



# Comprehensive Needs Assessment 2018 - 2019 School Report



**Hall County  
McEver 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           | Matthew Alexander |
| Team Member # 2 | Assistant Principal | Jennifer Deaton   |
| Team Member # 3 | Instructional Coach | Kim Schmitt       |
| Team Member # 4 | Media Specialist    | Shanda Schaefer   |
| Team Member # 5 | 2nd grade teacher   | Karen Dalton      |
| Team Member # 6 | 3rd grade teacher   | Sabrina Waters    |
| Team Member # 7 | 4th grade teacher   | Rhonda Blackwell  |

#### Additional Leadership Team

|                  | Position/Role             | Name            |
|------------------|---------------------------|-----------------|
| Team Member # 1  | 5th grade teacher         | Tim Schmitt     |
| Team Member # 2  | Kindergarten teacher      | Sonja Carter    |
| Team Member # 3  | 1st grade teacher         | Kimberly Galvan |
| Team Member # 4  | Art teacher               | Kristi Copous   |
| Team Member # 5  | Special Education teacher | Paula Barrett   |
| Team Member # 6  | ESOL Teacher              | Sarah Lux       |
| Team Member # 7  | Counselor                 | Ally Diesch     |
| 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               | Ambar Acevedo  |
| Stakeholder # 2 | Partner in Education | Stacy Phillips |
| Stakeholder # 3 | Parent               | Roxanne Garcia |
| Stakeholder # 4 | Parent               | Marcy Hoyt     |
| Stakeholder # 5 |                      |                |
| Stakeholder # 6 |                      |                |
| Stakeholder # 7 |                      |                |
| Stakeholder # 8 |                      |                |

|   |   |
|---|---|
| How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process? | There will be a meeting with PTO board in July and in August a general meeting to share and receive feedback.br |
|---|---|

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

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

Coherent Instruction Data

| Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning |  |   |
|---|--|---|
| 1. Exemplary  | A supportive and well-managed environment conducive to learning is evident throughout the school.<br><br>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).<br><br>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.<br><br>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.<br><br>Learning targets are evident throughout the lesson and in student work.  |   |
| 3. Emerging   | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.   | ✓ |
| 4. Not Evident  | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.  |   |

Coherent Instruction Data

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

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

Coherent Instruction Data

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

| Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets |  |   |
|--|--|---|
| 1. Exemplary   | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.<br><br>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.<br><br>Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |   |
| 2. Operational  | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  | ✓ |
| 3. Emerging   | Some students use tools to actively monitor their own progress.   |   |
| 4. Not Evident  | Few, if any, students use tools to actively monitor their own progress.   |   |

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

| Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement |  |   |
|---|--|---|
| 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 |  |   |
|---|--|---|
| <b>1. Exemplary</b>   | A supportive and well-managed environment conducive to learning is evident throughout the school.<br><br>Students consistently stay on-task and take responsibility for their own actions. |   |
| <b>2. Operational</b>   | A supportive and well-managed environment conducive to learning is evident in most classrooms.   | ✓ |
| <b>3. Emerging</b>  | A supportive and well-managed environment conducive to learning is evident in some classrooms.   |   |
| <b>4. Not Evident</b>   | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.   |   |

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

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

Supportive Learning Environment Data

| School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment |  |   |
|--|--|---|
| <b>1. Exemplary</b>  | <p>Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.</p> <p>These rules, practices, and procedures are continually monitored and revised as needed.</p>                 |   |
| <b>2. Operational</b>  | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.  |   |
| <b>3. Emerging</b>   | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.   | ✓ |
| <b>4. Not Evident</b>  | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.   |   |
| School Culture Standard 2 - Establishes a culture of trust and respect that promotes positive interactions and a sense of community                  |  |   |
| <b>1. Exemplary</b>  | <p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p> |   |
| <b>2. Operational</b>  | <p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>           | ✓ |
| <b>3. Emerging</b>   | <p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>  |   |
| <b>4. Not Evident</b>  | <p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>   |   |

Supportive Learning Environment Data

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

| 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.<br><br>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

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

|                                   |  |
|-----------------------------------|--|
| What perception data did you use? | Data from Infinite Campus and surveys. |
|-----------------------------------|--|

|   |   |
|---|---|
| What does the perception data tell you? | <p>According to the data, we have had fewer in school suspensions and out of school suspensions. Although in various classrooms, there have been parent complaints/teacher concerns those have not been fully addressed. We need a school wide discipline plan with consequences. Faculty is highly qualified and on average we have 14 years teaching experience. Teacher retention rates have increased and we have no teachers out of field or on a provisional.</p> <p>Most of our student demographics have not changed. We remain a Title 1 school with an increase in our ELL population as well as our student mobility rate.</p> |
|---|---|

|                                |   |
|--------------------------------|---|
| What process data did you use? | <p>TKES to evaluate teachers and performance</p> <ul style="list-style-type: none"> <li>-Agendas: grade level, teacher-student, all school staff</li> <li>-Assessments: MobyMax, placement test for fluency, running records Reading A-Z, Fountas and Pinnell, Milestones, Unit Tests, GMAs, PPPAS, ACCESS, GKIDS</li> </ul> <p>Professional Learning meetings with instructional coach (Vocabulary) and math with Bailey</p> |
|--------------------------------|---|

|                                       |  |
|---------------------------------------|--|
| What does your process data tell you? | <p>Data from TKES indicates strengths and weakness of teachers. Allows guidance to help teachers grow. In areas of the strengths/weaknesses, Professional Learning comes in to support and give strategies to better the classroom instruction.</p> <p>Agendas allow staff to communicate and plan for instruction: differentiate and organize structures in the school. Also, we use this time to share Short-Term Action Plans across all grade levels. Agendas are very flexible.</p> <p>Assessments demonstrate students' learning and mastery of GA standards. After gathering results/data, teachers can modify instruction.</p> |
|---------------------------------------|--|

|  |   |
|--|---|
| <p><b>What achievement data did you use?</b></p> | <p>Canvas, Moby Max, Google Docs, Voice Thread, Professional Learning, Learning A – Z, U.S.A. Test Prep, Milestone Scores, DRA, Short Term Action plans, School Improvement Plan, Student writing, Access Scores, Math Fluency Scores, PPPA's, Vocabulary Notebooks, Benchmark Writing tests, Balanced Scorecard, GKIDS</p> |
|--|---|

|   |   |
|---|---|
| <p><b>What does your achievement data tell you?</b></p> | <p>Our data tells us that our students have room for improvement. It documents their progress, but does not give standard or skill specific information. Access scores do provide more specific information. Unit assessments from the county do not match GKIDS reporting or all levels of depths of knowledge. PIPPA's and end of unit tests are not developmentally appropriate or do not include a practical application of learned skills.</p> |
|---|---|

|  |  |
|--|--|
| <p><b>What demographic data did you use?</b></p> | <p>Demographic data used is as follows; Enrollment summary, student attendance, students with disabilities, ELLs, free and reduced lunch, racial and ethnic subgroups, Student mobility rate, EIP and Gifted enrollment.</p> |
|--|--|

|  |  |
|--|--|
| <p><b>What does the demographic data tell you?</b></p> | <p>With 3 years of data, student groups by race/ethnicity have remained relatively the same and in 2017 78% were Hispanic, 16% white, 3% black, 2% multi-racial and 1% Asian. demographics. The student transiency rate has declined slightly from 14.5% in 2015 to 10.8 % in 2017. Attendance patterns have been consistent however white students have the highest number of absences of over 6 days. Suspension data over a three year pattern has fewer than 10 students suspended per year. Most of the students who were suspended are economically disadvantaged however 85% of students are economically disadvantaged so this is not surprising. Scheduling practices over the last three years has made it possible to serve almost 30% of students in the Early Intervention Program. The percentage of students receiving gifted services has been close to 10%.</p> |
|--|--|

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

|  |   |
|--|---|
| <p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Staff systematically work together to plan standards based instruction and assessments. These practices are research based and differentiated to meet the needs of students. Interventions are provided as needed to students. Technology is effectively used to promote student learning and as an assessment tool. Students are encouraged to monitor their own learning. Establishment and communication of clear learning targets in all areas will need to be an area of focus, as well as guidance for students to self assess based on these targets. Analysis of assessment data across grade levels and classrooms will need to become more systematic. Grading practices have not always accurately reflected students' actual depth of understanding and readiness.</p> |
| <p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>            | <p>Through shared decision making, the leadership team creates and monitors the school improvement plan using multiple data sources. Throughout the school year, grade level teams create, monitor, and modify short term action plans to support the school improvement plan. Through the planning process, the leadership team collaboratively decides how to use and acquire new resources. Administration actively observes instruction and teacher effectiveness. A master schedule is created to maximize instructional time and lower student teacher ratios through the use of co-teaching. Some cleanliness and safety issues relating to the facility are areas of concern over which the school based leadership have little control.</p>                                  |
| <p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>          | <p>Professional learning is designed and implemented based on a variety of data sources, collaboration and shared leadership, with teacher leaders planning and delivering. A significant amount of resources are committed to professional learning each year. There is an identified need of more professional learning for those staff members who teach in Spanish. Teacher retention rates have remained strong. There are no teachers currently out of field.</p>   |

## Strengths and Challenges Based on Trends and Patterns

|   |   |
|---|---|
| <p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>There are multiple opportunities for family and community members to actively participate at the school, through volunteering, mentoring, Snack and Learns, McPIP, PTO, and school council. Staff use a variety of technology to communicate with parents. Multiple grade levels have student led conferences and this has greatly increased parent involvement. Academic expectations are shared with families throughout the school year. Families actively attend after school events, however the staff desires a greater family commitment to educational events.</p> |
|---|---|

|   |   |
|---|---|
| <p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Students and staff feel supported and safe. There is a high level of trust throughout the school and accomplishments are celebrated. Students are encouraged and empowered to set goals which are supported by the school's mission. It is evident that there is a need for a set of common, positive expectations for all students in order to create a greater sense of student self efficacy. Additionally, students need guidance to effectively monitor their own learning.</p> |
|---|---|

|   |   |
|---|---|
| <p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>With 3 years of data, student groups by race/ethnicity have remained relatively the same. In 2017, 78% were Hispanic, 16% white, 3% black, 2% multi-racial, and 1% Asian. The student transiency rate has declined slightly from 14.5% in 2015 to 10.8 % in 2017. The percentage of students who are considered economically disadvantaged has remained close to 85%. The challenges typically associated with students of poverty remain an issue, specifically limited academic vocabulary. With high ELL and ED populations, homework support is limited.</p> |
|---|---|

|   |  |
|---|--|
| <p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>This year students made significant gains on the ACCESS test. The Georgia Milestone data showed a significant increase for 2016 to 2017. Scores in 2018 showed less than 1% change from 2018 on the literacy and math portions.</p> |
|---|--|

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

|  |
|--|
| <p>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 <a href="#">Identifying Need webinar</a> for additional information and guidance.</p> |
|--|

|                         |  |
|-------------------------|--|
| <p><b>Strengths</b></p> | <p>There is sufficient staff to meet students' needs. Multiple groups of students benefit from a reduced student-teacher ratio provided through multiple co-teaching segments using Title 1 intervention teachers, EIP teachers and ELL teachers. In addition, there are several bilingual staff members who can support students in their native language. The bilingual immersion model is a</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.

|                  |   |
|------------------|---|
| <b>Strengths</b> | <p>There is sufficient staff to meet students' needs. Multiple groups of students benefit from a reduced student-teacher ratio provided through multiple co-teaching segments using Title 1 intervention teachers, EIP teachers and ELL teachers. In addition, there are several bilingual staff members who can support students in their native language. The bilingual immersion model is a research based method in which students who become literate in two languages benefit from greater neural plasticity. CREATE classes, arts based strategies, before and after school clubs provide students opportunities to explore strengths not emphasized in a traditional school. State and federal funds are maximized to provide sufficient resources to meet the needs of all students.</p> |
|------------------|---|

|                   |   |
|-------------------|---|
| <b>Challenges</b> | <p>The percentage of students in special education has remained between 7% and 8% of the student population. Scheduling challenges exist due to our special education population, many of whom also qualify for ELL services. In addition, the dual language immersion program also creates scheduling challenges. ELLs make up 67% of our population and 85% of our students are ED, both of which are higher than typical in most Georgia schools. The ELL/ED students come to school with a lower than average vocabulary and this is a barrier to developing readers and writers. Additionally, with many parents having limited English there is limited support with homework .</p> |
|-------------------|---|

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

|   |   |
|---|---|
| Overarching Need                                | Students at McEver have historically under-performed in the area of ELA due to a deficiency in academic Vocabulary. |
| 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                                  | 1   |

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

##### Overarching Need # 2

|   |  |
|---|--|
| Overarching Need                                | Students at McEver have historically under-performed in the area of math due to a deficiency in academic vocabulary. |
| 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 # 3

|   |   |
|---|---|
| Overarching Need                                | Students come to school with few strategies for self control and personal responsibility. |
| How severe is the need?                         | High  |
| Is the need trending better or worse over time? | Worse   |
| Can Root Causes be Identified?                  | Yes   |
| Priority Order                                  | 3   |

Overarching Need # 3

|                           |  |
|---------------------------|--|
| 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 - Students at McEver have historically under-performed in the area of ELA due to a deficiency in academic vocabulary.**

**Root Cause # 1**

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Students at McEver have historically under-performed in the area of ELA due to a deficiency in academic vocabulary.  |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment<br>Others : ESOL |

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

**Overarching Need - Students at McEver have historically under-performed in the area of math due to a deficiency in academic vocabulary.**

**Root Cause # 1**

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Students at McEver have historically under-performed in the area of math due to a deficiency in academic vocabulary. |
| This is a root cause and not a contributing cause or symptom | Yes  |
| This is something we can affect                              | Yes  |

Root Cause # 1

|                   |  |
|-------------------|--|
| Impacted Programs | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment<br>Others : ESOL |
|-------------------|--|

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

**Overarching Need - Students come to school with few strategies for self control and personal responsibility.**

Root Cause # 1

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Students come to school with few strategies for self control and personal responsibility.  |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Title IV, Part A - Student Support and Academic Enrichment<br>Others : ESOL |

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



# School Improvement Plan 2018 - 2019



**Hall County  
McEver Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

|             |                          |
|-------------|--------------------------|
| District    | Hall County              |
| School Name | McEver Elementary School |
| Team Lead   | Matt Alexander           |

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

- Specific**
- Measurable**
- Attainable**
- Relevant**
- Time-Bound**

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

**Coherent Instructional**

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

**Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

**Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

**Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

**Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

|   |   |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Students at McEver have historically under-performed in the area of ELA due to a deficiency in academic Vocabulary. |
| Root Cause # 1                                    | Students at McEver have historically under-performed in the area of ELA due to a deficiency in academic vocabulary. |
| Goal  | McEver will increase the average CCRPI scores by at least two points in the school year 18-19.                      |

Action Step # 1

|  |  |
|--|--|
| Action Step  | Teachers will explicitly teach a grade level specific set of vocabulary words, using a variety of research-based models.                           |
| Funding Sources  | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento       |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Grade level specific STAP which are shared vertically each quarter.  |
| Position/Role Responsible                              | Administration   |
| Timeline for Implementation                            | Quarterly  |

|   |  |
|---|--|
| What partnerships with IHEs, business, Non-Profits, | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

Action Step # 1

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

Action Step # 2

|  |  |
|--|--|
| Action Step  | The use of an instructional coach to work with staff, parents and students.  |
| Funding Sources  | Title I, Part A  |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Calendar, PLC's, sign-in sheets, student work samples, agendas   |
| Position/Role Responsible                              | Administration   |
| Timeline for Implementation                            | Weekly   |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

Action Step # 3

|  |  |
|--|--|
| Action Step  | Reduce class size with additional certified staff.   |
| Funding Sources  | Title I, Part A  |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Lesson plans, PLC's, TKES  |
| Position/Role Responsible                              | Adminstration  |
| Timeline for Implementation                            | Weekly   |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

Action Step # 4

|                 |  |
|-----------------|--|
| Action Step     | Our staff will work collaboratively to create a language rich environment to address the language needs of our diverse learners.             |
| Funding Sources | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority                               |

Action Step # 4

|  |   |
|--|---|
| Subgroups  | Student with Disabilities<br>N/A  |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Grade level specific STAP which are shared vertically each quarter. Lesson plans, sign in sheets, agendas and student work samples.         |
| Position/Role Responsible                              | Administration and instructional coach  |
| Timeline for Implementation                            | Quarterly   |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

Action Step # 5

|  |  |
|--|--|
| Action Step  | Ongoing professional learning using internal staff, system level TOSA's and external resources.  |
| Funding Sources  | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento       |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation and Effectiveness | Grade level specific STAP which are shared vertically each quarter. Lesson plans, sign in sheets, agendas and student work samples.                |

Action Step # 5

|                             |  |
|-----------------------------|--|
| Position/Role Responsible   | Administration and instructional coach |
| Timeline for Implementation | Quarterly                              |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department and Scholastic. |
|---|--|

## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 2

#### Overarching Need

|   |  |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Students at McEver have historically under-performed in the area of math due to a deficiency in academic vocabulary. |
| Root Cause # 1                                    | Students at McEver have historically under-performed in the area of math due to a deficiency in academic vocabulary. |
| Goal  | McEver will increase the average CCRPI score by at least 2 points in the school year 18-19.                          |

#### Action Step # 1

|  |  |
|--|--|
| Action Step  | Students will use continuous fluency practice in the classroom.  |
| Funding Sources  | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento       |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | IC , STAP, student work samples, fluency assessments   |
| Position/Role Responsible                              | Administration   |
| Timeline for Implementation                            | Quarterly  |

|   |  |
|---|--|
| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a | Pioneer RESA, YMCA, UNG, Center Point, Pleasant Hill Baptist Church. |
|---|--|

Action Step # 1

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, YMCA, UNG, Center Point, Pleasant Hill Baptist Church. |
|---|--|

Action Step # 2

|  |  |
|--|--|
| Action Step  | Implementation of math strategies which support mathematical writing, application and process standards.   |
| Funding Sources  | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento       |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | STAP, student work samples, PLCs, formative and summative assessments  |
| Position/Role Responsible                              | Administration, TOSA   |
| Timeline for Implementation                            | Quarterly  |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, YMCA, UNG, Center Point, Pleasant Hill Baptist Church. |
|---|--|

Action Step # 3

|  |  |
|--|--|
| Action Step  | Reduce class size with additional certified staff  |
| Funding Sources  | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities  |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment  |
| Method for Monitoring Implementation and Effectiveness | master schedule, lesson plan, PLC, TKES  |
| Position/Role Responsible                              | administration   |
| Timeline for Implementation                            | Quarterly  |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department, and Scholastic |
|---|--|

Action Step # 4

|                 |  |
|-----------------|--|
| Action Step     | Staff will utilize a variety of technology tools to support mathematical fluency and process standards.                                      |
| Funding Sources | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento |

Action Step # 4

|  |   |
|--|---|
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | data from technology tools  |
| Position/Role Responsible                              | Administration  |
| Timeline for Implementation                            | Weekly  |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department, and Scholastic |
|---|--|

Action Step # 5

|                 |  |
|-----------------|--|
| Action Step     | Ongoing professional learning using internal staff, system level TOSA, and external resources.   |
| Funding Sources | Title I, Part A<br>Title I, Part D<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>Title V, Part B<br>IDEA<br>McKinney-Vento |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities  |
| Systems         | Coherent Instruction<br>Effective Leadership   |

Action Step # 5

|  |   |
|--|---|
| Systems  | Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment   |
| Method for Monitoring Implementation and Effectiveness | Grade level specific STAP which are shared vertically each quarter. Lesson plans, sign in sheets, agendas and student work samples. |
| Position/Role Responsible                              | Administration  |
| Timeline for Implementation                            | Quarterly   |

|   |  |
|---|--|
| What partnerships 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)? | Pioneer RESA, UNG, YMCA, Center Point, Pleasant Hill Baptist Church, Hall County Fire Department, and Scholastic |
|---|--|

## 2. SCHOOL IMPROVEMENT GOALS

### 2.4 Overarching Need # 3

Overarching Need

|   |  |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Students come to school with few strategies for self control and personal responsibility.                |
| Root Cause # 1                                    | Students come to school with few strategies for self control and personal responsibility.                |
| Goal  | We believe that if students have a strong sense of personal responsibility they will be more successful. |

Action Step # 1

|  |  |
|--|--|
| Action Step  | Houses will continue in order to foster a sense of belonging, increase student accountability, and communication among diverse peers.              |
| Funding Sources  | N/A  |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Calendar, student work samples, digital evidence.  |
| Position/Role Responsible                              | All staff because this is a school wide initiative.  |
| Timeline for Implementation                            | Monthly  |

|   |  |
|---|--|
| What partnerships 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)? | McEver Road United Methodist, Chick-fila CORE Essentials, Memorial Park Funeral Home and Pleasant Hill Baptist Church. |
|---|--|

Action Step # 2

|  |   |
|--|---|
| Action Step  | A committee will be established, which will include a person from each HOUSE, to help grow better students and establish behavior expectations. |
| Funding Sources  | N/A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities     |
| Systems  | Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment   |
| Method for Monitoring Implementation and Effectiveness | Digital documentation, student work samples, calendar   |
| Position/Role Responsible                              | Administration and newly established committee.   |
| Timeline for Implementation                            | Monthly   |

|   |  |
|---|--|
| What partnerships 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)? | McEver Road United Methodist, Chick-fila CORE Essentials, Memorial Park Funeral Home and Pleasant Hill Baptist Church. |
|---|--|

Action Step # 3

|  |  |
|--|--|
| Action Step  | All staff will implement and support the agreed upon behavioral expectations that will be determined by the newly established committee.           |
| Funding Sources  | N/A  |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment                                |
| Method for Monitoring Implementation and Effectiveness | Agendas, recognition's, digital evidence, signage  |

Action Step # 3

|                             |   |
|-----------------------------|---|
| Position/Role Responsible   | All staff because this is a school wide initiative. |
| Timeline for Implementation | Weekly  |

|   |  |
|---|--|
| What partnerships 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)? | McEver Road United Methodist, Chick-fila CORE Essentials, Memorial Park Funeral Home and Pleasant Hill Baptist Church. |
|---|--|

SCHOOL IMPROVEMENT PLAN

3 Required Questions

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) was accomplished.</p>  | <p>In May the staff, facilitated by the leadership team began to review multiple data sources and rank the school on the the CLIP. The findings were then discussed and agreed upon. Next in teams facilitated by members of the leadership team they began to write. In June the leadership team again met to share and write. Throughout this process members of the central office provided support and guidance. In July copies of the plan were provided to stakeholders. In August and September the plan was shared with parents.</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>More than 85% of the students are economically disadvantaged and 86% are ethnic minorities so a comprehensive school improvement plan will directly address these students needs. Currently there are no teachers teaching out of field. Fewer than 4% of the staff have taught less than four years. Additionally there are multiple staff members who speak Spanish.</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>There is an instructional coach who provides ongoing professional learning to staff members and episodic reduction of teacher/pupil ratio. These include but are not limited to, modeling, direct instruction to students, lesson study, facilitating PLCs, and examining student work. There is fifth grade bilingual immersion teacher who serves fifty students approximately in reading, writing, math and science. Another teacher who provides specific math support in grades third through fifth. An additional staff member provides support in math and literacy in lower grades. The school counselor works as the liaison between students, families and social services.</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>NA-McEver is School-wide Title 1 School.</p>  |

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| <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>Each spring as a school system we have a time period where the school is open for registration of incoming kindergarten students and these students are assessed formally by our staff. This registration period is well publicized and well attended. Additionally in May we offer two classes to parents and students to help them understand the expectations for kindergarten and their child's current level of performance. Students who already have an IEP will have a transition meeting before the school year begins. We have a bilingual parent liaison and multiple bilingual staff members who are able to assist our families whose first language is Spanish. The entire staff welcomes the students and provides them with routines and procedures to help ensure their success. This year we are having a kindergarten transition camp in July for rising</p> |
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| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>NA</p> |
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| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>Staff are encouraged to have administration come to the classroom when there are behavioral concerns rather than sending students to the office. There will be a set of positive behavior expectations created for all students during the 2018-2019 school year. Students who have identified behavioral challenges have paraprofessionals who support them in the classroom. A review of previous years discipline reports does not show disparity between subgroups.</p> |
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**ADDITIONAL RESPONSES**

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| <p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p> | <p>McEver Arts Academy faces challenges as identified in the root cause analysis but is positioned to make gains for students. As identified earlier retention of high quality staff members and ongoing professional learning will help us reach our goals.</p> |
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