



Comprehensive Needs Assessment 2023 - 2024 School Report



Vidalia City
Sally Dailey Meadows Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Brandon Boston
Team Member # 2	Assistant Principal	Michael Johnson
Team Member # 3	Assistant Principal	Ben Helms
Team Member # 4	Teacher	Jana Palmer
Team Member # 5	Teacher	Ruby Bryant
Team Member # 6	Teacher	Ashley Driggers
Team Member # 7	Teacher	Julie Spivey

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Elective Teacher	Mia Farrow
Team Member # 2	Counselor	Joannie Scott
Team Member # 3	Instructional Coach/ELA	Heather Oliver
Team Member # 4	Instructional Coach/Math	Kristen Palmer
Team Member # 5	Media Specialist	Carrie Beth Davis
Team Member # 6	Paraprofessional	Cary Nesmith
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	Parent/ELL	Perla Barreda
Stakeholder # 2	Parent/Student Services	Kendrick Johnson
Stakeholder # 3	Community Representative	Scott Strickland
Stakeholder # 4	Parent	Demondre Wallace
Stakeholder # 5	Parent/Community Member	Mary Moon
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

<p>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?</p>	<p>The team will meet at least weekly to complete the needs assessment process. The team will serve as representatives that provide assistance in completing the needs assessment process and providing specific feedback in regards to the school's overall needs. The team will develop an evaluation process for monitoring progress toward meeting school improvement goals.</p>
--	--

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	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.	
2. Operational	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.	✓
3. Emerging	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.	
4. Not Evident	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

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	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.	
2. Operational	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.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>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>	✓
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<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		
1. Exemplary	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.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	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.	
2. Operational	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.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	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

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	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.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	<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>	
4. Not Evident	<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>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Our school used the following types of perception data:</p> <ul style="list-style-type: none"> ● Cogna Staff surveys ● Cogna Student surveys ● Cogna Parent surveys ● Title I parent surveys ● School climate surveys for parents, staff, and students
--	--

<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The results from the surveys indicated the following areas of strength.</p> <ul style="list-style-type: none"> ● Parents feel their students are receiving a rigorous curriculum. ● Teachers feel prepared based on the professional learning they receive. ● Students feel safe in their school. <p>The results from perception data indicated:</p> <ul style="list-style-type: none"> ● Parents would like more information about how to prepare their child at home. ● Teachers need additional PL related to curriculum alignment, use of data, and the development of common assessments. ● Teachers would like more professional learning in the area of classroom management.
--	---

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>We used the following process data.</p> <ul style="list-style-type: none"> ● Discipline data ● Attendance procedures and data ● Evaluation data
--	---

<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>Process data area of concern:</p> <ul style="list-style-type: none"> ● The number of discipline incidents that resulted in an office referral decreased from the previous year.
--	---

<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> ● Georgia Milestone EOG ● Dibels Data (Accadience) ● BEACON ● Growth Measures ● IXL Math
--	--

<p>What does your achievement data tell you?</p>	<ul style="list-style-type: none"> ● The Georgia Milestone data indicates that our students are performing below the State level. ● Dibels data indicated that over 30% of students are significantly below grade level. ● Student Lexile Measures indicated that over 30% of our students are reading below grade level.
---	--

<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● Ethnicity ● Gender ● Economically Disadvantaged ● Special Education ● Gifted
--	--

<p>What does the demographic data tell you?</p>	<ul style="list-style-type: none"> ● Our school has a significant number of students who are economically disadvantaged. ● We have 100% of our students who are receiving free lunch. ● The number of students with severe to moderate disabilities is increasing.
--	---

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>SDM offers a variety of learning and support services to reach the needs of the diverse student population. Educators plan and implement data driven instructional strategies and when necessary, educators address the learning needs of students by personalizing instructional strategies and through the use of interventions and support services. Curriculum, instruction, and assessment is monitored and adjusted to ensure alignment with the goals set for achievement. Participation in collaborative learning communities by educators on a regular basis continues to drive instruction and learning. Administration supports the instructional system through the use of walk-throughs, observations, participation in professional development, The WORK professional learning sessions, and professional learning community (PLC) meetings.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Leaders consistently build relationships to promote the success of students and staff through out leadership teams, professional learning communities, mentors, etc. There is an open door policy in our building to help meet the needs of teachers and teacher leaders. Leaders work diligently to improve staff performance and student learning by using all of the groups names above and the WORK, TKES, conferences, staff meetings. The principal and other school leaders work together to use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. Systematic processes are used to analyze data and make decisions about improving instruction.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Staff data indicates a high turnover rate overall. The majority of staff is younger which indicated the need to continue to provide professional learning to support the staff through the continuation of the Work, PLCs, and other educational processes.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>By completing this section of the report, the trends and patterns observed are that we communicate effectively through our Parent Teacher Organization, parent conferences, social media, and partnering with business and civic organizations(this is true of previous years but was lacking due to the pandemic and lockdown conditions). We also have representatives of the community serving on the School Governance Council who impact decision making at our school. By holding events during the day, we have been able to increase the parent engagement this year as compared to years past having the events after school hours.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Through the CNA process, PBIS continues to be an integral part of our supportive learning environment. We also depend on the data produced by DIBELS scores, iLearn scores, tiers of intervention, and student grades. These things also support the identification of student, teacher, and leader needs. Need: Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress. Strength: Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic trends include an increase in the Hispanic population, slight decrease in white population and the other populations remaining steady. Our economically disadvantaged subgroup continues to grow larger. With more labor intensive subgroups on the rise, the need for increased staff and resources will be likely. We were able to hire more support staff for the lower grades for this upcoming year.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Students are performing at consistent rates among all subject areas. However, science is the lowest area in which students are performing at a distinguished rating. Mathematics was slightly higher at the Proficient level than all other content areas. With science performing the lowest, we need to complete the Work professional learning sessions to deconstruct standards, building units, develop common assessments.</p>

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

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

Strengths	<p>Strengths:</p> <ul style="list-style-type: none"> ● Students are exposed to a curriculum that aligns to state standards. In addition, instructional interventions are used for identified students based on area of need. ● Teachers participate in professional learning that supports them in the implementation of the Georgia Standards of Excellence. ● Students are provided accommodations and modifications based on their identified area of special education. ● Incentives and celebrations are provided to promote student achievement and positive behavior.
------------------	--

Challenges	<p>Challenges:</p> <ul style="list-style-type: none"> ● Providing professional learning to support teachers in promoting positive classroom environments that lead to a decrease in the numbers of disciplinary referrals. ● The percentage of students who are not proficient in the area of reading. ● Develop of GSE aligned curriculum in all areas and especially in the areas of science and social studies.
-------------------	---

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	By July of 2024 all content area/grade level teams will submit grade level units with pacing guides aligned with identified learning targets with the appropriate DOK levels as determined by common formative and summative assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need	Increase by 5% the number of students performing at the next highest performance area/band according to Formative Benchmark data.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	Increase the social/emotional/behavioral skills to alleviate the negative impact on academic learning.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - By July of 2024 all content area/grade level teams will submit grade level units with pacing guides aligned with identified learning targets with the appropriate DOK levels as determined by common formative and summative assessments.

Root Cause # 1

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

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Lack of alignment of assessments to learning targets and success criteria.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

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

Additional Responses	
----------------------	--

Root Cause # 3

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

Additional Responses	
----------------------	--

Overarching Need - Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.

Root Cause # 1

Root Cause # 1

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

Additional Responses	
----------------------	--

Root Cause # 2

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

Additional Responses	
----------------------	--

Root Cause # 3

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

Additional Responses	
----------------------	--

Root Cause # 4

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

Additional Responses	
----------------------	--

Overarching Need - Increase by 5% the number of students performing at the next highest performance area/band according to Formative Benchmark data.

Root Cause # 1

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

Additional Responses	
----------------------	--

Root Cause # 2

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

Additional Responses	
----------------------	--

Root Cause # 3

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

Additional Responses	
----------------------	--

Root Cause # 4

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

Additional Responses	
----------------------	--

Overarching Need - Increase the social/emotional/behavioral skills to alleviate the negative impact on academic learning.

Root Cause # 1

Root Causes to be Addressed	Lack of knowledge in implementing classroom strategies to address social/emotional needs.
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Lack of professional learning/training for teachers and staff on restorative practices to address SEL needs
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--



School Improvement Plan 2023 - 2024



Vidalia City
Sally Dailey Meadows Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Vidalia City
School Name	Sally Dailey Meadows Elementary School
Team Lead	Brandon Boston
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	By July of 2024 all content area/grade level teams will submit grade level units with pacing guides aligned with identified learning targets with the appropriate DOK levels as determined by common formative and summative assessments.
Root Cause # 1	Lack of alignment of assessments to learning targets and success criteria.
Root Cause # 2	Lack of knowledge/skill related to deconstructing standards to develop corresponding learning targets and success criteria.
Root Cause # 3	Lack of time to develop necessary curriculum documents.
Goal	By July 1, 2024, 100% of all content area//grade level teams will submit units via a common format with identified learning targets and success criteria, summative assessments aligned with learning targets at an appropriate DOK/ALD, and common formative assessments aligned with the success criteria.

Action Step # 1

Action Step	Develop learning targets and success criteria based on deconstruction of the standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Feedback on learning targets
Method for Monitoring Effectiveness	Stakeholder feedback.
Position/Role Responsible	Teachers

Action Step # 1

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 2

Action Step	Develop formative and summative assessments aligned to learning targets and success criteria.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC forms, Sign In sheets from PL
Method for Monitoring Effectiveness	Documentation of feedback.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

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)?	First District RESA
--	---------------------

Action Step # 3

Action Step	Use school-wide instructional framework to develop instructional units aligned with learning targets, success criteria, summative assessments, and common formative assessments.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitor and Review units uploaded to electronic format.
Method for Monitoring Effectiveness	Documentation of engagement.
Position/Role Responsible	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)?	First District RESA
--	---------------------

Action Step # 4

Action Step	Train staff on developing and aligning summative assessments to learning targets.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Sign In Sheets
Method for Monitoring Effectiveness	Documentation of delivery.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

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

Action Step # 4

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

Action Step # 5

<p>Action Step</p>	<p>Review components of unit frameworks to ensure understanding and consistency among all teachers.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Effective Leadership</p>
<p>Method for Monitoring Implementation</p>	<p>Unit feedback</p>
<p>Method for Monitoring Effectiveness</p>	<p>Stakeholder feedback.</p>
<p>Position/Role Responsible</p>	<p>Leadership Team</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 5

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

Action Step # 6

Action Step	Utilize PLC meetings to provide individualized support and training for developing described curriculum documents through analysis of data related to quarterly curriculum review.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	PLC documents- agenda, minutes, item analysis
Method for Monitoring Effectiveness	Documentation of feedback.
Position/Role Responsible	Administrators and 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)?	First District RESA
--	---------------------

Action Step # 7

Action Step	Participate in professional learning with consultant experts based on levels of need and previous experience.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets
Method for Monitoring Effectiveness	Stakeholder feedback.
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Quarterly

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

Action Step # 8

Action Step # 8

Action Step	Share academic calendar/outline/syllabus with parents quarterly so parents are aware of content being covered in class.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documents for parents
Method for Monitoring Effectiveness	Stakeholder feedback.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

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

Action Step # 9

Action Step	Develop at least one instructional activity annually that is conducive to parent participation within the classroom or school.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D

Action Step # 9

Funding Sources	Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Copies of the activities
Method for Monitoring Effectiveness	90% engagement in activities.
Position/Role Responsible	Administrators/Teachers
Timeline for Implementation	Yearly

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

Action Step # 10

Action Step	Conduct vertical alignment of curriculum for advanced curriculum to ensure advanced Lexile texts in all content areas, adjusted learning targets, and advanced level of assessment items.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 10

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Unit feedback
Method for Monitoring Effectiveness	Stakeholder feedback.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

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

Action Step # 11

Action Step	Provide supplemental remediation, enrichment, and intervention programs and activities for students who are not proficient on the Georgia Milestones and local benchmark assessment in all content areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, lesson plans/units, data analysis, usage reports, PLC documentation
Method for Monitoring Effectiveness	90% of classes will show improved engagement.

Action Step # 11

Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Monthly

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

Action Step # 12

Action Step	Increase the use of manipulatives math classrooms 2-5.
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, PLC documentation, Lesson/unit plans
Method for Monitoring Effectiveness	90% of classes will show engagement.
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Quarterly

Action Step # 12

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)?	RESA
--	------

Action Step # 13

Action Step	Engage parents by hosting in-person and virtual events that provide information on their child's academic performance and on how parent's can support their child's learning from home.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Invitations, presentations, sign-in sheets, feedback
Method for Monitoring Effectiveness	Documentation of parent participation in the described events.
Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Quarterly

Action Step # 13

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)?	RESA, Family Connections
--	--------------------------

Action Step # 14

Action Step	Conduct focus (ELEOT) walks for monitoring effective instructional practices and fidelity of implementation of professional learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	schedule of focus walks, feedback
Method for Monitoring Effectiveness	90% of classes will show improvement in student engagement according to the ELEOT.
Position/Role Responsible	Administration, teachers
Timeline for Implementation	Monthly

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

Action Step # 15

Action Step	Increase opportunities and access for all students to engage in activities and programs using computers and technological devices for large and small group instruction, remediation, enrichment, and interventions.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	inventories, technology sign out sheet, lesson plans, program implementation
Method for Monitoring Effectiveness	100% participation in all classes.
Position/Role Responsible	Administrators, Teachers, Media Specialist
Timeline for Implementation	Weekly

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

Action Step # 16

Action Step	Increase capacity of classroom libraries in all content areas to expand opportunities for students to engage in reading.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 16

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, focus walks, PLC documentation
Method for Monitoring Effectiveness	90% of classrooms will be demonstrating quality engagement according to ELEOT observations
Position/Role Responsible	Administration, Teachers, Media Specialist
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.
Root Cause # 1	Lack of common understanding of PLC fundamental principles and processes.
Root Cause # 2	Lack of dedicated time for PLCs on a regular basis.
Root Cause # 3	Lack of identified common formative assessments for data collection.
Root Cause # 4	Lack of PLC team SMART goals.
Goal	Increase to 100%, the number of teachers participating in effective Professional Learning Communities to impact instruction as measured by qualitative and quantitative data from PLC protocols and observations.

Action Step # 1

Action Step	Instructional Coaches will help content area teachers revise curriculum maps and pacing guides.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Review and feedback on documents
Method for Monitoring Effectiveness	Completed curriculum maps and pacing guides.
Position/Role Responsible	Teachers

Action Step # 1

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 2

Action Step	Content area groups develop common formative assessment for each learning target to analyze during PLCs.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Curriculum documents; PLC agenda and minutes
Method for Monitoring Effectiveness	Completed assessments.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

Action Step # 2

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

Action Step # 3

Action Step	Content teams establish SMART goals tied to school goals.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC agenda and minutes
Method for Monitoring Effectiveness	Completed SMART goals.
Position/Role Responsible	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)?	
--	--

Action Step # 4

Action Step	Develop protected job-embedded time for PLC meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	PLC agenda and minutes
Method for Monitoring Effectiveness	Documentation of PLC's.
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

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)?	
--	--

Action Step # 5

Action Step	Provide feedback from observations and participation in PLC meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Feedback forms from Administrators
Method for Monitoring Effectiveness	Documentation of feedback.
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

Action Step # 5

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

Action Step # 6

Action Step	Develop plans for celebrations for PLC accomplishments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC agendas and minutes
Method for Monitoring Effectiveness	Stakeholder feedback on activities.
Position/Role Responsible	Administration and Leadership Team
Timeline for Implementation	Weekly

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

Action Step # 7

Action Step	Continue to develop a common understanding of Professional Learning Communities and collaborative planning.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	PLC agenda and minutes
Method for Monitoring Effectiveness	Documentation of PLC's.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

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

Action Step # 8

Action Step	Provide professional learning on data collection and analysis related to common formative assessments.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PLC agenda and minutes
Method for Monitoring Effectiveness	Data analysis documentation.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

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

Action Step # 9

Action Step	Develop, revise, or modify PLC norms and implement meeting protocols.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PLC agenda and minutes; posting of established norms
Method for Monitoring Effectiveness	PLC's minutes.
Position/Role Responsible	PLC Teams
Timeline for Implementation	Yearly

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

Action Step # 10

Action Step	Develop and implement a plan for sharing student progress based on formative and summative assessment data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation of parent contacts and conferences
Method for Monitoring Effectiveness	Parent feedback.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

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

Action Step # 11

Action Step	Plan for opportunities for parents to participate in celebrations of student success based on data analysis in PLC meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 11

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets for celebrations
Method for Monitoring Effectiveness	Parent feedback.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Monthly

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

Action Step # 12

Action Step	Establish vertical and horizontal professional learning community teams.
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity

Action Step # 12

Systems	Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation and written established benchmarks
Method for Monitoring Effectiveness	PLC documentation.
Position/Role Responsible	Administrators/Teachers
Timeline for Implementation	Quarterly

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

Action Step # 13

Action Step	Offer new teachers summer academies to provide teachers with professional learning on the implementation of instructional programs and student support measures and processes.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Agenda, Presentations, Lesson plans
Method for Monitoring Effectiveness	Mentoring documentation.

Action Step # 13

Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase by 5% the number of students performing at the next highest performance area/band according to Formative Benchmark data.
Root Cause # 1	Lack of effective data analysis related to interventions.
Root Cause # 2	Lack of effective interventions.
Root Cause # 3	Lack of effective professional learning for implementing interventions with fidelity.
Root Cause # 4	Lack of understanding of the RTI purpose and processes.
Goal	Increase by 5%, the number of students performing at a high performance band (Reading) and a high grade level (IXL) in the areas of reading and math as measured by Growth Measure, Acadience and IXL grade level assessments.

Action Step # 1

Action Step	Use IXL program for math progress monitoring and math intervention during Extended Learning Time.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	IXL Data
Method for Monitoring Effectiveness	IXL data.
Position/Role Responsible	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)?	
--	--

Action Step # 2

Action Step	Review/Revise alignment of accelerated math curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Revised documents
Method for Monitoring Effectiveness	Completed curriculum maps.
Position/Role Responsible	Teachers/Math Consultants
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	Develop or revise curriculum documents (pacing guides, curriculum maps, units) during professional learning.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Review of documents
Method for Monitoring Effectiveness	Completed maps and guides.
Position/Role Responsible	Teachers
Timeline for Implementation	Yearly

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

Action Step # 4

Action Step	Implement leveled progress monitoring specific to student reading profile and intervention.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Tier documentation
Method for Monitoring Effectiveness	RTI documentation.
Position/Role Responsible	Teachers

Action Step # 4

Timeline for Implementation	Weekly
-----------------------------	--------

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

Action Step # 5

Action Step	Implement expectations for consistent data analysis related to progress monitoring.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Tier documentation
Method for Monitoring Effectiveness	Progress monitoring data analysis.
Position/Role Responsible	Administration/RTI coordinator
Timeline for Implementation	Yearly

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

Action Step # 6

Action Step	Align accelerated curriculum to increase student exposure to complex texts and standards.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Accelerated Curriculum documents
Method for Monitoring Effectiveness	Completed curriculum maps.
Position/Role Responsible	Teachers/ELA Consultants
Timeline for Implementation	Yearly

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

Action Step # 7

Action Step	Analyze data at least quarterly to evaluate each intervention to determine effectiveness.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Leadership Team Minutes
Method for Monitoring Effectiveness	Leadership documentation.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

Action Step # 7

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

Action Step # 8

Action Step	Provide professional learning for implementation of leveled reading intervention during extended learning time.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets; Observations
Method for Monitoring Effectiveness	Sign in sheets; Observations
Position/Role Responsible	Administration/Consultants
Timeline for Implementation	Monthly

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

Action Step # 9

Action Step # 9

Action Step	Develop staff understanding of RTI process and purpose.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets and documents
Method for Monitoring Effectiveness	Sign in sheets and documents
Position/Role Responsible	Principial/RTI coordinator
Timeline for Implementation	Yearly

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

Action Step # 10

Action Step	Provide resources to parents related to supporting the teaching of reading and math at home.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Letters to parents, handouts, parent sign-in sheets
Method for Monitoring Effectiveness	Stakeholder feedback.
Position/Role Responsible	Teachers/Administrators

Action Step # 10

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 11

Action Step	Inform and engage parents in the importance and functionality of IXL so students can utilize IXL at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent orientation letters and parent sign in sheets
Method for Monitoring Effectiveness	Parent feedback.
Position/Role Responsible	Teachers/Administratos
Timeline for Implementation	Yearly

Action Step # 11

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

Action Step # 12

Action Step	Target self-directed learning by working with students to develop reasonable performance targets in reading and math skills.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student goal sheets
Method for Monitoring Effectiveness	Student goal sheets
Position/Role Responsible	Teachers/Students
Timeline for Implementation	Quarterly

Action Step # 12

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

Action Step # 13

Action Step	Implement celebrations for reaching established targets for reading and math skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Celebration schedule and list of students meeting goals
Method for Monitoring Effectiveness	Celebration schedule and list of students meeting goals
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

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

Action Step # 14

Action Step	Implement extended learning programs (after school and summer school) to engage students in remediation and enrichment learning opportunities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	schedule, timesheets, formative and summative assessment results
Method for Monitoring Effectiveness	schedule, timesheets, formative and summative assessment results
Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Yearly

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

Action Step # 15

Action Step	Provide supplemental programs to improve student achievement and improve reading fluency and comprehension to close achievement gaps in grades 2-5 for all students and subgroups of students.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 15

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, focus walks, formative and summative assessment data
Method for Monitoring Effectiveness	lesson plans, focus walks, formative and summative assessment data
Position/Role Responsible	Administration, 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)?	RESA
--	------

Action Step # 16

Action Step	Class size reduction will be implemented in K-8 in conjunction with concentrated professional development efforts on the use of practices that are best suited for small classes including but not limited to balancing the breadth and depth of content coverage by building a sense of community among the teacher and students in the small class setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 16

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Teacher satisfaction and retention rates, student achievement and attendance patters, parental involvement and feedback, milestone assessment, benchmarks and student growth percentile will measure effectiveness
Method for Monitoring Effectiveness	Analyze and disaggregate data in plc and leadership teams meetings to include GMAS, screeners, progress monitoring, classroom assessments
Position/Role Responsible	Teachers, Building Level Administration, Curriculum Director
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the social/emotional/behavioral skills to alleviate the negative impact on academic learning.
Root Cause # 1	Lack of knowledge in implementing classroom strategies to address social/emotional needs.
Root Cause # 2	Lack of professional learning/training for teachers and staff on restorative practices to address SEL needs
Goal	By July 1, 2024, SDM will decrease the total number of days of missed instruction due to social/emotional/behavioral needs by 5%.

Action Step # 1

Action Step	Provide opportunities for the PBIS team and other staff to attend conferences and workshops to learn strategies and activities to address student behavioral needs.
Funding Sources	Title I, Part A Title V, Part B
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	Agenda, sign-in sheets, discipline data, lesson plans, PBIS team meeting documentation
Method for Monitoring Effectiveness	Agenda, sign-in sheets, discipline data, lesson plans, PBIS team meeting documentation
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Yearly

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)?	RESA
--	------

Action Step # 2

Action Step	Increase social/emotional/behavioral skills to alleviate the negative impact on academic learning.
Funding Sources	Title I, Part A Title V, Part B
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	Lesson plans, PBIS meeting documentation, PLC documentation, discipline and attendance records
Method for Monitoring Effectiveness	Lesson plans, PBIS meeting documentation, PLC documentation, discipline and attendance records
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	Provide students with equitable access to 2-5 art classes and resources for engaging students in enriching activities.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, schedules, observations
Method for Monitoring Effectiveness	Lesson plans, schedules, observations
Position/Role Responsible	Administration, Art teacher
Timeline for Implementation	Monthly

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

Action Step # 4

Action Step	Implement programs and activities that support and promote a safe and healthy school curriculum to include behavior and classroom management programs, DARE and drug awareness programs, implementing procedures outlined in the school emergency preparedness plan.
Funding Sources	Title I, Part A Title V, Part B

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Observations, lesson plans, discipline and attendance data
Method for Monitoring Effectiveness	Observations, lesson plans, discipline and attendance data
Position/Role Responsible	Administrators, teachers
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	Utilize supplemental program to track student discipline and referral data then analyze discipline data results in PLC meetings and research and develop strategies to decrease the number of discipline incidents occurring.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline data analysis, PBIS meetings documentation, observations, leadership team meeting documentation
Method for Monitoring Effectiveness	Discipline data analysis, PBIS meetings documentation, observations, leadership team meeting documentation
Position/Role Responsible	Administrators, teachers
Timeline for Implementation	Monthly

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

3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The leadership team is comprised of teachers, paraprofessionals, support staff that represent each grade, content area, and other staff on our campus. They disseminated information and received feedback from the staff about the development of this plan. Our school governance team is comprised of parents, staff, and community members who participated in the development of the school improvement plan. In developing this plan, we sent out needs assessment surveys to parents, staff, and community/business leaders, reviewed state surveys, and held meetings at our school to allow stakeholder input. Once we collected data needed to complete this plan, school level teams made up of representative stakeholders to all data and survey results. As a result of this meeting, we completed the comprehensive needs and assessment and developed overarching goals based on root causes analysis results. The team of stakeholders use the information from the comprehensive needs assessment to develop action steps to address each goal.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The staff at our school are 100% highly qualified and are required to participate in professional learning to strengthen pedagogy skills and provide a quality education that addresses the needs of all students. Teachers are provided feedback on the instruction that they provide students using the TKES evaluation system. Students are heterogeneously grouped in all subject areas to expose all students to a quality education regardless of ethnicity or socioeconomic status. We review scheduled to ensure that low-income and minority students are not served at a disproportionate rate in comparison to their peers.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Our school focuses on building strong reading and math skills for students who are considered most academically at-risk. Extended learning time occurs daily in our school schedule so that students work directly with teachers who hone in on specific skills that students have been identified as being below grade level. The RTI process is part of monitoring student progress so that teachers can make the best decisions about how well a student is responding to a particular intervention they are using. In addition, students received Tier I instruction that is differentiated to address the needs of individual students.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Our school uses multiple sources of data to identify students who require or are best suited to receive services. Teachers and Administrators review, analyze, and make decisions about the services that individual students need.</p>
---	--

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>SDM uses similar programs and assessment data to ensure that we are equipped to help students transition from grade to grade. We work with the early education grade level teachers to coordinate similar programs, vertical alignment of curriculum, and data analysis.</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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
--	-----------

<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>Sally D. Meadows Elementary School implements the PBIS program and is actively using PBIS to promote positive behavior with the use of specific strategies in our classrooms. Our PBIS team meets at least monthly to disaggregate discipline data, overall and by subgroup, to address concern in student behavior.</p>
---	---

ADDITIONAL RESPONSES

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