# Comprehensive Needs Assessment
# 2024 - 2025 School Report



# Richmond County
# Glenn Hills Middle School

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

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

Leadership Team

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | Principal | Marvin Richard Washington |
| Team Member # 2 | Assistant Principal | Sam Jones |
| Team Member # 3 | Assistant Principal | Donnella Deberry-Bull |
| Team Member # 4 | Assistant Principal | Brandon Tull |
| Team Member # 5 | Instructional Coach | Jerrica Jefferson |
| Team Member # 6 | Instructional Coach | Jessica Francois |
| Team Member # 7 | MTSS Facilitator | Shahona Cobb |

Additional Leadership Team

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | ELA Teacher-8th | Malik Curry |
| Team Member # 2 | Math Teacher-8th | Vicky Doggett |
| Team Member # 3 | ELA Teacher-6th/PBIS Coach | Brittany Thompson |
| Team Member # 4 | Science Teacher-8th | Lucinda Ward |
| Team Member # 5 | SS Teacher-7th | Pamela Usry |
| Team Member # 6 | Connection Teacher | Victoria Cato |
| Team Member # 7 | Guidance | Darriel Whetstone/Cynthia Clark |
| Team Member # 8 | ESOL Teacher | Dimaris Perez |
| Team Member # 9 | Media Specialist | Allison New |
| Team Member # 10 | Sped Chair | Tammy Hoist |

# 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 | Crystal Wilson |
| Stakeholder # 2 | Member Representative | Broadway Baptist Church |
| Stakeholder # 3 | Mentor Program-Purpose Center | Yannik McKie |
| Stakeholder # 4 | School Council Member | TBA |
| Stakeholder # 5 | Behavior Coach | Mirenda Walden |
| Stakeholder # 6 |  |  |
| Stakeholder # 7 |  |  |
| Stakeholder # 8 |  |  |

| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | Invite stakeholders to leadership team meetings and Title I Parent nights. |
|---|---|

## 2. DATA COLLECTION ANALYSIS

## 2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

| Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning | | |
|---|---|---|
| 1. Exemplary | A supportive and well-managed environment conducive to learning is evident throughout the school.<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. | |

Coherent Instruction Data

| Instruction Standard 2 | -Creates an academically challenging learning environment | |
|---|---|---|
| 1. Exemplary | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).<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. 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 | 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.<br><br>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).<br><br>Remediation, enrichment, and acceleration are pervasive practices. | |
| 2. Operational | Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.<br><br>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). | |
| 3. Emerging | Some teachers differentiate instruction to meet the specific learning needs of students. | |
| 4. Not Evident | Few, if any, teachers differentiate instruction to meet the specific learning needs of students. | ✓ |

Coherent Instruction Data

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

| Instruction Standard 7 | -Provides feedback to students on their performance on the standards or learning targets | |
|---|---|---|
| 1. Exemplary | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.<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.<br>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 | | |
|---|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | Teachers regularly use a collaborative process to analyze assessment results.<br>Instruction is routinely adjusted based on the analysis of assessment results. | |
| 3. Emerging | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards. | |
| 2. Operational | The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | |
| 3. Emerging | The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | |
| 4. Not Evident | The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards. | ✓ |

2.1 Coherent Instructional System                                                                    10

# 2. DATA COLLECTION ANALYSIS

## 2.2 Effective Leadership

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

Effective Leadership Data

| Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff | | |
|---|---|---|
| 1. Exemplary | Administrators consistently build and sustain relationships to foster the success of students and staff.<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. | |
| 2. Operational | Administrators regularly build and sustain relationships to foster the success of students and staff. | ✓ |
| 3. Emerging | Administrators sometimes build relationships to foster the success of students and staff. | |
| 4. Not Evident | Administrators seldom, if ever, build relationships to foster the success of students and staff. | |

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

Effective Leadership Data

| Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices | | |
|---|---|---|
| 1. Exemplary | The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.<br><br>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning. | |
| 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 | 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. | |
| 2. Operational | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. | |
| 3. Emerging | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. | ✓ |
| 4. Not Evident | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. | |

Effective Leadership Data

| Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning | | |
|---|---|---|
| 1. Exemplary | A highly effective, proactive, and data-driven school leadership team is focused on student learning.<br><br>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. | |
| 2. Operational | 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.<br><br>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently. | |
| 3. Emerging | The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning. | ✓ |
| 4. Not Evident | A school leadership team does not exist or does not have adequate stakeholder representation. | |

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

| Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement | | |
|---|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored. | |
| 3. Emerging | The use of available resources to support continuous improvement is inconsistently monitored. | ✓ |
| 4. Not Evident | The use of available resources to support continuous improvement is rarely, if ever, monitored. | |

Effective Leadership Data

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

| Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | |
|---|---|---|
| 1. Exemplary | Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). <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 | | |
|---|---|---|
| 1. Exemplary | 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).<br><br>Professional learning includes extensive follow-up with descriptive feedback and coaching. | |
| 2. Operational | 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.<br><br>Professional learning includes follow-up with feedback and coaching. | |
| 3. Emerging | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | ✓ |
| 4. Not Evident | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. | |

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

Professional Capacity Data

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

Professional Capacity Data

## 2. DATA COLLECTION ANALYSIS

## 2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

| Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families | | |
|---|---|---|
| 1. Exemplary | The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).<br><br>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). | |
| 2. Operational | The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.<br><br>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). | |
| 3. Emerging | The school staff communicates some academic expectations at the start of the year.<br><br>Some communication related to the current achievement level of individual students is provided. | ✓ |
| 4. Not Evident | The school staff does little to inform families of academic expectations.<br><br>Little, if any, communication related to the current achievement level of individual students is provided. | |

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

Family and Community Engagement Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

| Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning | | |
|---|---|---|
| 1. Exemplary | A supportive and well-managed environment conducive to learning is evident throughout the school.<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. | |

Supportive Learning Environment Data

| Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress | | |
|---|---|---|
| 1. Exemplary | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.<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. | ✓ |

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

Supportive Learning Environment Data

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

| 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. | |

Supportive Learning Environment Data

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

| School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff | | |
|---|---|---|
| 1. Exemplary | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.<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

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

| | |
|---|---|
| What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | -Health survey<br>-Discipline data<br>-SEL surveys<br>-Bully Survey<br>-Academic process/Promotion policy defined |

| | |
|---|---|
| What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?") | The students at GHMS feel teachers don't care for them. The students feel safe, however, bullying, weapons, and drug use is an ongoing concern. |

| | |
|---|---|
| What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops) | SEL, Peer mediation, Guidance, Check in-check outs, Drama club, exposure (field trips), Seminole Select Program (Overage students gain high school credit through Edgenuity) |

| | |
|---|---|
| What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?") | Need to train, monitor and utilize with fidelity |

| What achievement data did you use? | -GMAS<br>-i-Ready<br>-Edgenuity(Credit Recovery)Completion of the Seminole Select Program |
|---|---|

| What does your achievement data tell you? | Our students are low performing in all content areas (all subgroups). |
|---|---|

| What demographic data did you use? | -Subgroups<br>-Race<br>-Age<br>-Retention |
|---|---|

| What does the demographic data tell you? | -Increase in overage students<br>-Subgroups are low performing across the board<br>-Increase in ELL students |
|---|---|

# 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

| Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The next step in the Glenn Hills Middle School improvement journey is to create a master schedule conductive to learning in a middle school setting. Train and guide the teachers during collaborative planning to create rigorous and engaging lessons; then showing them how to execute the lesson plan during the delivery of instruction. By utilizing the High Impact Tool for Collaborative Planning Process Guide in which School Effectiveness and School Improvement Specialist will guide and support the school through this process. Guiding next steps to improve the process are: 1. Create lesson plans to incorporate "daily" learning targets with success criteria. Developing success criteria will inform students of what they are expected to learn and be able to do for them to take ownership of their learning. Creating success criteria will help guide the teacher and students on the "How will we know they have learned It?" 2. Remember to always go back to the Georgia Standards of Excellence and standard deconstruction during planning. Focus during planning on aligning the learning target and work sessions/activities to the rigor of the standards which differentiated instruction. Help teachers navigate all the purchased programs as resources to use as needed to meet the standards. Are students producing grade level outcomes and mastery of the standards? How do you know? Do teachers and students understand the learning progression needed to reach mastery? Are the workstations, activities, and writing samples we are asking students to do during class time reflect the rigor of the standard and determine proficiency of content? Are the daily formative assessments we are creating and using in the classroom aligned to student mastery? Constructive feedback on lesson plans will be critical to ensure alignment. |
|---|---|

| Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | As the school reflects on all the work that has been done in the past and present, consider ways you can build collective teacher efficacy and create a highly functioning Leadership Team to build culture, climate, and increase student achievement and develop a comprehensive master schedule. Guiding next steps for improving Glenn Hills Middle School leadership team: 1. Establish and communicate a unified vision of expectations for quality instructional practices across all classrooms (see target actions in CI). Support the |
|---|---|

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| | teachers in implementing this vision with targeted and teacher-specific PL, and then monitor its implementation and its impact on student learning through a process of frequent, ongoing informal classroom walkthroughs that provide teachers with critical feedback. School leaders, leadership team teachers, and peer (model)teachers should all be a part of the walkthrough process. 2. When the LT meets, use part of that time to keep a pulse on student progress, use data to make informed decisions, and intervene when necessary. Share the walk-through data as well as student progress data to adjust your PL plan, STAP, and support given to teachers on an on-going basis. The leadership team is an important vehicle for advancing student learning in the school. |

| | |
|---|---|
| Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Focus on Coherent Instruction targeted actions will move this structure to operational as student achievement data increases.  Currently, 87% of our faculty are non-certified teachers. 100% of our current induction teachers are enrolled in a certification program. To improve ineffective Tier 1 instruction , we need to collectively address critical data, feedback & monitoring during cluster & data team meetings (bi-weekly/monthly) between teachers, coaches, & admin. to improve Tier 1 instruction & student achievement. |

| | |
|---|---|
| Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | An organized, intentional, explicit set of processes is routinely used by the school to create and maintain clear, reciprocal, and continuous communication between the school and stakeholders regarding student learning to build family and community relations. This structure needs to be more intentional, aligned, and consistent across each content area and grade level. Implementing the suggested target actions will help to move this structure forward and create clear, intentional processes across the school due to inconsistency in teachers planning periods and challenges with master schedule. |

| | |
|---|---|
| Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Observations showed that effective Tier I strategies are not consistently in practice as mentioned. To effectively harness tier one strategies the school needs to address the following;   ● Articulate more succinctly what high-yield instructional strategies look like, model how to use them, and seamlessly incorporate them into instructional framework. ●   Ensure that the school's current intervention plan will meet the needs of students and ensure teachers understand when and how to implement the intervention; how to document the intervention, and when to change the intervention based on student needs. |

Strengths and Challenges Based on Trends and Patterns

| Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Lack of effective teacher training is linked to lack of effective instruction for all subgroups. Programs are purchased and not used with fidelity. |
|---|---|

| Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | 90% of ALL subgroups scored as beginner/developing learner in Math, Sci and SS. *UPDATE W/ CURRENT DATA |
|---|---|

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

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

| Strengths | Grade level readers increased from 25%-28% schoolwide. *UPDATE WITH CURRENT SUBGROUP DATA |
|---|---|

| Challenges | All subgroups scored below grade level. *UPDATE WITH CURRENT SUBGROUP DATA |
|---|---|

# 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 | Tier I instruction/Teacher training & Teacher Retention |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

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

Overarching Need # 2

| Overarching Need | Teacher/Student Attendance |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | No |
| Priority Order | 2 |

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

Overarching Need # 3

Overarching Need # 3

| Overarching Need | Overage Students |
|---|---|
| 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 |

| 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 - Tier I instruction/Teacher training & Teacher Retention**

Root Cause # 1

| Root Causes to be Addressed | Students are not receiving effective Tier I instruction. |
|---|---|
| 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 - Parent and Family Engagement Program<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders |

| Additional Responses | -48/55 waiver teachers<br>-No mentors<br>-Classroom management<br>-Lack research based strategies and interventions |
|---|---|

**Overarching Need - Teacher/Student Attendance**

Root Cause # 1

| Root Causes to be Addressed | -New novice teachers<br>-Transient community for the students as well as high suspension rates<br>-Early intervention plan wasn't implemented for teachers & students |
|---|---|
| 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 - Parent and Family Engagement Program<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders |
|---|---|

| Additional Responses | Effective communication/feedback is needed |
|---|---|

## Overarching Need - Overage Students

Root Cause # 1

| Root Causes to be Addressed | -Novice teachers and lack of pedagogy<br>-Prior retentions/lack of RTI w/fidelity<br>-Attendance issues |
|---|---|
| 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 - Parent and Family Engagement Program<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders |

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

# School Improvement Plan
# 2024 - 2025

# Richmond County
# Glenn Hills Middle School

# 1 General Improvement Plan Information

General Improvement Plan Information

| District | Richmond County |
|---|---|
| School Name | Glenn Hills Middle School |
| Team Lead | Marvin Richard Washington |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds |
| Select the Funds that the LEA anticipates will be consolidated | Title I, Part A<br>Title I, Part A Parent and Family Engagement set-aside<br>Title I, Part A School Improvement 1003 (a) |

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Tier I instruction/Teacher training & Teacher Retention |
|---|---|
| Root Cause # 1 | Students are not receiving effective Tier I instruction. |
| Goal | By May 2025 Glenn Hills Middle School will improve Tier 1 instruction in Math & ELA as measured by the Spring 2025 GMAS scores by 5%. |

Action Step # 1

| Action Step | Conduct a comprehensive needs assessment: Begin by assessing the current state of Tier I instruction in ELA and Mathematics at Glenn Hills Middle School. Identify specific areas of improvement and determine the needs of the teachers and students, particularly within the subgroups. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Weekly Collaborative Meetings<br>IAWs<br>Ewalks<br>TKES<br>Coaching Cycle |
| Method for Monitoring Effectiveness | Collaborative Meetings/Walkthroughs focusing on the weekly target<br>Monthly Leadership Team Meetings |
| Position/Role Responsible | INSTRUCTIONAL COACH<br>LEADERSHIP TEAM<br>ADMINISTRATORS |
| Timeline for Implementation | Monthly |

Action Step # 1

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

Action Step # 2

| Action Step | Professional development for teachers: Provide targeted professional development opportunities for teachers to enhance their instructional practices in ELA and Mathematics. Focus on research-based strategies, differentiation techniques, and culturally responsive teaching methods that address the specific needs of subgroups. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | PL Calendar<br>PL Agendas<br>PL Sign-in Sheets<br>Coaching Cycle |
| Method for Monitoring Effectiveness | Bi-weekly Collaborative Meetings<br>Walkthroughs/Leadership Team focusing on the weekly target |
| Position/Role Responsible | INSTRUCTIONAL COACH<br>LEADERSHIP TEAM |
| Timeline for Implementation | Monthly |

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

Action Step # 2

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

Action Step # 3

| Action Step | Monitoring and feedback: Implement a system for ongoing monitoring and feedback to support teachers in implementing effective Tier I instruction. This can involve classroom observations, instructional coaching, and collaborative reflection sessions to identify areas of improvement and provide targeted support. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Coherent Instruction<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Weekly Cluster<br>IAWs<br>Ewalks |
| Method for Monitoring Effectiveness | Cluster Meetings/Walkthroughs focusing on the weekly target |
| Position/Role Responsible | INSTRUCTIONAL COACH<br>LEADERSHIP TEAM |
| Timeline for Implementation | Monthly |

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

Action Step # 4

| Action Step | Data-driven decision-making: Continuously analyze and review student data to monitor progress and make data-driven instructional decisions. Use data to identify areas of success and areas that require additional intervention or instructional adjustments. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Weekly Cluster<br>IAWs<br>Ewalks |
| Method for Monitoring Effectiveness | Cluster Meetings/Walkthroughs focusing on the weekly target<br>Data Talks |
| Position/Role Responsible | TAP MASTER TEACHERS<br>LEADERSHIP TEAM |
| Timeline for Implementation | Monthly |

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

Action Step # 5

| Action Step | Celebrate successes and provide recognition: Acknowledge and celebrate individual and collective achievements of Black/Non-Hispanic students and teachers who demonstrate growth and proficiency. Recognize their efforts through certificates, awards, and public recognition to foster a positive and motivating school culture. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Race / Ethnicity / Minority |
| Systems | Coherent Instruction<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |

Action Step # 5

| Method for Monitoring Implementation | Data talks<br>Cluster Training on Data reviews and instruction |
|---|---|
| Method for Monitoring Effectiveness | Use of iREady Data<br>Benchmarks<br>DRC Beacon<br>Common Assessments |
| Position/Role Responsible | TAP MASTER TEACHERS<br>LEADERSHIP TEAM<br>PBIS TEAM<br>Family/Community Facilitator |
| Timeline for Implementation | Monthly |

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Teacher/Student Attendance |
|---|---|
| Root Cause # 1 | -New novice teachers<br>-Transient community for the students as well as high suspension rates<br>-Early intervention plan wasn't implemented for teachers & students |
| Goal | By May 2025, GHMS will increase teacher and student attendance by 7% from 88% (Students) and 85% (Teachers) to 95% (Students) and 92% (teachers) Monthly. |

Action Step # 1

| Action Step | Identify the underlying causes: Conduct a thorough analysis to identify the reasons behind low attendance rates among students and teachers. This can include surveys, interviews, and analyzing attendance records. Understanding the root causes will help in developing targeted strategies. |
|---|---|
| Funding Sources | Consolidated Funding |
| 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 | Attendance awareness training and attendance data collection |
| Method for Monitoring Effectiveness | Review of ART team data and meetings<br>Attendance reports |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>Social Worker |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

Action Step # 2

| | |
|---|---|
| Action Step | Raise awareness and emphasize the importance of attendance: Create a comprehensive communication plan to raise awareness among students, teachers, and parents about the significance of regular attendance and its impact on academic performance. This can involve newsletters, workshops, posters, and social media campaigns. (ART team) |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | ART Team meetings and review of attendance data |
| Method for Monitoring Effectiveness | ART team data |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>Social Worker<br>Family Facilitator |
| Timeline for Implementation | Quarterly |

Action Step # 2

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

Action Step # 3

| Action Step | Strengthen parental involvement: Establish a strong partnership with parents or guardians to encourage their active involvement in ensuring regular attendance. Conduct parent-teacher meetings, provide regular updates on attendance, and seek their support in reinforcing the importance of attendance at home. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Parent Meeting Agendas & Sign In Sheets |
| Method for Monitoring Effectiveness | Student and Parent Surveys |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>PBIS TEAM<br>Social Worker<br>Family Facilitator |
| Timeline for Implementation | Monthly |

Action Step # 3

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

Action Step # 4

| Action Step | Implement a rewards and recognition program: Design a system that recognizes and rewards students and teachers with excellent attendance records. This can include certificates, badges, or small incentives to motivate individuals to maintain consistent attendance. (PBIS) |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Attendance data taken<br>Calendar of Attendance rewards events |
| Method for Monitoring Effectiveness | Attendance data review<br>Surveys |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>Social Worker<br>Family Facilitator<br>PBIS Team |
| Timeline for Implementation | Monthly |

Action Step # 4

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

Action Step # 5

| | |
|---|---|
| Action Step | Provide professional development for teachers: Offer training sessions or workshops for teachers focused on improving classroom engagement, lesson planning, and student motivation. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Cluster Meeting Agendas and sign in sheets |
| Method for Monitoring Effectiveness | IAWs<br>Walk Throughs |
| Position/Role Responsible | Tap Master Teachers<br>TAP Mentor Teachers<br>Administration<br>Leadership Team |
| Timeline for Implementation | Weekly |

Action Step # 5

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

Action Step # 6

| Action Step | Provide support for students facing attendance challenges: Identify students who consistently struggle with attendance and provide targeted support. This can include interventions such as mentoring programs, counseling services, or connecting students with community resources that address underlying barriers to attendance. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Family and Community Engagement |
| Method for Monitoring Implementation | Cluster agendas and sign in sheets |
| Method for Monitoring Effectiveness | IAWs<br>Walk Throughs |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>Social Worker<br>Family Facilitator<br>PBIS Team<br>Guidance Counselor<br>Behavior Coach |
| Timeline for Implementation | Weekly |

Action Step # 6

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

Action Step # 7

| | |
|---|---|
| Action Step | Foster a positive school culture: Create a positive and inclusive school environment where students and teachers feel valued and supported. Encourage open communication, celebrate achievements, and establish a sense of belonging to motivate attendance. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Cluster Agendas/Sign in sheets |
| Method for Monitoring Effectiveness | Walk-Throughs<br>PBIS /Attendance Surveys |
| Position/Role Responsible | ART Team<br>MTSS<br>Administration<br>Leadership Team<br>Social Worker<br>Family Facilitator<br>PBIS Team<br>Guidance Counselor<br>Behavior Coach |
| Timeline for Implementation | Quarterly |

Action Step # 7

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Overage Students |
|---|---|
| Root Cause # 1 | -Novice teachers and lack of pedagogy<br>-Prior retentions/lack of RTI w/fidelity<br>-Attendance issues |
| Goal | By the end of the 2025 academic school year, GHMS will reduce the number of overage students by 20% through targeted interventions and personalized support (Mentoring Program), with the aim of improving their academic performance and increasing grade-level progression. |

Action Step # 1

| Action Step | Implement a system to identify overage students early, preferably before they reach the next grade level. Provide targeted interventions, such as early literacy programs or numeracy support, to address specific academic needs. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Identification of overaged students |
| Method for Monitoring Effectiveness | Data reviews |
| Position/Role Responsible | MTSS<br>Behavior Coach<br>Leadership Team<br>PBIS TEAM |
| Timeline for Implementation | Monthly |

Action Step # 1

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

Action Step # 2

| Action Step | Develop individualized learning plans for overage students that outline specific academic goals, support strategies, and progress monitoring. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Identification of overaged students, parent conferences and parent signature. |
| Method for Monitoring Effectiveness | Completed action plan with documentation of check-points |
| Position/Role Responsible | MTSS<br>Instructional Coaches |
| Timeline for Implementation | Monthly |

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

Action Step # 2

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

Action Step # 3

| Action Step | Use evidence-based instructional strategies, such as explicit instruction, scaffolding, and formative assessment, to support their academic growth. Provide additional support and resources, such as small-group instruction or tutoring, to address individual learning gaps. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Lesson Plans<br>Focus Walks<br>Observations |
| Method for Monitoring Effectiveness | Data reviews |
| Position/Role Responsible | MTSS<br>Instructional Coaches |
| Timeline for Implementation | Monthly |

Action Step # 3

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

Action Step # 4

| Action Step | Offer social-emotional learning programs and interventions to address any emotional or behavioral challenges that may impact academic performance. Provide counseling services or access to mental health professionals to support the social and emotional well-being of overage students. Foster a positive and inclusive school climate that promotes a sense of belonging and connectedness. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Action plans will be created and weekly meetings will be held to ensure that steps are being implemented. |
| Method for Monitoring Effectiveness | Meeting notes from conferences, sign-in sheets and surveys |
| Position/Role Responsible | Counselors<br>Behavior Coach<br>MTSS |
| Timeline for Implementation | Monthly |

Action Step # 4

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

Action Step # 5

| Action Step | Engage parents/guardians in the academic progress of overage students through regular communication, parent-teacher conferences, and progress reports. Provide resources and workshops for parents/guardians to support their involvement in their child's education and help reinforce learning at home. with community organizations and partners to provide additional resources and support for overage students and their families. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Effective Leadership<br>Professional Capacity<br>Family and Community Engagement |
| Method for Monitoring Implementation | Action plans will be created and weekly meetings will be held to ensure that steps are being implemented. |
| Method for Monitoring Effectiveness | Meeting notes from conferences, sign-in sheets and surveys |
| Position/Role Responsible | Administration, Guidance, MTSS, Teachers and Parent Facilitator |
| Timeline for Implementation | Monthly |

Action Step # 5

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

Action Step # 6

| Action Step | Provide resources and workshops for parents/guardians to support their involvement in their child's education and help reinforce learning at home. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Effective Leadership<br>Family and Community Engagement |
| Method for Monitoring Implementation | Weekly reviews of action plans and team meeting with administration for progress updates |
| Method for Monitoring Effectiveness | Parent Attendance to PL's, agendas, sign-in sheets and parent surveys |
| Position/Role Responsible | Administration, Guidance, MTSS and Parent Facilitator |
| Timeline for Implementation | Monthly |

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

# 3. REQUIRED QUESTIONS

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

Required Questions

| | |
|---|---|
| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). | GSAP Surveys. Panorama (SEL) surveys, Health surveys, School culture/climate surveys, In person Title I meetings and school events. |

| | |
|---|---|
| 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. | Consistent and continually professional learning provided by certified teachers |

| | |
|---|---|
| 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). | Tier I instructional training provided in all areas but focusing on Math and ELA growth utilizing various strategies based on student and teacher needs. |

| | |
|---|---|
| 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. | Students identified via GMAS and iReady data that are identified as "bubble students" . Also students identified as overaged or "high risk" of failure/drop out will be identified via RTI/MTSS to develop plans to address needs |

# 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

| | |
|---|---|
| 5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. | |

| | |
|---|---|
| 6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | Plan with feeder HS every 6 weeks. Transition meetings for those students that are overage, advanced, etc, to assist in their HS scheduling. |

| | |
|---|---|
| 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. | School will create a behavioral matrix for major and minor incidents. Behavioral training and hiring of a behavior coach. PBIS training and participation. |

ADDITIONAL RESPONSES

| | |
|---|---|
| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | |