School Improvement Plan
2023 - 2024

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 (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	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

Action Step # 6

Method for Monitoring Effectiveness	MAP Milestones 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	Fundations (Phonics) Implementation: Teachers attend training and collaborate with the academic coach and with colleagues to ensure quality implementation of the Wilson Academy Fundations 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

Action Step # 7

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

2.2 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

Action Step # 5

Subgroups	Homeless 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

Action Step # 6

Systems	Family and Community Engagement Supportive Learning Environment
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

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)?	

2.4 Overarching Need # 4

Action Step # 4

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

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

Action Step # 5

Subgroups	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

2.5 Overarching Need # 5

Overarching Need

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

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

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.6 Overarching Need # 6

Overarching Need

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

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

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

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).	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.

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.	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.

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).	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.

	Teachers use MAP data and Lexile scores to identify students in need of targeted services. 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.

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.	We are a Title I School, but we are not part of the targeted assistance program.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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; andIncreased 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

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.