



# Comprehensive Needs Assessment 2020 - 2021 School Report



## Chattooga County Summerville Middle 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	Kevin Muskett
Team Member # 2	Assistant Principal	Peggy Hicks
Team Member # 3	Instructional Coach	Megan Ray
Team Member # 4	Counselor	Katee Harris
Team Member # 5	Special Education Department Head	Tashia Knapp
Team Member # 6	Math Department Head	Kasey Espy
Team Member # 7	Literacy Department Head	Amanda Mayo

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Science Department Head	Betty Wagner
Team Member # 2	Social Studies Department Head	Debra Osborne
Team Member # 3	Reading Teacher	Deanna Campbell
Team Member # 4	Media Specialist	Christie Dooley
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

### Stakeholders

	Position/Role	Name
Stakeholder # 1		
Stakeholder # 2		
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
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?	Information will be shared with stakeholders at various points in the development process. Input will be requested at those times.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

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

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).  Remediation, enrichment, and acceleration are pervasive practices.	
<b>2. Operational</b>	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	✓
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.  Evaluation results are used to identify and implement processes to extend student learning.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
<b>4. Not Evident</b>	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 Standard 4 -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
<b>2. Operational</b>	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.  The celebrations are publicized within the school and to the community and support the culture of the school.	
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Georgia School Personnel Survey, Georgia Parent School Climate Survey, Georgia Student Health Survey.</p>
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<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>From the Georgia School Personnel Survey, Summerville Middle School (SMS) personnel feels safe and connected. Most report their physical environment is up-to-date and well-maintained. A strong majority of responses affirm strong, positive feelings toward the school, the relationships, and the climate in general. The only area in which this did not occur was Parent Involvement. The personnel is divided upon their perceptions of this. Roughly 50% report that parents volunteer and attend meetings, conferences, and school activities. Based on the Georgia Parent School Climate Survey, the majority of respondents perceive teaching, learning, and safety at SMS in a positive manner. Parent Involvement perception is low. Most report that they do not volunteer at school.</p> <p>Based on the Georgia Student Health Survey, students generally feel accepted at school and supportive of each other. The majority also perceives the school campus as safe, clean, and organized.</p>
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<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>rosters of student participation in connections and extended learning classes (Family and Consumer Science, Intro to Computers, Agriculture/Future Farmers of America, Physical Education, band, chorus, and Future Problem Solving)</p> <p>athletic rosters for Chattooga Middle School sporting activities</p> <p>for extra curricular activities including STEM team, book clubs, and leadership team</p> <p>student and parent sign-in sheets for high school orientation that takes place at Chattooga High School in the winter; parent meeting sign ups for individual times with counselors to discuss pathways and courses for upcoming freshmen</p> <p>parent sing-in sheets for 6th grade orientation in the spring at Summerville Middle School</p> <p>sign-in sheets for Open House and Meet the Teacher that take place at the</p>
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	beginning of the school year																																			
<p>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?”)</p>	<p>The process data shows that numerous opportunities are given for students to create unique learning experiences for themselves at Summerville Middle School. All students are offered two connections classes each year which address individual preferences and academic or enrichment opportunities.</p> <p>During Extended Learning Time students exhibiting a need in their classrooms for increased enrichment have the opportunity to participate in STEM/Robotics competitive teams and Future Problem Solving competitive teams. Additionally, the student leadership team is selected by peers to represent the student body at monthly meetings with school leadership. Approximately 50 students participate in these activities, representing close to 15% of the school.</p> <p>Book clubs are offered during lunch periods for students who wish to have student-led reading initiatives. The size of the clubs range from 4 to 11 students for each book, and</p>																																			
<p>What achievement data did you use?</p>	<p>Milestones, Renaissance STAR Reading and Math, Unit Assessments, Write Score, Benchmark Assessments, progress reports, report cards, Moby Max reports</p>																																			
	<p>school experience, and over 85% (with parents) attended Rising Freshmen Night and met with school counselors. This shows that the majority of 8th grade students and their parents are interested in taking initiative to plan and prepare for the transition to high</p>																																			
<p>What does your achievement data tell you?</p>	<p>Overall, students enrolled in math support classes are experiencing gains on unit tests, benchmark assessments, and report cards.</p> <p>In ELLA, Milestones scores over time show student numbers at Proficient and Distinguished levels are not increasing consistently. However, when the data is reviewed at each grade level, the trend is that Beginning learner levels decrease or remain the same and the percentage of students who score at Proficient has more than doubled from 6th grade to 8th grade.</p> <p>In math, information shared about the Beginning learners from 6th grade to 8th grade. Developing and Distinguished levels have remained steady and with little fluctuation.</p> <table border="1" data-bbox="630 1247 1523 1415"> <thead> <tr> <th>ELA:2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Beginning Learner</td> <td>25%</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Developing Learner</td> <td>47%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Proficient Learner</td> <td>26%</td> <td>30%</td> <td>24%</td> </tr> <tr> <td>Distinguished Learner</td> <td>4.7%</td> <td>2.6%</td> <td>4%</td> </tr> </tbody> </table> <p>Math</p> <table border="1" data-bbox="630 1478 1523 1612"> <tbody> <tr> <td>Beginning Learner</td> <td>45.8%</td> <td>23.5%</td> <td>36%</td> </tr> <tr> <td>Developing Learner</td> <td>45.8%</td> <td>48.7%</td> <td>42%</td> </tr> <tr> <td>Proficient Learner</td> <td>7.5%</td> <td>27.8%</td> <td>20%</td> </tr> <tr> <td>Distinguished Learner</td> <td>.9%</td> <td>0%</td> <td>3%</td> </tr> </tbody> </table> <p>Data collected from Renaissance STAR shows a lack of increase overall in Lexile levels. In 6th grade, students at Developing and Beginning Levels was at 62% in August 2019, and in January 2020 it decreased to 58%. In 7th grade, students at Developing and Beginning Levels was at 76% at both screenings, and in 8th grade, students at Developing and Beginning Levels was at 52% in August 2019 and at 66% in January 2020.</p>	ELA:2017	2018	2019	Beginning Learner	25%	20%	35%	Developing Learner	47%	44%	36%	Proficient Learner	26%	30%	24%	Distinguished Learner	4.7%	2.6%	4%	Beginning Learner	45.8%	23.5%	36%	Developing Learner	45.8%	48.7%	42%	Proficient Learner	7.5%	27.8%	20%	Distinguished Learner	.9%	0%	3%
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<p><b>What demographic data did you use?</b></p>	<p>Governor's Office of Student Achievement: Georgia School Grades Report For trends, data from Directly Certified-- Governor's Office of Student Achievement</p>
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<p><b>What does the demographic data tell you?</b></p>	<p>According to Directly Certified from the Governor's Office of Student Achievement, the number of SMS students who are identified as SNAP/TANF recipients, homeless, unaccompanied youth, foster children or migrants has remained steady for the last three years. SMS students identified as Economically Disadvantaged was at 84% in 2017, 92% in 2018, and 89% in 2019. The percentage of students identified as Students with Disabilities is steady at 18% in 2019, however, the number of students enrolled in remedial coursework is 49%. Thus, 31% of students enrolled in remedial coursework do not participate in Special Education programming.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Strength:</b> Assessments are aligned with required curricular standards. These have been developed and refined in system-wide data team meetings of main content areas. School leaders and teachers further monitor the assessments routinely as they are utilized to monitor progress and direct instruction. Content-rich reading and writing curriculum and pacing guides inform SMS lesson plans and units. SMS teachers collaboratively plan to ensure coherent instruction. Furthermore, the school wide schedule allows for Extended Learning Time (ELT), so remediation and acceleration in math and reading is included daily for all students. To identify students' needs, process and achievement data is analyzed. These data points are also used by our system-wide Success Team and the SMS instructional coach to create professional development for teachers.</p> <p><b>Challenge:</b> All students do not actively monitor their learning and progress in all classes. Responsibility for tracking and monitoring student progress largely remains with teachers. In some classrooms, students use rubrics to self-assess and peer-assess, checklists, and exemplars, but this is not a school-wide practice. Additionally, grading practices are not an accurate indication of student progress or mastery on required standards in all classrooms.</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Strength:</b> The SMS leadership utilizes a comprehensive process to analyze data from multiple sources, including teacher and student feedback and reflection, assessment data, and observations. Frequent small group meetings with grade-level, subject-area, and leadership teams are held to gather and disseminate information for decision-making and problem-solving. School-level leaders also continually monitor teacher and student performance. Differing sources of information include formal and informal observations, documents such as lesson plans, professional development reflections, and individual yearly goal updates, as well as formative and summative classroom assessment data.</p> <p>Another strength are the protocols put in place to maintain a safe, clean, and inviting environment. Safety and weather drills are coordinated and practiced</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>with fidelity at different times and circumstances. Specific feedback and reflection are shared immediately in order to improve practices and ensure the safety of all individuals on school property. The safety team meets at regular intervals to identify and address weaknesses. The grounds, buildings, and equipment are routinely assessed for cleanliness and functionality. Issues are resolved in a timely manner by custodial staff or the maintenance department.</p> <p>Challenge: Specialized positions are difficult to fill in rural areas, and SMS is no exception. For several years, recruiting and retaining highly-qualified faculty members has been difficult. As a result, the capacity for building and sustaining relationships among student and staff has been slowed by the turnover.</p>
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<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strength: Differentiated professional learning occurs on many levels. A school-wide initiative of incorporating practices presented in <i>Focus</i>, by Mike Schmoker, began in the 2018-2019, and it has been continued in 2019-2020 to address authentic literacy structures, communication, and checks for understanding. Teachers routinely meet with school leadership to engage with this initiative. Departmentally within each grade-level, teachers meet system-wide to examine student achievement data. Goals are set to address student needs based upon the data gathered. The SMS instructional coach meets with and guides individual teachers with unique professional development needs.</p> <p>The staff led a year-long professional development on a study for checking for understanding. Headed by the 8th grade social studies teacher, all teachers in the school met frequently to discuss the practice of checking for understanding and how it presents itself in different content areas. Teachers partnered on four separate occasions to video lessons and provide feedback and reflection on the implementation and effectiveness of the checks for understanding in these videos. The information gathered was addressed in faculty and grade-level meetings.</p> <p>Challenge: The effects of poverty are a challenge for SMS in numerous ways. Students struggle with academic achievement. This proves to be a challenge for SMS teachers and leaders as they look for tried and true practices to improve student learning and testing performance.</p>
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<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student,</p>	<p>Strength: SMS has a strong history of connecting students and parents to resources within the community. Many students are transported by school bus to the Boys' and Girls' Club after school, where they receive tutoring services. Our counselor, through the local Lions Club, works to secure eyeglasses for students who need them. The counselor also assists families in securing basic necessities, such as clothing, hygiene items, and school supplies through</p>
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Strengths and Challenges Based on Trends and Patterns

<p>teacher, and leader needs?</p>	<p>donations from community members and organizations. Additionally, the Chattooga County school social worker works with families within our school through the Community Services Truancy Board to obtain primary healthcare, and other services to assist families and students in distress.</p> <p>The social worker, counselor, and teachers identify students who qualify for McKinney Vento assistance, thereby providing these students with monetary assistance for participation in school activities, as well as clothing and hygiene items. Local businesses, organizations, and individuals support Santa in Uniform, an organization within the City of Summerville, which provides Christmas gifts to many SMS students. Helping Hands Ending Hunger is a relatively new program within SMS. Various faculty members and student volunteers within the school work with this organization to repurpose unopened food from the cafeteria and distribute it to food insecure families. Currently, SMS has approximately 30 families receiving these food donations. The school also utilizes more traditional ways to involve families such as Open House, Title 1 meetings, newsletters, Remind 101 application, Science Night, Math Night, the school website, social media, and shout points.</p> <p>Challenge:</p> <p>While parents and community members are very participatory in services offered through the school, they have been reluctant to volunteer and attend family activities within the school. According to the Georgia Parent School Climate Survey, the majority of parents feel welcome at SMS, but they do not volunteer or attend family events. A small percentage of parents are consistently engaged in these opportunities, while most are not.</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strength:</p> <p>According to the Georgia School Personnel Survey, Georgia Parent School Climate Survey, and Georgia Student Health Survey, respondents feel SMS is a safe place to work and learn. Teachers, students, and parents report having good relationships with one another. Leaders and teachers establish clear rules and expectations, communicate these with students and parents, and implement them consistently.</p> <p>SMS provides opportunities for students to engage as a community. A student leadership team, which is composed of students at each grade-level, acts as a liaison between adult leadership and students, helping all students to feel they have a voice in school affairs. Additionally, we hold a monthly assembly in which students and teachers of the month are recognized, adding to a sense of community. During this assembly student volunteers provide character education content to their peers. Faculty and staff are also provided meals once per month, which fosters community and shows appreciation.</p> <p>Additionally, career advisement, counseling, and transition plans are completed in coordination with the high school counselor and faculty to ensure the sense of community and belonging are continued as students transition to the high school. Also, every student is assigned a teacher-adviser who remains their adviser throughout their time at SMS. They meet each morning with the adviser providing support for his or her assigned students.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Challenge: While the vast majority of families support SMS and feel welcome, most parents do not actively participate in and lead school events.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic and financial trends remain the same. Student demographics for SMS are stable with the exception of students identified as gifted. Participants in the gifted program have declined from 42 in 2017-2018 to 11 in 2018-2109. In the 2019-2020 year there were 20 participants, despite extensive testing in the 2018-2019 school year. The achievement component of qualification continues to be a restraining factor. Financially there have been no changes.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In regards to the Georgia Milestones, SMS students are making great gains in growth and closing achievement gaps in all subjects. Approximately 75% of students perform at Levels 2 (Developing) and 3 (Proficient). The percentage of students performing at Levels 1 (Needs Improvement) and 4 (Distinguished) are declining.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p><b>Strengths</b></p>	<p>Math and reading remediation classes are proving to be effective for Special Education students. Read 180 participants are experiencing growth in their Lexile levels. Inclusion teachers provide additional instruction. Currently, nine teachers and two paraprofessionals serve the special education population. This includes two self-contained classes. Each grade-level has two designated special education teachers providing inclusion services throughout the day. The special education teachers work directly with their students during the daily 45 minute Extended Learning Time (ELT). This provides them with time to preview and remediate as needed.</p> <p>Economically Disadvantaged students have numerous resources available to them to relieve financial burdens. In addition to Free/Reduced Lunch assistance, students may participate in Helping Hands Ending Hunger, which provides repurposed and donated food and snacks for students. The program is growing and presently serves fifty families. The Chattooga County School</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	<p>District subscribes to Purposity, a community outreach program in which members can purchase new items for disadvantaged students. At present, all needs requested through this program have been met.</p> <p>English Learners are served during ELT. Two days each week they receive reading support, and two days per week they receive math support. Due to the flexibility of the schedule, these students are able to receive small group instruction during this time.</p>
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<p><b>Challenges</b></p>	<p>The number of incoming students (rising 6th grade) whose data supports a need for remedial coursework is significant. This is for both math and ELA. English Learners represent a small percentage of the SMS student body. As a result, serving them in a typical classroom setting is a challenge because of their varied schedules. Also, communicating effectively with their parents has been difficult in recent years. With regards to economically disadvantaged students, some are unable to navigate educational resources successfully. Despite the abundance of outreach programs offered to students, there are many who qualify who do not participate even when a need is evident.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2(Developing Learner) on the Milestones End of Grade assessment for English Language Arts.
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	The percentage of students who need reading and writing remediation is high for all subgroups. Increased rigor remains a high priority. Due to the impediments of poverty and isolation, many students lack exposure to other cultures and experiences, which infringes upon contextual understanding.
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Overarching Need # 2

Overarching Need	Decrease the percentage of students who score below grade-level (measured by Lexile levels) on the Milestones End of Grade assessment.
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	
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## Overarching Need # 3

Overarching Need	Improve math achievement in grades 6-8.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

**Overarching Need - Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2(Developing Learner) on the Milestones End of Grade assessment for English Language Arts.**

Root Cause # 1

Root Causes to be Addressed	The achievement levels in all grades on Writing and Language, a Domain area on the ELA Milestones End of Grade Assessment
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : Gifted Education

Additional Responses	
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**Overarching Need - Decrease the percentage of students who score below grade-level (measured by Lexile levels) on the Milestones End of Grade assessment.**

Root Cause # 1

Root Causes to be Addressed	Limited vocabulary and background knowledge which interferes with reading comprehension
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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**Overarching Need - Improve math achievement in grades 6-8.**

Root Cause # 1

Root Causes to be Addressed	Achievement levels in math
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 1

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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# School Improvement Plan 2020 - 2021



## Chattooga County Summerville Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Chattooga County
School Name	Summerville Middle School
Team Lead	Christie Dooley

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones End of Grade assessment for English Language Arts.
Root Cause # 1	The achievement levels in all grades on Writing and Language, a Domain area on the ELA Milestones End of Grade Assessment
Goal	Students will close the achievement gap, as measured by the Georgia Milestone's Spring 2019 assessment, by 3 percent among all students, economically disadvantaged students and students with disabilities in ELA.

Action Step # 1

Action Step	Continuation of modeling and coaching by the instructional coach across all subject areas, focusing on the building and enhancement of authentic literacy skills.
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 and Effectiveness	Classroom observations and evaluations conducted by administrative staff; student performance data from multiple sources
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continue to implement writing and authentic literacy during math, science, social studies, and extended learning time (ELT) classes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations, lesson plans, evaluations performed by administration, analysis of student writing performance from a variety of instruments
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

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

Action Step	Students will engage in the activation of prior knowledge and reflective practices before, after, and during read-aloud activities. The writing classroom will extend these practices through journaling, note-taking and other reflective response options.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	classroom observations, lesson plans, evaluations conducted by administrative staff, and student performance data from a variety of instruments
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 3

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

Action Step	In an effort to improve instructional practices and create authentic literacy experiences, the staff of Summerville Middle School will continue the book study on Focus, by Mike Schmocker.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	meeting agendas, staff written reflections, classroom observations and evaluations conducted by peers and administrative staff
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Monthly

Action Step # 4

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

Action Step	Following the structure recommended in Focus by Mike Schmoker, there will be a school-wide initiative to increase argumentative writing in all subject areas. This initiative includes new materials for students and teachers and professional development opportunities for teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	team meeting minutes, lesson plans, classroom observations, evaluations, and student performance data from a variety of instruments.
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 5

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

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of students who score below grade-level (measured by Lexile levels) on the Milestones End of Grade assessment.
Root Cause # 1	Limited vocabulary and background knowledge which interferes with reading comprehension
Goal	Students scoring at Grade Level and Above (+) on the Milestones Reading Status will increase by 10 percent on the 2021 Spring Milestones administration when compared to 2018 Milestones scores.

#### Action Step # 1

Action Step	Implement whole-class read-alouds in subject areas other than ELA (science, social studies, extended learning time (ELT)). Teachers will utilize NEWSOLA, Scholastic Scope Magazine, Reading A-Z, Research in Context, and RazKids as supplemental resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, classroom observations, evaluations, and student performance data from a variety of instruments
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continue Read 180 classes for students reading below grade-level.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	curriculum map, lesson plans, observations, evaluations, and student performance data from a variety of instruments
Position/Role Responsible	Principal Assistant Principal Instructional Coach Read 180 Teachers
Timeline for Implementation	Weekly

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

Action Step	Begin a school-wide initiative which includes an increase in the quantity of reading and the quality of discussions that accompany reading in all subject areas. Reading materials will be updated to provide relevant, engaging selections. Teachers will need professional development and supplementary materials.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	reading logs, lesson plans, observations, evaluations, and analysis of student data from a variety of instruments
Position/Role Responsible	Parents Principal Assistant Principal Instructional Coach Media Specialist Teachers
Timeline for Implementation	Weekly

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

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve math achievement in grades 6-8.
Root Cause # 1	Achievement levels in math
Goal	Students will close the achievement gap, as measured by the Georgia Milestone's Spring 2021 assessment, by 3 percent among all students, economically disadvantaged, and students with disabilities in math.

## Action Step # 1

Action Step	Teachers will utilize Eureka Math as a primary instructional program, while using Moby Max, IXL, and Study Island as supplementary programs.
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 and Effectiveness	curriculum maps, lesson plans, observations, and student performance data
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continue to provide additional math instruction at all grade levels. Math support classes will be offered to students who scored Level 2 (Developing Learner) previously on the GA Milestones math or with a teacher recommendation. During extended learning time (ELT) all students not enrolled in the gifted program or with teacher recommendation will be receive additional math instruction two times per week.
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 and Effectiveness	lesson plans, observations, evaluations, and student performance data from a variety of instruments
Position/Role Responsible	Principal Assistant Principal Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

#### 3.1 Stakeholders, Serving Children, PQ

Required Questions

<p><b>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) was accomplished.</b></p>	<p>Stakeholders are given several opportunities throughout the school year to attend informative meetings regarding the improvement plans of the school. Information and data is shared with attendees and input on the needs and strengths of the school is solicited. Additionally, stakeholder surveys are administered throughout the year.</p> <p>Specific to this plan, members from the school leadership team shared responsibilities, and each member was responsible for gathering input from faculty, staff, and other stakeholders. Several times throughout the drafting stage, the leadership team members collaborated to share ideas and feedback. Once this plan is finalized, it will be shared formally with all faculty and parents and the public will be invited to attend, as well.</p>
<p><b>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.</b></p>	<p>As the need to fill teaching positions arise, priority interviews are given to candidates who are Highly Qualified and experienced. Chattooga County School System requires a induction program for all teachers new to the system. There are three phases, ranging from a new teacher with zero experience to an experienced teacher who changes grade-level or subject area. These teachers are partnered with veteran teachers who mentor them throughout the year via scheduled monthly meetings, activities, and other proactive and reflective practices.</p> <p>The Chattooga County Success Team meets with all ELA, math, and science teachers at least once per unit of instruction to analyze student performance data. Should the data indicate a teacher is ineffective the members of the team work with the teacher to target and strengthen his or her teaching practices.</p>
<p><b>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).</b></p>	<p>The most academically at-risk students at Summerville Middle School are students who do not perform at the Proficient Level on the GA Milestones in ELA and/or math. In ELA, authentic literacy practices are being incorporated into all subject areas with the instructional coach leading professional development, modeling best practices, and individually coaching teachers. Argumentative writing is also embedded into the science and social studies curriculum. In incorporating these practices Summerville Middle School seeks to provide a literacy-rich environment for all students, but specifically for the most at-risk population.</p> <p>In reading specifically, individualized needs are addressed during the extended learning time (ELT) period, which is 40 minutes daily. Students typically receive reading ELT instruction twice per week. Thirteen Read 180 classes are offered to students most at-risk. These classes have smaller than average enrollment numbers, and students receive differentiated instruction.</p> <p>For students at-risk in math, Summerville Middle School offers student support classes for all students who scored a Level 2 (Developing Learner) on</p>

	<p>the previous GA Milestones Assessment, as well as some students who performed at a Level 1 (Beginning Learner). These classes meet daily and are 65 minutes long. An additional math support/inclusion teacher was hired for the 2018-2019 to better meet the individual needs of at-risk learners by providing smaller inclusion groups and more one-on-one and small group learning opportunities. All students, with the exception of resourced gifted students, receive small group instruction during extended learning time (ELT).</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>Not Applicable Summerville Middle School implements a school-wide Title 1 Plan.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not Applicable</p>
<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Throughout the year the counselor at Summerville Middle School meets with 8th grade students to complete career and planning activities that relate to their interests, talents, and abilities. Each Spring Summerville Middle School hosts 6th Grade Survival Camp. This involves 5th graders from Leroy Massey Elementary School (rising 6th grade students) and their parents visiting in order to be acquainted with the school building, staff and resources. Students visit each of their future teachers, practice using a locker, visit the Connections classrooms, choose Connections classes, and eat lunch. Parents who attend not only meet the teachers but also become acquainted with the schedule, school culture, and expectations.</p> <p>To facilitate a smooth, effective transition for students from middle school to high school, the middle school counselor coordinates with the high school counselor and administrators to offer Rising Freshmen Night. This activity is scheduled for after school so that parents may attend. In addition to meeting the high school principal and other administrators, students and their parents tour the school, discuss electives and Career, Technical, and Agricultural Education (CTAE) options, and meet teachers. The next week students and their parents are invited to a one-on-one meeting with the Summerville Middle and Chattooga High counselors to discuss the students' interests and recommended courses. During this time students enroll in their courses for the upcoming year, and the counselors address any concerns or questions the parents and students might have.</p>
<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Summerville Middle School employs an advisement period each day. Students remain with the same teacher for their 6th, 7th and 8th grade years. During this 20 minute block of time, teachers assist students with goal setting and serve in a mentoring capacity--building trusting relationships in which students feel they have a personal advocate within the building. Summerville Middle School leadership stresses the importance of this advisement period as they believe building strong relationships between students and teachers is an imperative facet of discipline . Furthermore, the school leaders work with the counselor to create behavior intervention strategies for our students as these</p>

	<p>needs arise. The counselor then works with these students to create personal behavior plans that focus on behavioral modification strategies that keep students inside the classroom.</p>
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ADDITIONAL RESPONSES

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