the special ed population. As a result, these supplements to the educational process give students additional and advantageous avenues to grow and become more competent with computer use.</p> <p>A part-time interventionist assists grades 3-5 teachers with targeted reading instruction for students who demonstrate struggling reading skills.</p> <p>Continued use of paraprofessionals for all kindergarten and a shared paraprofessional in first grade classes. This addition has supplied classroom support with group work, struggling readers, and extension for the more advanced students.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

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<p><b>Challenges</b></p>	<p>Attendance is an issue that is in need of improvement. The school social worker and attendance monitor continue to work more closely with schools and parents to help them understand the importance of student attendance. Teachers work toward making classroom lessons more relevant and interesting for students, but MES needs to make sure we are differentiating where needed. Attendance initiatives are in place to encourage punctual and daily attendance. As more students enter school with different levels of trauma which impact their academic achievement, teachers need to be more equipped with trauma informed classroom interventions.</p> <p>The areas of Reading, primarily foundations in lower grades, and applying critical thinking skills throughout all content areas are identified as weaknesses among the ED subgroup and SPED subgroup.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	MAP data indicates many students, 42-44% falling below the 41st percentile level in Reading and Math. In addition, 60 percent of students in grades K-8 did not meet projected growth in Reading Significant learning gaps and achievement in Reading stand out as a weakness and area for improvement. Demographic data among Gifted and SWD students indicate 60 percent or greater of students who did not meet Reading projected growth targets.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	A new reading program and loss of instructional time due COVID regulations regarding quarantine and virtual learning may have impacted the lack of progress.
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##### Overarching Need # 2

Overarching Need	MAP data show that a large percentage of students in Math and Reading did not meet projected growth, indicating a need for differentiation and targeted instruction to address students' individual learning needs. A stronger understanding and implementation of the MTSS framework to address learning, as well as, behavioral needs will support teachers in differentiating instruction to meet identified learning needs of all students. A multi-tiered system of supports and thorough understanding of a comprehensive MTSS program and tiered approach to supporting students academically and behaviorally is a current need.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Nationally, students are underperforming, particularly in science, technology, engineering and mathematics (STEM) subjects. Also, STEM careers has declined. At MES, 21st century skills consisting of knowledge construction, real-world problem solving, skilled communication, collaboration and use of information for learning and self-regulation have been identified as necessary skills to grow in knowledge, work ethic and performance. The acquisition of 21st Century skills will help students be successful in all areas of formal school, as well as, adapt and thrive in ever changing world. These skills will help build academic and SEL skills.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

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

#### 3.3 Root Cause Analysis

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

**Overarching Need - MAP data indicates many students, 42-44% falling below the 41st percentile level in Reading and Math. In addition, 60 percent of students in grades K-8 did not meet projected growth in Reading. Significant learning gaps and achievement in Reading stand out as a weakness and area for improvement. Demographic data among Gifted and SWD students indicate 60 percent or greater of students who did not meet Reading projected growth targets.**

Root Cause # 1

Root Causes to be Addressed	44% of students in grades 1-8 are not meeting meeting "on grade level" reading proficiency nor meeting their projected learning growth goals.. The majority of this percentage fall into the SWD subgroup. Best research practices that address differentiation for the academic, social and behavioral needs of students whom live in poverty and a stronger knowledge base of the systemic, explicit reading instructional HMH curriculum practiced with fidelity are identified as root causes for the percentage of students not meeting proficiency. Interventionist to assist in the identification of students' learning and behavioral needs, as well as, support in implementation of targeted interventions will provide stronger resources to the staff and students to better address learning needs and monitor students progress. Further PD in utilizing MAP data to differentiate for students' learning needs and utilizing Study Island Learning Pathways to effectively target, as well as, monitor student performance is needed in order to better equip staff with providing instructional opportunities that allow optimal growth for all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	A district wide reading program, HMH Into Reading, has been chosen by a panel of Reading educators in Chattooga County Schools as an avenue to provide research based, balanced literacy reading instruction grounded in "growth mindset" reading practices. Wilson Foundations will assist in building phonics among students who have not
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## Root Cause # 1

Additional Responses	demonstrated growth and/or achievement.
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**Overarching Need - MAP data show that a large percentage of students in Math and Reading did not meet projected growth, indicating a need for differentiation and targeted instruction to address students' individual learning needs. A stronger understanding and implementation of the MTSS framework to address learning, as well as, behavioral needs will support teachers in differentiating instruction to meet identified learning needs of all students. A multi-tiered system of supports and thorough understanding of a comprehensive MTSS program and tiered approach to supporting students academically and behaviorally is a current need.**

## Root Cause # 1

Root Causes to be Addressed	The lack of staff understanding and buy in, as well as a successful implementation of MTSS that addresses both academic and behavioral needs of students has been identified as a root cause. Practicing TBRI with fidelity to address behavioral needs has been identified as a root cause as all staff has not had buy in. Further PD opportunities and coaching to support teachers in identifying specific learning needs and adjust instruction to accommodate for those needs are areas of growth.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Further PD with implementing the MTSS framework and followed up with coaching and support from interventionist can help build a stronger foundation for differentiation.
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**Overarching Need - Nationally, students are underperforming, particularly in science, technology, engineering and mathematics (STEM) subjects. Also, STEM careers has declined. At MES, 21st century skills consisting of knowledge construction, real-world problem solving, skilled communication, collaboration and use of information for learning and self-regulation have been identified as necessary skills to grow in knowledge, work ethic and performance. The acquisition of 21st Century skills will help students be successful in all areas of formal school, as well as, adapt and thrive in ever changing world. These skills will help build academic and SEL skills.**

## Root Cause # 1

Root Causes to be Addressed	Growth mindset, self regulation, skilled communication and problem solving are areas that need to grow among our students to provide confidence in learning. The COVID pandemic has appeared to bring about apathy towards learning, as well as self, as students do not demonstrate growth towards projected targets, develop poor work habits, and perform below grade level due to learning loss over the pandemic.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Students need more assignments that require them to apply information learned through core content areas instead of recalling memorized content knowledge. A large percentage of MES students live in poverty and lack a growth mindset which impact student achievement and development of critical thinking skills. Incorporating STEM learning in all subject areas can provide an approach to teach design thinking that help develop growth mindset and critical thinking skills.
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# School Improvement Plan 2022 - 2023



## Chattooga County Menlo Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Chattooga County
School Name	Menlo Elementary School
Team Lead	Paula Buice
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)The Residency Questionnaire required by McKinney-Vento is also used to identify students in poverty.

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	MAP data indicates many students, 42-44% falling below the 41st percentile level in Reading and Math. In addition, 60 percent of students in grades K-8 did not meet projected growth in Reading. Significant learning gaps and achievement in Reading stand out as a weakness and area for improvement. Demographic data among Gifted and SWD students indicate 60 percent or greater of students who did not meet Reading projected growth targets.
Root Cause # 1	44% of students in grades 1-8 are not meeting meeting "on grade level" reading proficiency nor meeting their projected learning growth goals.. The majority of this percentage fall into the SWD subgroup. Best research practices that address differentiation for the academic, social and behavioral needs of students whom live in poverty and a stronger knowledge base of the systemic, explicit reading instructional HMH curriculum practiced with fidelity are identified as root causes for the percentage of students not meeting proficiency. Interventionist to assist in the identification of students' learning and behavioral needs, as well as, support in implementation of targeted interventions will provide stronger resources to the staff and students to better address learning needs and monitor students progress. Further PD in utilizing MAP data to differentiate for students' learning needs and utilizing Study Island Learning Pathways to effectively target, as well as, monitor student performance is needed in order to better equip staff with providing instructional opportunities that allow optimal growth for all students.
Goal	50% (or greater) of K-8th grade students will perform above the 41st percentile (RIT score) level in Reading and Math. 50% (or greater) of all K-8th grade students will meet or exceed their MAP RIT Growth projection in Reading, and 60% in Math. We will also administer the GMAPS three times next year, and will aspire for 90% of students in grades 3-8 to increase at least 1 RIT point on the GMAP (Fall to Winter) or (Fall to Spring) GMAP test terms.

Action Step # 1

Action Step	Teachers will effectively utilize Assessment Data in order to differentiate reading and math instruction. (MAP, HMH benchmarks, JAM/GLOSS, Write Score)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento

Action Step # 1

Funding Sources	Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Assessment Data/Growth Reports Lesson Plans
Success Criteria for Impact on Student Achievement	MAP data will reflect adequate student growth in Reading and Math.
Position/Role Responsible	Principal Classroom Teachers Success Team
Timeline for Implementation	Quarterly

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

Action Step	K-5 teachers will continue to use the newly purchased reading program, "HMH into Reading," with fidelity and consistency, implementing guided reading groups and student conferences with goal-setting. Wilson Foundations will supplement HMH reading, and will be utilized to build phonic skills.
Funding Sources	Title I, Part A Title I, Part A SIG

Action Step # 2

Funding Sources	Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans Observations Guided Reading Groups Student Conference Logs
Success Criteria for Impact on Student Achievement	MAPS growth and achievement data
Position/Role Responsible	Principal Classroom Teachers Success Team
Timeline for Implementation	Weekly

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

Action Step	Teachers will work in conjunction with the district-wide interventionist team, in addition to academic coaches, to analyze data, identify specific learning needs, develop differentiated instruction to address the students learning needs, and monitor student achievement, as well as, growth.
Funding Sources	Title I, Part A IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Lesson plans Notes/Minutes/Agendas from PLC's and meeting with interventionist team
Success Criteria for Impact on Student Achievement	MAP Growth and Achievement Reports
Position/Role Responsible	Teachers Interventionist team Academic Coaches Administration
Timeline for Implementation	Weekly

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

Action Step	In order to better support the academic and SEL needs of our elementary aged students who demonstrate learning loss due to the COVID pandemic, all kindergarten classes will have a paraprofessional and one shared paraprofessional in first grade classes, whom will provide additional support for targeted small group instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	MAP growth data and small group intervention data/reports/student goal setting
Success Criteria for Impact on Student Achievement	MAP Growth and achievement data
Position/Role Responsible	Classroom Teacher
Timeline for Implementation	Quarterly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	MAP data show that a large percentage of students in Math and Reading did not meet projected growth, indicating a need for differentiation and targeted instruction to address students' individual learning needs. A stronger understanding and implementation of the MTSS framework to address learning, as well as, behavioral needs will support teachers in differentiating instruction to meet identified learning needs of all students. A multi-tiered system of supports and thorough understanding of a comprehensive MTSS program and tiered approach to supporting students academically and behaviorally is a current need.
Root Cause # 1	The lack of staff understanding and buy in, as well as a successful implementation of MTSS that addresses both academic and behavioral needs of students has been identified as a root cause. Practicing TBRI with fidelity to address behavioral needs has been identified as a root cause as all staff has not had buy in. Further PD opportunities and coaching to support teachers in identifying specific learning needs and adjust instruction to accommodate for those needs are areas of growth.
Goal	By May of 2023, 100% of faculty/staff will receive professional learning to develop and implement with fidelity a MTSS framework. 100% of the teaching staff will effectively implement MTSS practices as measured by the MTSS Implementation Rubric, TKES/LKES and focus walks. A district wide MTSS coordinator will help establish procedures to meet these goals. Academic and behavioral interventions will be established practice within our MTSS plan.

Action Step # 1

Action Step	A MTSS implementation team will be formed to redeliver PD and guidance in the MTSS framework.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Supportive Learning Environment
Success Criteria for Implementation	lesson plans and classroom observations Agendas/minutes from PLC and PD
Success Criteria for Impact on Student Achievement	MTSS reports/paperwork and MAPS growth/achievement
Position/Role Responsible	MTSS implementation team classroom teachers special education resource teachers Administration Interventionist
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

Action Step	The MTSS Implementation Rubric will be administered as a pre survey to identify areas for improvement with the MTSS framework, and administered again at the end of the year as a post survey to measure school level fidelity of MTSS implementation. A school wide MTSS plan will be streamlined and developed in accordance with the MTSS framework and rubric.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Success Criteria for Implementation	Lesson plans and classroom observations
Success Criteria for Impact on Student Achievement	MTSS rubric, MTSS School wide Plan
Position/Role Responsible	Teachers Academic Coach MTSS Implementation Team Administration
Timeline for Implementation	Yearly

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

Action Step	All staff will be trained in the MTSS framework and recording processes in the Infinite Campus platform. Teachers will utilize the PD to implement with fidelity the multi-tiered system of support for academic and behavioral needs of students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Success Criteria for Implementation	MTSS student documentation, data and records IC Platform TBRI surveys Discipline referrals
Success Criteria for Impact on Student Achievement	MTSS reports in IC
Position/Role Responsible	Staff Interventionists Academic Coaches Administration MTSS Implementation Team
Timeline for Implementation	Monthly

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

Action Step	A school wide MTSS plan will be streamlined and developed in accordance with the MTSS framework and rubric. Tiered interventions will be identified and administered to address reading foundational skill deficits K-8. (i.e. Reading Comprehension Kits, Wilson Reading products, behavioral interventions (First Steps, TBRI, House system)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Weekly progress monitoring and MTSS plan with identified tiered intentions
Success Criteria for Impact on Student Achievement	MAP Growth and Achievement Data and progress monitoring
Position/Role Responsible	Teachers, interventionists, implementation team
Timeline for Implementation	Weekly

Action Step # 4

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

Action Step	Interventionists will be available to deliver targeted instruction to students in Tiers 2 and 3 (continued services from 21-22 school year). A new addition of a district wide MTSS Coordinator will be available to assist the school with implementation and developing/streamlining a MTSS plan/framework. (Interventionists funded through ARP-CARES3 and coordinator through general funds.)
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	MTSS plans developed schoolwide with assistance from MTSS Coordinator
Success Criteria for Impact on Student Achievement	Milestones, GMAPS and MAPS student achievement and growth
Position/Role Responsible	MTSS Team Interventionists Classroom Teachers MTSS Coordinator
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 # 5

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

Action Step	To support behavioral, emotional and motivational needs of students, grades 4-8 are implementing the House System (RCA) to provide additional academic/SEL support through a positive climate and culture. In addition, the counselor is partnering with MindCares and TBRI practitioners to deliver specialized services regarding SEL needs. Both of these initiatives are to address varying levels of SEL, behavioral, attendance, and academic needs of students in varying tiers of the MTSS plan. (Funding - Title I (House System), MindCares (McKinney Vento and ARP - CARES3)
Funding Sources	Title I, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	MTSS Plan, Counselor Action Plan, House System Plan and points system
Success Criteria for Impact on Student Achievement	Health Survey, Student Pulse Check
Position/Role Responsible	Counselor Grades 4-8 teachers TBRI practitioners and MindCare counselor
Timeline for Implementation	Monthly



Action Step # 6

<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>	<p>MindCares will partner with school counselor to provide additional wrap around services to meet SEL needs.</p>
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Nationally, students are underperforming, particularly in science, technology, engineering and mathematics (STEM) subjects. Also, STEM careers has declined. At MES, 21st century skills consisting of knowledge construction, real-world problem solving, skilled communication, collaboration and use of information for learning and self-regulation have been identified as necessary skills to grow in knowledge, work ethic and performance. The acquisition of 21st Century skills will help students be successful in all areas of formal school, as well as, adapt and thrive in ever changing world. These skills will help build academic and SEL skills.
Root Cause # 1	Growth mindset, self regulation, skilled communication and problem solving are areas that need to grow among our students to provide confidence in learning. The COVID pandemic has appeared to bring about apathy towards learning, as well as self, as students do not demonstrate growth towards projected targets, develop poor work habits, and perform below grade level due to learning loss over the pandemic.
Goal	Teachers will increase STEM literacy and improve the effectiveness and attitudes for all students as related to STEM thinking/processes through STEM PD for educators, implementing interdisciplinary STEM lessons/projects, and providing computer science courses to ALL (100%) of 7th/8th grade students..

#### Action Step # 1

Action Step	Teachers will receive professional development in STEM teaching strategies and implement these inquiry based learning strategies to build critical thinking skills. At minimum, one STEM lesson per grade level per semester will be explored across all grade levels. This will be done in partnership with GYSTC. Science teachers may pursue a STEM endorsement or attend STEM PL through NWGA RESA.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	STEM activities and PD planned in conjunction with GYSTC Lesson plans
Success Criteria for Impact on Student Achievement	MAPS science growth and achievement data
Position/Role Responsible	Academic Coach Instructional Technology Coach Teachers STEM Implementation Team Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GYSTC will work with teachers in developing STEM activities to be used quarterly, in addition, with family engagement initiatives through math/science family nights.
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Action Step # 2

Action Step	Implement the new computer science GSE in computer science courses in middle grades 6-8, while K-5 teachers will scaffold instruction from simple familiarization in the K-2 grade band to deeper involvement in the 3-5.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Lesson plans Student progress and attitude/interest surveys MAP Science data
Success Criteria for Impact on Student Achievement	Student completion of computer science courses

Action Step # 2

Position/Role Responsible	K-5 teachers Technology Instructional Coach Computer Science teacher (6-8)
Timeline for Implementation	Weekly

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

Action Step	In efforts to build literacy skills, build literacy awareness, and increase STEM learning opportunities for our students, the media center will open one day a week through the summer to provide literacy and STEM learning activities. The city of Menlo does not have a public library and our media center will work in conjunction with the Summerville library to offer a summer reading STEM learning experience.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student and Community attendance rates to summer STEM camp; community feedback
Success Criteria for Impact on Student Achievement	Increased Lexile and RIT scores of students on MAPs and Milestones
Position/Role Responsible	Summer school teachers; administration
Timeline for Implementation	Yearly

Action Step # 3

<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>	<p>GYSTC Partnership will assist with development and implementation of summer STEM activities. The Chattooga County Library will also partner with us to initiate the summer reading club.</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 Title I Schoolwide Improvement Plan was developed with the involvement of the community to be served and as a part of strategic planning. Representatives from each grade level, leadership team, school council, PTO, special programs, administration, and parents have developed the plan through information gleaned from various surveys sent out and collected throughout the school year.</p>
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<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>We increase the amount and quality of learning time by offering 45 minute Extended Learning Times during the school day. This time is used to focus specifically on students' weaknesses and offer specific interventions to target these areas. We offer after school tutoring sessions for under performing students in small groups to remediate and prepare students for Georgia Milestones. We also offer tutoring to students who qualify under the McKinney-Vento Homeless Grant. A math interventionist will provide targeted interventions for middle grades students who are struggling.</p>
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<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>Currently, our system has in place instructional coaches in the four core areas (ELA, Math, Science, and Social Studies) who work the faculty and staff to implement common formative assessments, pacing guides, and curriculum maps that are appropriate and challenging. Units of study that will and are being implemented for all grades are the Eureka Math, New Science (Three Dimensional Instructional Model) and Social Studies Standards ( Inquiry Based Model) were implemented during the 2019/2020 school year, and continuing on into the 22-23 school year, adding the HMH into Reading program. All staff have been trained in TBRI.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2)</p>	<p>Results from standardized tests, benchmarks, and progress monitoring are evaluated by the School Leadership Team and Success Team. Test results are discussed throughout the year at faculty meetings and grade level meetings in an effort to improve the overall instructional program. Sessions are scheduled during the year to give teachers additional time to review test results and develop lessons that will target specific areas of need. Furthermore, school improvement plans are written and evaluated throughout the year. At Menlo Elementary School, we use many different assessments to determine the</p>
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<p>objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>progress of our students. These include:            College and Career Readiness Performance Index (CCRPI) Reports            Georgia Milestones Assessment            MAP            JAM/GLOSS            GKIDS            Write Score            Accelerated Reader            End of Module Assessments            Performance Tasks</p>
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### 3. REQUIRED QUESTIONS

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

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Menlo School presently houses a Pre-K program. Daily routines such as lunch, morning and afternoon dismissals, and meal schedules are embedded into their time at school. Periodic assemblies and other programs are also a part of their routines that also assists students in transitioning into our Kindergarten Program. Classroom teachers are also included in discussions and matters that pertain to the school as a whole.</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>Transitioning from MES to the local high school begins with offering 8th grade students an opportunity to take three ninth grade classes that are taught at our school. Students attend registrations held at Menlo as well as the high school. An individualized graduation plan as well as choosing career pathways are a part of the process.</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>Each grade level has a discipline policy that has been put into place to encourage positive behavior and curtail office visits. Behavior management protocol is established and shared with parents as well as the students who both in turn sign the documentation that addresses specific misbehavior and the consequences established. Faculty/staff will be trained in TBRI practices that target behavioral and social emotional learning needs.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>This SIP is designed to address student, parent, and teacher needs and is used as guideline to better the education of the students, promote community involvement, and improve teacher and student morale.</p>
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