



Comprehensive Needs Assessment 2024 - 2025 School Report



Chattooga County
Leroy Massey 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 | Dr. Phillip R. Wood |
| Team Member # 2 | Assistant Principal | Brandi Hammonds |
| Team Member # 3 | Assistant Principal | Brent Mobbs |
| Team Member # 4 | Academic Coach | Leann Lowry |
| Team Member # 5 | Counselor | Mary Beth Housch |
| Team Member # 6 | Media Specialist | Leah McCullough |
| Team Member # 7 | Teacher | Erin Smith |

Additional Leadership Team

| | Position/Role | Name |
|------------------|------------------|--------------------|
| Team Member # 1 | Media Specialist | Leah McCullough |
| Team Member # 2 | Counselor | Mary Beth Housch |
| Team Member # 3 | Teacher | Sally Cash |
| Team Member # 4 | Teacher | Jessica Kersnowski |
| Team Member # 5 | Teacher | Bryn Lee |
| Team Member # 6 | Teacher | Valerie McWhorter |
| Team Member # 7 | Teacher | Kaitlyn Cromer |
| Team Member # 8 | Teacher | Erin Smith |
| Team Member # 9 | Teacher | Rhonda Richards |
| 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 | Teacher | Carrie Rowe |
| Stakeholder # 2 | Assistant Principal | Brandi Hammonds |
| Stakeholder # 3 | Community Member | Mandy Ward |
| Stakeholder # 4 | Parent | Jolyn King |
| Stakeholder # 5 | Parent | Stephanie Siffles |
| Stakeholder # 6 | | |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
|--|--|
| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | All indicators are discussed with all staff members working at each grade level along with parent and community stakeholders. Multiple Leadership Team meetings are held each year, along with School Council meetings which include stakeholders and parents. |
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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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

| Instruction Standard 4 -Uses research based instructional practices that positively impact student learning | | |
|---|---|---|
| 1. Exemplary | Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). | |
| 2. Operational | Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). | ✓ |
| 3. Emerging | Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | |
| 4. Not Evident | Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | |

| Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students | | |
|--|--|---|
| 1. Exemplary | <p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p> | |
| 2. Operational | <p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> | ✓ |
| 3. Emerging | Some teachers differentiate instruction to meet the specific learning needs of students. | |
| 4. Not Evident | Few, if any, teachers differentiate instruction to meet the specific learning needs of students. | |

Coherent Instruction Data

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

| Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets | | |
|---|--|---|
| 1. Exemplary | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. | |
| 2. Operational | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. | ✓ |
| 3. Emerging | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance. | |
| 4. Not Evident | Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable. | |

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

Coherent Instruction Data

| Instruction Standard 9 -Provides timely, systematic, data -driven interventions | | |
|---|---|---|
| 1. Exemplary | Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made. | |
| 2. Operational | Most students are provided timely, systematic, data-driven interventions to support their learning needs. | ✓ |
| 3. Emerging | Some students are provided extra assistance or needed support in a timely manner. | |
| 4. Not Evident | Few, if any, students are provided extra assistance or effective support in a timely manner. | |

| 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. | |

Coherent Instruction Data

| 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. | |

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

| | |
|---|--|
| What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | Parent Surveys Student Surveys Teacher Surveys |
|---|--|

| | |
|---|---|
| What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?") | Survey results of students, parents and teachers were favorable. LMES provides a safe and substance abuse free environment. LMES plans to continue to focus on improving attendance in an attempt to improve student achievement. |
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| What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops) | Comprehensive Needs Assessment Parental Involvement Professional Development Student Interventions Policy/Procedures Art Night Project SAFE FCA Band |
|---|--|

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| 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?") | Parental involvement in academics is essential in improving student achievement. Providing family nights and information could assist in educating parents about grade level learning standards. Professional development is ongoing. Periodic work sessions provide teachers with best practices. Data teams provide a sounding board for instructional strategies that could enhance student performance & encourage reflection of/on current instructional practices. Providing students with appropriate interventions in the learning process is key in grade level improvement. MTSS committee has been established to oversee the process with support from district SPED coordinator. LMES has added a math and reading interventionist for additional support to boost student achievement. LMES has also |
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|---|---|
| | added a contract counselor for additional student supports. |
| What achievement data did you use? | Georgia Milestone EOG scores, GAA scores, ACCESS, DIBELS, MAP scores |
| What does your achievement data tell you? | Due to the change in learning options (virtual vs. in-person) during COVID, learning loss has occurred. In order to address this learning loss, personnel, a reading program addition, phonics programs, use of DIBELS and scheduling changes have been developed to address this issue. We fundamentally believe that with these steps, the school is on the right track to increasing student achievement. |
| What demographic data did you use? | McKinney Vento Title I Plan SLDS |
| What does the demographic data tell you? | Some challenges that exist in providing students with these resources are lack of knowledge in utilizing technology in the classroom, as well as access to technology for all outside the school environment. Another challenge is our dependence on external financial resources. The socioeconomic status of families in our community reveal a general lack of resources, including not having internet access at home. Leroy Massey utilizes lots of different learning software for students that would be a tremendous help to students if they were able to access the programs at home. A McKinney Vento survey identified the top five needs for our students including: hygiene products, individual counseling, school supplies, tutoring, and field trip assistance. Student and teacher absences affect improvement efforts at Leroy Massey. Larger class sizes impede re-teaching efforts for those students that are chronically absent while also encumbering attempts to provide thorough assistance to those students academically at risk. |

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Each Coherent Instructional Data Standard was marked as Operational or Exemplary. Teachers strive to provide a supportive learning environment that is conducive to learning. Collaborative processes are implemented to align instruction with standards, incorporate technology into instruction, and utilize common assessments to improve teacher practices. MTSS is in place to make sure appropriate interventions are in place in reading and math.</p> |
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Observations are utilized to provide appropriate feedback to improve instructional strategies. Observations result in data driven changes and small group instruction.</p> <p>Teachers have support from administration and are provided the necessary resources for classroom instruction.</p> <p>The School Improvement Plan has stakeholder input that helps address the needs of students at LMES with respect to students, staff & families.</p> <p>Resources are monitored to ensure a teacher does not go without the necessary tools needed for instruction.</p> <p>A safety plan is mapped out and followed accordingly. LMES has a part-time Resource Officer.</p> |
| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>The Leadership Team serves as the catalyst for shared decision making. Input is sought from all stakeholders for school improvement. Ongoing professional development takes place to assist teachers with personal goals, classroom goals, and district goals.</p> <p>A full time Academic/Instructional Coach was used in 2024-25 school year. The coach provides support, professional development, modeling, and coaching in order for the teachers to use the best instructional practices to meet the needs of all of their students. Collaboration, positive engagement and delegation of duties will continue to have a positive effect on teacher performance and overall student achievement. Additionally, regular PLC meetings on each grade level also improves teacher effectiveness.</p> |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|--|
| <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Making sure parents and community members feel welcomed is the first step to providing open lines of communication. Consistent communication with parents about student performance, behavior, etc. will keep parents aware and establish support and rapport.</p> <p>REMIND is utilized by each teacher as a means of communication with parents. REMIND is a great way to have instant communication with parents as well as documentation. Social media platforms such as Facebook have also provided a wonderful resource for communicating with parents.</p> <p>High expectations have been established at each grade level. To promote parental involvement we offer a Meet Your Teacher, Art Night, and Math and Science (STEM) Night. All of these initiatives are designed to bring parents and students together to see what is happening in their students' school. The most important aspect is helping parents learn to help their kids in the learning process.</p> |
| <p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>A supportive environment is important in the development of each child. Positive interactions and belief in each student will create a lasting bond.</p> <p>Rituals and routines are established in each classroom to maximize instructional time.</p> <p>The counseling program at LMES is designed as a safe haven to support students in and out of the classroom. Through the counseling program there are groups of students that meet that have incarcerated parents or students' that have had a death in the family. Additional counselors are also utilized at LMES. We have hired a 49% counselor who works with students on a group basis or individually. Programs such as Mindcare and GA Hope are also utilized.</p> |
| <p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>The information provided by the state of Georgia gives a breakdown of subgroups at LMES. The actual percentage of economically disadvantaged students is approximately 85% for LMES. LMES has a higher percentage of SPED students than the system and state average. Our SPED population is 20.2% of our student body. We must remain diligent in our efforts to increase student performance while addressing the social, emotional, and academic needs of our student population.</p> |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|--|
| Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=leroy-massey-elementary-school The above link is from the Governor's Office of Student Achievement. The link provides a comparison between LMES, Chattooga County Schools, and the state of Georgia. |
|---|--|

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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| | |
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| Strengths | <p>Strengths would include a very supportive administration (to include Mrs. Kelli Johnson and her support staff). We have enough staff that we are able to offer services from self-contained to consultative. We are included in all staff development so we are familiar with the general education expectations.</p> <p>ELL Strengths: We are in a continuous stage of growth with our ELL program. The program at LMES has made significant advances. Our ELL online program, Imagine Learning, has been provided to all ELL's. We have also developed a network of colleagues across the state, both teachers and administrators, who are available for collaboration. We no longer employ a translator, however, we have two paraprofessionals who are bilingual and translate when needed. Our ELL program is involved at the community level with the county library. Literacy grants provide our library with funds needed to improve family literacy skills. The number of teachers who have the ESOL endorsement has also increased. ELL endorsed teachers are important due to the fact that ELL students have specific needs in the regular classroom. These needs must be addressed in order for the content to be understood by the student.</p> |
|-----------|--|

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|------------|--|
| Challenges | <p>SPED: Challenges would include having a large number of SPED students. Most of our self-contained classes are at maximum capacity and have been most of the year, as well as our inclusion classes. This often creates a challenge when adding either a new transfer student or a newly identified student. It is also a challenge for teachers to teach goals/objectives stated on an IEP and information taught in the general education classroom. Those students who take the Milestones and Map test need instruction in both.</p> <p>ELL Challenges: Although we have seen an increase in the funding for</p> |
|------------|--|

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

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

| | |
|--|---|
| | <p>the ELL program, more funding is needed. We need to have curriculum materials for all grade levels. It is important to have materials available for newcomers to our district. Although the number of ELL endorsed teachers has grown, we need to have more teachers at each grade level who are knowledgeable of the needs of our ELL's in order to provide as much support as possible for these students. With the number of ELL students in our school, adding a full time on-site translator is needed, but current funding can not accommodate for it. We also see the need to have additional devices for emergent students to assist them in assimilating to our school culture.</p> |
|--|---|

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

| | |
|---|-----------------------------------|
| Overarching Need | Improve Student Achievement (ELA) |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 2

| | |
|---|------------------------------------|
| Overarching Need | Improve Student Achievement (Math) |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 3

Overarching Need # 3

| | |
|---|----------------------------------|
| Overarching Need | Improve Student Achievement (SS) |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 4

| | |
|---|---------------------------------------|
| Overarching Need | Improve Student Achievement (Science) |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 4 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 5

| | |
|---|----------------------------------|
| Overarching Need | Improved Stakeholder Involvement |
| How severe is the need? | High |
| Is the need trending better or worse over time? | No Change |
| Can Root Causes be Identified? | Yes |
| Priority Order | 5 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 6

| | |
|---|----------|
| Overarching Need | MTSS |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | Unranked |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve Student Achievement (ELA)

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Absenteeism |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|----------------------|--|
| Additional Responses | Students will want to attend because they are invested in their learning. Students will be rewarded for a positive attendance record. School is a place where they feel valued and a part of the learning community. |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Appropriate Progress Monitoring |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program |

Root Cause # 2

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

| | |
|----------------------|---|
| Additional Responses | Students monitor their own learning by tracking their data, graphs or score sheets. Teachers attend professional development to obtain an endorsement in the MTSS monitoring process. Reading and math interventionists assist with providing research based interventions to students working below grade level. |
|----------------------|---|

Root Cause # 3

| | |
|--|---|
| Root Causes to be Addressed | Students not on grade level with reading. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : READ GA |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Improve Student Achievement (Math)

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Absenteeism |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | Students will want to attend because they are invested in their learning. Students will be rewarded for a positive attendance record. School is a place where they feel valued and a part of the learning community. |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Appropriate Progress Monitoring |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Improve Student Achievement (SS)

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Absenteeism |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Appropriate Progress Monitoring |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Improve Student Achievement (Science)

Root Cause # 1

| | |
|--|---|
| Root Causes to be Addressed | Absenteeism |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Appropriate Progress Monitoring |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - Improved Stakeholder Involvement

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Include parents in the educational process |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | Title I, Part A - Parent and Family Engagement Program |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Overarching Need - MTSS

Root Cause # 1

| | |
|--|-----------------------------------|
| Root Causes to be Addressed | Oversee Process |
| This is a root cause and not a contributing cause or symptom | No |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|------------------------------------|
| Root Causes to be Addressed | Provided appropriate interventions |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|



School Improvement Plan 2024 - 2025



Chattooga County
Leroy Massey Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|---|---|
| District | Chattooga County |
| School Name | Leroy Massey Elementary School |
| Team Lead | Phil Wood |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Improve Student Achievement (ELA) |
| Root Cause # 1 | Absenteeism |
| Root Cause # 2 | Appropriate Progress Monitoring |
| Root Cause # 3 | Students not on grade level with reading. |
| Goal | LMES will increase student performance on end-of-grade standardized assessments to be within five percentage points of the mean score for the state. |

Action Step # 1

| | |
|--------------------------------------|--|
| Action Step | Progress Monitoring: Teachers will collaborate on MTSS teams to determine the best ways to meet the needs of struggling students. Content-alike teachers will meet to track progress on common formative assessments and to assess students work together in order to increase proficiency with scoring work against standards and providing appropriate standards-based feedback. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Coherent Instruction Supportive Learning Environment Small Groups based on student data. |
| Method for Monitoring Effectiveness | Milestones, MAP |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

Action Step # 1

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

Action Step # 2

| | |
|--------------------------------------|---|
| Action Step | Data Analysis: Teachers will collaborate in data teams to analyze student work and choose priority research-based practices to address student needs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Data team analysis of student work |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Monthly |

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

Action Step # 3

| | |
|--------------------------------------|---|
| Action Step | HMH Reading/Writing Program Implementation: Teachers attend training and collaborate with the academic coach and with colleagues to ensure quality implementation of the reading/writing program purchased by the district. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | HMH assessments |
| Method for Monitoring Effectiveness | Milestones MAP Weekly Assessments |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

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

Action Step # 4

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Utilization of technology: Teachers will utilize technology, including appropriate software to supplement instruction. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Usage of appropriate software to supplement instruction. |
| Method for Monitoring Effectiveness | Software monitoring |
| Position/Role Responsible | Principal |
| Timeline for Implementation | Weekly |

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

Action Step # 5

| | |
|-----------------|--|
| Action Step | Absentee Committee to address attendance issues |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |

Action Step # 5

| | |
|--------------------------------------|---|
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Monthly Attendance Meetings (Counselor, Parents, Attendance Coordinator, Secretary) |
| Method for Monitoring Effectiveness | Increased attendance rate |
| Position/Role Responsible | Kevin Muskett-Attendance Administrator |
| Timeline for Implementation | Weekly |

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

Action Step # 6

| | |
|--------------------------------------|---|
| Action Step | Teachers will engage students in small group instruction to differentiate and target individual student needs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation | Classroom Walkthroughs PLCs Academic Coach assisting with any needs from teachers |
| Method for Monitoring Effectiveness | MAP Milestones |

Action Step # 6

| | |
|-------------------------------------|----------------------------------|
| Method for Monitoring Effectiveness | Weekly Assessments |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

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

Action Step # 7

| | |
|--------------------------------------|--|
| Action Step | Foundations (Phonics) Implementation: Teachers attend training and collaborate with the academic coach and with colleagues to ensure quality implementation of the Wilson Academy Foundations program purchased by the district. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership |
| Method for Monitoring Implementation | Classroom Walkthroughs PLCs Academic Coach modeling/assisting lessons |
| Method for Monitoring Effectiveness | MAP Milestones Weekly Assessments |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

Action Step # 7

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Improve Student Achievement (Math) |
| Root Cause # 1 | Absenteeism |
| Root Cause # 2 | Appropriate Progress Monitoring |
| Goal | LMES will increase student performance on end-of-grade standardized assessments to be within five percentage points of the mean score for the state. |

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | Data Analysis: Teachers will collaborate in data teams with Success Team to analyze student work and choose priority research-based practices to address student needs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | MAP growth |
| Method for Monitoring Effectiveness | Milestones, MAP |
| Position/Role Responsible | Administration Academic Coach Data Teams |
| Timeline for Implementation | Monthly |

Action Step # 1

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

Action Step # 2

| | |
|--------------------------------------|--|
| Action Step | Progress Monitoring: Teachers will collaborate on MTSS teams to determine the best way to meet the needs of struggling students. Content-alike teachers will meet to track progress of common formative assessments. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation | MTSS meetings and tracking student progress through Progress Monitoring |
| Method for Monitoring Effectiveness | Milestones MAP Classroom Assessments |
| Position/Role Responsible | Administration Academic Coach Data Teams |
| Timeline for Implementation | Weekly |

Action Step # 2

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

Action Step # 3

| | |
|--------------------------------------|--|
| Action Step | Teachers will attend training and collaborate with the county math lead (Success team), academic coach and with colleagues to ensure quality implementation of math program. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Math training initiatives |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | 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)? | |
|--|--|

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | Utilization of Technology: Teachers will utilize technology, including appropriate software to supplement instruction. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Software monitoring MAP Milestones |
| Method for Monitoring Effectiveness | Software monitoring Milestones, MAP |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

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

Action Step # 5

| | |
|-----------------|--|
| Action Step | Clarifying and Monitoring: The County Math Lead (Success Team Member), teachers, and Academic Coach will facilitate the utilization and integration of the new math standards and collaborate to monitor the implementation. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless |

Action Step # 5

| | |
|--------------------------------------|--|
| Subgroups | English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Short term action plans |
| Method for Monitoring Effectiveness | Short term action plans with monitoring steps embedded |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

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

Action Step # 6

| | |
|-----------------|---|
| Action Step | Absentee committee to address attendance issues. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |

Action Step # 6

| | |
|--------------------------------------|--|
| Method for Monitoring Implementation | Weekly attendance meetings |
| Method for Monitoring Effectiveness | Increased student attendance |
| Position/Role Responsible | Kevin Muskett-Attendance Administrator |
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

| | |
|---|----------------------------------|
| Overarching Need as identified in CNA Section 3.2 | Improve Student Achievement (SS) |
| Root Cause # 1 | Absenteeism |
| Root Cause # 2 | Appropriate Progress Monitoring |
| Goal | Improve Student Achievement (SS) |

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | Data Analysis: Teachers will collaborate in data teams to analyze student work and choose priority research-based practices to address student needs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Data Team Meetings and teacher collaboration |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration Academic Coach Data Teams |
| Timeline for Implementation | Weekly |

Action Step # 1

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

Action Step # 2

| | |
|--------------------------------------|---|
| Action Step | Progress Monitoring: Teachers will collaborate on MTSS teams to determine the best ways to meet the needs of struggling students. Content-alike teachers will meet to track progress on common formative assessments and to assess student work together in order to increase proficiency with scoring work against the standards and providing appropriate standards-based feedback. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Identification of student needs |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Weekly |

Action Step # 2

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

Action Step # 3

| | |
|--------------------------------------|---|
| Action Step | Teachers will utilize inquiry and writing to learn to advance higher level thinking skills and to promote quality discourse in social studies classrooms. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Collaborative meeting to discuss progress |
| Method for Monitoring Effectiveness | Collaborative meetings to discuss progress, creation of short term action plans, grade level meetings |
| Position/Role Responsible | Academic coach social studies teachers |
| Timeline for Implementation | Quarterly |

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

Action Step # 4

| | |
|--------------------------------------|--|
| Action Step | Absentee committee to address attendance issues. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Attendance meetings |
| Method for Monitoring Effectiveness | Increased attendance |
| Position/Role Responsible | Kevin Muskett-Attendance Administrator |
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Improve Student Achievement (Science) |
| Root Cause # 1 | Absenteeism |
| Root Cause # 2 | Appropriate Progress Monitoring |
| Goal | LMES will increase student performance on end-of-grade standardized assessments to be within five percentage points of the mean score for the state. |

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | Data Analysis: Teachers will collaborate in data teams to use learning continuum to plan whole group and individual instruction. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Needs Assessments |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration Academic Coach Data Teams |
| Timeline for Implementation | Monthly |

Action Step # 1

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

Action Step # 2

| | |
|--------------------------------------|---|
| Action Step | Progress Monitoring: Teachers will collaborate on MTSS teams to determine the best ways to meet the needs of struggling students. Content-alike teachers will meet to track progress on common formative assessments and to assess student work together in order to increase proficiency with scoring work against the standards and providing appropriate standards-based feedback and integration. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Identification of student needs |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Monthly |

Action Step # 2

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

Action Step # 3

| | |
|--------------------------------------|---|
| Action Step | Clarifying and Monitoring: Teachers and academic coach will facilitate the implementation of the plan for science progress and collaborate to monitor its implementation throughout the year. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Short term plans |
| Method for Monitoring Effectiveness | Short term action plans with monitoring embedded |
| Position/Role Responsible | Administration academic coach |
| Timeline for Implementation | Monthly |

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| 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

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| Action Step | Teachers will collaborate to strengthen pedagogy with regard to teaching students to use the Science and Engineering Practices and to engage in phenomena to guide them as they investigate the phenomena using those practices. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation | Implementation of Science and Engineering Practices will be utilized to monitor and facilitate implementation with the use of rubrics and projects. |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | District Science Specialist Academic Coach Science Teachers |
| Timeline for Implementation | Monthly |

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| 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

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| Action Step | Absentee committee to address attendance issues. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority |

Action Step # 5

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|--------------------------------------|---|
| Subgroups | Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Attendance Meetings |
| Method for Monitoring Effectiveness | Increased attendance |
| Position/Role Responsible | Kevin Muskett-Attendance Administrator |
| Timeline for Implementation | Weekly |

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| 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

2.5 Overarching Need # 5

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Improved Stakeholder Involvement |
| Root Cause # 1 | Include parents in the educational process |
| Goal | Provide opportunities to improve parental involvement in the academic process. |

Action Step # 1

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| Action Step | Notify parents through multiple sources about events going on in the school. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Parental attendance |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration Counselor Teachers Academic Coach |
| Timeline for Implementation | Weekly |

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

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| 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

2.6 Overarching Need # 6

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | MTSS |
| Root Cause # 1 | Oversee Process |
| Root Cause # 2 | Provided appropriate interventions |
| Goal | Consistency with MTSS process. |

Action Step # 1

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| Action Step | Implement appropriate math and reading interventions |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Increased identification of interventions |
| Method for Monitoring Effectiveness | Milestones MAP |
| Position/Role Responsible | Administration Academic Coach |
| Timeline for Implementation | Weekly |

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

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| 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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3. REQUIRED QUESTIONS

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

Required Questions

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| <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>LMES developed this plan with collaboration from stakeholders including teachers, parents, business partners, community members, support staff, students, and administrators. All stakeholders were sought out for input in multiple formats. Surveys were advertised on the LMES website and made available in digital and paper forms. Parent/Stakeholder meetings were offered throughout the year. Once the Needs Assessment data was reviewed and the CNA was outlined, the outcomes were shared with stakeholders for further input and feedback on the School Improvement Plan. The Comprehensive Needs Assessment and School Improvement Plans are shared digitally with all stakeholders and will be open for additional comment and further input for future revisions.</p> |
| <p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>All teachers at LMES are highly qualified and teaching within their field. No students are served by inexperienced or ineffective teachers. Teachers who have changed grade level or content are given additional support and Professional Development to ensure all students are guaranteed a fair and equitable education. A county Mentor program is in place to offer targeted support to teachers needing additional professional learning and advisement.</p> |
| <p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>In the CNA process, our school analyzes the following data to determine teacher and student needs: TKES/LKES, perception survey, school program and process data, SIP, district/school PL plans, student achievement data, demographic data, recruitment/retention, equity and professional qualification. Our school conducts an annual needs assessment to identify and prioritize needs. Strategies, activities and programs are determined to address the needs and funds are allocated for implementation. Develop schedules to include time for job-embedded professional learning during PLCs, collaborative planning that is ongoing and sustained. This PL is monitored for its implementation and effectiveness in addressing needs by district/school administration during walk-thrus, TKES and student achievement data. The administration will monitor programs, activities, strategies to ensure effectiveness and improvements in teaching and student outcomes. These will be monitored throughout the year using data from programs, achievement data, TKES and walk-thrus. LMES works to ensure that students who may be considered Title 1 and/or part of a defined "sub-group" (ED, SWD, Minority) are properly served in all academic areas. Teachers will receive professional development in the area of MTSS intervention strategies.</p> |

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| | <p>Teachers use MAP data and Lexile scores to identify students in need of targeted services.</p> <p>Academic support through Title I para-professionals, a parent resource center to secure information that may allow parents to secure tips to better aid their child academically, and in the allotment of instructional technology such as computer software and products.</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) 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>We are a Title I School, but we are not part of the targeted assistance program.</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| 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. | LMES facilitates a Prekindergarten to Elementary transition program each year. We coordinate with the Chattooga County Prekindergarten center to bring upcoming students to tour the school and visit classrooms. The administration at LMES go to the PreK center regularly to observe the teachers and students. Before leaving PreK the students are assessed and that information is shared with the Kindergarten teachers. All students in grades 1-5 participate in Career Readiness activities through the program called College and Career Ready Performance Index. |
| 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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | NA |
| 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. | LMES uses positive behavior principles to encourage students to make good behavior choices. Positive office referrals are also given to students. |

ADDITIONAL RESPONSES

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| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | A supportive environment is important in the development of each child. Through development of our school improvement plan we will continue to improve and support our school as a whole. |
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