Comprehensive Needs Assessment
2024 - 2025 School Report

Richmond County
Monte Sano Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	EIP Teacher	Antoniece Bailey
Team Member # 2	EIP Teacher	Theresa Walker
Team Member # 3	Teacher	Brittany Madison
Team Member # 4	Teacher	Talyn Owens
Team Member # 5	MTSS Facilitator	Chantal Grier
Team Member # 6	Assistant Principal	Jovanghn Parks
Team Member # 7	Principal	Jasmine Scott

Additional Leadership Team

	Position/Role	Name
Team Member # 1		
Team Member # 2		
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Teacher/Parent	Linda Benson
Stakeholder # 2	Consultant	Terri Myers
Stakeholder # 3	Community Support	Laura Garner
Stakeholder # 4	Receptionist	Helen Hawthorne
Stakeholder # 5	Digital Learning Specialist	Keysa Bing-Mitchell
Stakeholder # 6	Family Y	Rinia White
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?	ullidiv data-testid="chat-message-jasper"divdivTo ensure that stakeholders, especially parents and/or guardians, can provide meaningful input into the needs assessment process, the team can implement several strategies:
	1. Clear Communication: Provide transparent and easy-to-understand communication about the purpose of the needs assessment, the significance of stakeholders' input, and how their feedback will be utilized.
	2. Inclusive Approach: Actively involve parents and/or guardians in all stages of the needs assessment process, from planning to implementation, to make them feel valued and heard.
	3. Multiple Engagement Channels: Offer various channels for engagement such as surveys, focus groups, interviews, or community meetings to accommodate different preferences and availability.
	4. Flexibility: Be flexible in scheduling engagements to accommodate the diverse schedules and commitments of parents and/or guardians, ensuring their participation is convenient.
	5. Respect and Empathy: Demonstrate respect for the perspectives, experiences, and concerns of parents and/or guardians throughout the process, fostering a sense of trust and openness.
	By incorporating these strategies, the team can create a conducive environment where parents and/or guardians feel empowered to share

	their valuable insights, leading to a more comprehensive and accurate needs assessment. /ul

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

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

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

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

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

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. 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. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	✓

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   11

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. 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. 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. 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. 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. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. 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. 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. 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. 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. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. 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. 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. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. 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. 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. 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. 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. 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. 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. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	✓
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	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. 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. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. 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. 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. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	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). 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. 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. 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. 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. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	✓
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	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. 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). 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. 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. 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. 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. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. 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. 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. 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. 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. 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. 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. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. 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. 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]	School perception data utilized for the CNA includes the following: SAI surveys completed by staff Student health surveys Parent engagement Title 1 surveys

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?")	Overall, the perception data told the core leadership team that over 93% of stakeholders survey are overall confident in the school environment, instructional engagement opportunities, and trust the work taking place at Monte Sano Elementary School. Teachers would like to receive more training and development on providing an equitable education for all students and receive more collaborative learning opportunities with colleagues. Our parental engagement efforts need to be more targeted and intentional to build parent capacity. Survey responses suggest that they believe in the work we do, but are not sure how to support us.

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)	Process data utilized for this CNA includes the following: MTSS/ RTI progress monitoring Parent sign-in sheets/response-based surveys Volunteer training attendance Initial Eligibility Meeting Summary Notes

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?")	Our process data shows that as a school our greatest opportunities exist with our most disadvantaged students. The students with the most unresponsive parents/guardians are directly correlated with academic and behavioral risks. A triangulation of our process data shows that there is a strong correlation among students in need of specialized education services and those with attendance and behavioral implications which have warranted a parent meeting or response that was not met.

What achievement data did you use?	Achievement dat used for this CNA includes: Cohort grade reports GMAS cohort reports comparing the performance of the current 5th graders to their historical performance in 3rd grade (this was a paired samples test) Historical achievement data trends to identify instructional patterns among teachers iReady growth reports CMA reports Class reported grades

What does your achievement data tell you?	Our MSE achievement data tells us that there are instructional opportunities in literacy and numeracy. Historically, foundational standards and skills have been taught in isolation perhaps accounting for the inconsistent growth progress of students. For example, we can see where some students achieved in standards that negated the understanding of a core skill on one assessment; however, when the same results are compared on a growth or progress measure, the student still exhibits a prolonged deficiency in the same area. More that 75% of our student population is not performing at or above grade level. However, the triangulation of student achievement suggests that students perform well on subjective instructional tasked required in the classroom while not being able to demonstrate growth nor achievement. This tells us that there is a misalignment in instructional practices that are intended to grow students with the expectation of meeting and/or exceeding the identified criteria for grade level performance.

What demographic data did you use?	Demographic data used for this CNA include: Race subgroup data Age (cohort and prior retention examination) Sibling attachments Students with Disabilities Tier 2 and 3 identification

What does the demographic data tell you?	The demographic data tells us that our greatest opportunities exist within our classrooms. In 62% of homes with more than one child enrolled, academic and behavior trends yield that parental engagement and support is another opportunity. We currently have fewer than 10% of our students off cohort with a prior retention in elementary school. The scheduling of students with disabilities is a priority to support their academic outcomes by ensuring that they receive the appropriate service minutes. The progress monitoring of our Tier 2 and 3 students is critical to determining if they are responding to intervention.

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?	Based on the information gathered, the coherent instructional system trends and patterns observed by the team while completing this section of the report include a focus on supporting and expanding equitable instruction that reflects and affirms our diverse student identities. This emphasis on designing teaching and learning experiences that are inclusive and responsive to student needs is a key trend.

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?	●div data-testid="chat-message-jasper"divThrough the analysis conducted, our core leadership team identified several key trends and patterns in effective leadership within educational settings. One prominent trend is the shift towards distributed leadership models that empower multiple stakeholders to share responsibilities and decision-making processes. This approach fosters collaboration and collective efficacy among our teachers at MSE and aligns with various models of continuous improvement. Furthermore, there is a growing need for emphasis on instructional leadership that focuses on improving teaching and learning outcomes based on trends observed at MSE. Our leaders need to be seen as instructional coaches who support teachers in implementing effective pedagogical practices and fostering a culture of continuous improvement. These trends and patterns are crucial for identifying student, teacher, and leader needs. By recognizing the importance of distributed leadership and instructional leadership, our core team can better support the professional growth of teachers, address the diverse needs of students, and cultivate a collaborative environment that enhances overall educational outcomes.

Strengths and Challenges Based on Trends and Patterns

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?	Professional capacity is limited based on the findings of our core leadership team. We need more consistent and structured professional learning and collaboration to address the needs of students and teachers. Trends and patterns that support the identified needs included: Limited participation in professional learning The lack of consistent grading practices The lack of a continuum of instructional supports provided to students in the RTI process Misalignment of student records For this CNA, several professional capacity trends and patterns were observed through the data collected at MSE. One significant trend is the increasing focus on personalized professional development that caters to individual teacher needs and preferences. This approach acknowledges the diverse strengths and areas for growth among educators. These observed trends and patterns are crucial for identifying student, teacher, and leader needs. By recognizing the importance of personalized professional development and creating a culture of continuous learning, we can better address the unique requirements of our diverse student learners and foster a professional environment that supports effective practices.

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?	During the analysis conducted in this section of the report, the team identified significant trends and patterns related to family and community engagement in educational settings. One key trend is the shift towards building strong partnerships between schools, families, and communities to support student success. This collaborative approach recognizes the valuable role that families and communities play in shaping educational outcomes.

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?	Through the team's analysis in this section of the report, several trends and patterns related to supportive learning environments were identified. One significant trend is the focus on creating inclusive and emotionally safe spaces where students feel supported, respected, and valued. This trend emphasizes the importance of social-emotional learning and mental health support within educational settings. Additionally, we found an emphasis on personalized learning approaches that cater to individual student needs and learning styles to be effective and instrumental in student growth. While our teachers are exploring differentiated instruction methods to address diverse student requirements and promote academic growth such as station learning and small groups rotations, our data patterns and feedback suggest that they are knowledgeable of these practices but not quite comfortable with implementing and monitoring them for effectiveness.

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?	For our CNA, several demographic and financial trends and patterns were observed in our educational settings. One significant trend was the increasing diversity among student populations socio-economic reporting, highlighting the importance of responsive practices that integrate the home and equitable educational opportunities for all students. Financial trends indicate the need for resource allocation strategies that prioritize equitable access among classrooms. We were not sure if this was due to what the teacher individually provides or if this simply underscores the importance of addressing funding disparities and ensuring fair distribution of resources throughout the school.

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?	The significant trend we identified was the shift towards data-driven decision-making to track student progress and inform instructional strategies. This trend emphasizes the importance of using assessment data to identify areas of improvement and tailor interventions to support student learning. Additionally, we noticed the pattern of inconsistent interventions and progress monitoring of goals in Panorama by the classroom teacher. This suggests that there is a need for more professional development in the area of instructional strategies and interventions.

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	School Strengths in Special Education: Dedicated Special Education Staff: MSE has a team of highly trained and dedicated special education staff who provide individualized support and interventions for students with diverse learning needs. Inclusive Environment: MSE fosters an inclusive environment where students with special needs are fully integrated into general education classrooms, promoting social interaction and peer support. Collaborative Approach: There is a collaborative approach to special education services, involving parents, teachers, and specialists to create comprehensive individualized education plans (IEPs) that address each student's specific requirements. School Strengths in Economically Disadvantaged Children: Resource Allocation: MSE effectively allocates resources to provide additional support services, such as free meal programs, academic

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.

	interventions, and extracurricular opportunities, to meet the needs of economically disadvantaged students. Community Partnerships: MSE has strong partnerships with community organizations and businesses to offer financial assistance, mentorship programs, and access to resources that support the holistic development of economically disadvantaged children. Parent Engagement: MSE actively engages parents and caregivers through workshops, family events, and personalized communication to ensure they are informed and involved in their child's education, creating a supportive network for students from economically disadvantaged backgrounds. School Strengths in English Learners: ESL Program Excellence: MSE offers a high-quality English as a Second Language (ESL) program that focuses on language acquisition, cultural integration, and academic support for English learners.

Challenges	Our primary challenge exists in special education. We recommended 27 students for evaluation and have had 19 to qualify for services. We are currently in the process of revisiting our scheduling of services to ensure that we have enough staff. A request has been submitted for an additional paraprofessional and teacher.

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	Teacher instructional capacity
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	Student achievement in literacy and numeracy
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

Overarching Need	Clear and concise instructional expectations for the integration of intervention into instructional practices
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 - Teacher instructional capacity

Root Cause # 1

Root Causes to be Addressed	
	Teachers are lacking the instructional "know how" or capacity in the areas of intervention, content knowledge, progress monitoring, and instructional strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Student achievement in literacy and numeracy

Root Cause # 1

Root Causes to be Addressed	Student achievement is not being sustained and improved in a historical or cohort context. There is a lack of student agency and ownership during the transfer of knowledge that takes place during teaching and learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 1

Additional Responses	

Overarching Need - Clear and concise instructional expectations for the integration of intervention into instructional practices

Root Cause # 1

Root Causes to be Addressed	Ambiguous or unclear instructional expectations has led to confusion among teachers at MSE regarding how interventions should be integrated into their teaching practices, resulting in inconsistent implementation. Our teachers may not have received sufficient training or professional development on how to effectively incorporate interventions into their instructional practices, leading to uncertainty and limited effectiveness in supporting students' needs. Without clear and concise instructional expectations, MSE teachers may interpret intervention strategies differently, resulting in a lack of consistency in delivering targeted support and monitoring to students requiring additional assistance.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

School Improvement Plan
2024 - 2025

Richmond County
Monte Sano Elementary School

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Monte Sano Elementary School
Team Lead	Jasmine Scott
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

	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	Teacher instructional capacity
Root Cause # 1	Teachers are lacking the instructional "know how" or capacity in the areas of intervention, content knowledge, progress monitoring, and instructional strategies.
Goal	We will create, communicate, and implement instructional expectations for teachers through weekly professional learning and collaboration to sustain and improve student achievement by October 2024.

Action Step # 1

Action Step	Create, communicate, and implement instructional expectations to increase teacher instructional capacity.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Hornet Handbook
Method for Monitoring Effectiveness	Collaborative Planning Opportunities Walkthroughs (formal, informal) Peer Observations Efficacy Surveys Incentivized Professional Learning Opportunities
Position/Role Responsible	Core Leadership Team
Timeline for Implementation	Others : Bi-weekly

Action Step # 1

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

Action Step # 2

Action Step	Create a professional learning calendar with session titles, coordinated facilitators, outcomes, and deliverables.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Attendance Published calendar and schedule Deliverables Canvas Course Utilization
Method for Monitoring Effectiveness	Formal Walkthroughs Perception Survey TKES
Position/Role Responsible	Core Leadership Team SIP Supporters
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	Conduct Core Learning Walks to gain understanding of teacher proficiency pertaining to content knowledge, standards, and instructional strategies.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk through tool
Method for Monitoring Effectiveness	Informal walk throughs Feedback mechanism/conferencing
Position/Role Responsible	Core 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement in literacy and numeracy
Root Cause # 1	Student achievement is not being sustained and improved in a historical or cohort context. There is a lack of student agency and ownership during the transfer of knowledge that takes place during teaching and learning.
Goal	By December 2024, we will increase the percentage of students performing at or above grade level by implementing a system of student agency through student-led progress monitoring conferences as measured by CMA administration 1, iReady BOY, and weekly common assessments.

Action Step # 1

Action Step	Implementation of daily progress monitoring folders (pre-k through 2nd grade).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	upload artifacts into panorama parent feedback (surveys & correspondences) team meetings/collaborative planning
Method for Monitoring Effectiveness	Gradebook audit parent surveys conferences
Position/Role Responsible	Core leadership team teachers parents
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Cultivating Student Agency in literacy and numeracy across grades 3-5
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	student engagement student reflections teacher feedback
Method for Monitoring Effectiveness	self-efficacy levels through surveys performance evaluations common assessments
Position/Role Responsible	Core Leadership Team MSE Teachers MSE Students
Timeline for Implementation	Weekly

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

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)?	Family Y, Extended Bible Release

Action Step # 3

Action Step	Facilitate project-based learning opportunities where students have the autonomy to design, plan, and execute projects related to classroom curriculum or personal interests
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Platforms for students to express their perspectives, ideas, and feedback on school practices, curriculum content, and learning experiences Opportunities for students to serve as mentors or leaders within the school community, supporting younger peers or leading initiatives that enhance student agency
Method for Monitoring Effectiveness	student input into decision-making processes Review meetings with teachers, administrators, and students to reflect on achievements, challenges, and growth in student agency Compare initial baseline data with current outcomes to assess the impact of the action step, celebrate successes, and identify areas for further development and refinement
Position/Role Responsible	Core Leadership Team Teachers Students
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)?	Family Y, Extended Bible Release

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Clear and concise instructional expectations for the integration of intervention into instructional practices
Root Cause # 1	Ambiguous or unclear instructional expectations has led to confusion among teachers at MSE regarding how interventions should be integrated into their teaching practices, resulting in inconsistent implementation. Our teachers may not have received sufficient training or professional development on how to effectively incorporate interventions into their instructional practices, leading to uncertainty and limited effectiveness in supporting students' needs. Without clear and concise instructional expectations, MSE teachers may interpret intervention strategies differently, resulting in a lack of consistency in delivering targeted support and monitoring to students requiring additional assistance.
Goal	By the end of the school year, our team of teachers will collaboratively develop and implement a professional development plan focused on sharing best practices, providing feedback, and supporting each other's growth to increase student achievement by 5% in our respective classrooms.

Action Step # 1

Action Step	Develop and provide professional development on Collective Teacher Efficacy.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis Surveys/Feedback Classroom observation
Method for Monitoring Effectiveness	Walk throughs Collaborative planning Surveys
Position/Role Responsible	Core Leadership Team District Facilitators
Timeline for Implementation	Others : Bi-Weekly

Action Step # 1

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	When developing our SIP, the core leadership team sought advice form individuals in the following ways: Conducted staff meetings and surveys to gather insights from teachers regarding classroom needs, student progress, and areas for improvement Engaged school administrators, counselors, and support staff in discussions on school priorities, resource allocation, and professional development needs Consulted paraprofessionals and support personnel on student support services, classroom assistance needs, and strategies for enhancing student engagement and learning outcomes Provided opportunities for paraprofessionals to share their perspectives on student progress, behavioral interventions, and collaboration with classroom teachers

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.	Schools can ensure that all students have access to effective teachers by implementing various strategies, such as: 1. Recruitment and Retention: Offering professional development opportunities and supportive working environments. 2. Professional Development: Ongoing professional development for teachers to enhance their skills and knowledge can help ensure they are effective in the classroom. 3. Teacher Evaluation: Using TKES and core leadership walk through tools, areas for improvement and provide support for teachers to grow professionally. 4. Equitable Distribution: Striving to distribute effective teachers evenly across all classrooms and grade level

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).	The Title I instructional programming at Monte Sano Elementary aims to support academically at-risk students by providing targeted interventions and resources to address their educational needs. The program focuses on enhancing student achievement in core subject areas while utilizing evidence-based instructional strategies to promote academic growth and success. Reading Comprehension: Emphasis on developing literacy skills, including phonics, fluency, vocabulary, and comprehension strategies. Differentiated instruction tailored to individual reading levels and learning needs. Mathematics Proficiency: Focus on building foundational mathematical concepts, problem-solving skills, and critical thinking abilities. Utilization of manipulatives, visual aids, and real-world applications to

	enhance understanding.
	Writing Skills:
	Instruction in writing mechanics, grammar, organization, and expression of ideas across various genres.
	Encouragement of creativity, revision, and effective communication through writing tasks.
	Instructional Strategies and Methodologies:
	Small Group Instruction
	Targeted intervention groups
	MTSS/RTI protocols for tiered intervention
	Opportunities for differentiated instruction and scaffolding to address individual learning challenges
	Technology Integration:
	Utilization of educational software, online resources, and interactive tools to enhance engagement and reinforce content mastery
	Blended learning approaches incorporating digital platforms to cater to diverse learning styles
	Data-Driven Decision Making:
	Regular assessment of student progress using formative and summative data to inform instructional planning
	Analysis of assessment data to identify trends, strengths, and areas requiring additional support for at-risk students
	Family and Community Engagement:
	Collaboration with parents, guardians, and community partners to create a supportive learning environment both at school and at home
	Provision of resources, workshops, and family literacy programs to empower parents in supporting their child's education
	Services for Students in Local Schools for Neglected or Delinquent Children:
	Customized learning plans tailored to meet the unique academic and socio-emotional needs of students in local schools
	Coordination with institution staff to ensure continuity of education and seamless transition upon reentry into traditional school settings
	Behavioral and Emotional Support:
	Access to counseling services, social-emotional learning programs, and behavior management strategies to address trauma, behavioral challenges, and emotional well-being
	Collaboration with mental health professionals and support agencies to provide holistic support for students' overall development

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	At MSE, all students will have access to Title I supports and services. We have included a plan of review to address the question prosed in the SIP. At MSE, the identification of eligible students most in need of Title I services in targeted assistance schools/programs is a collaborative effort involving teachers, parents, administrators, and pupil services personnel. By leveraging multiple objectives, academic-based performance criteria, the school ensures a fair and transparent process for ranking students for services. Identification Criteria: 1.Criterion 1: Reading Proficiency:ul 2.Objective: Assess students' reading proficiency levels using standardized reading assessments, fluency tests, and comprehension

system) that uses the objective criteria to rank all students.	measures. 3.Scoring: Students will be assigned points based on their performance level on reading assessments:ul 4. Advanced Proficiency: 5 points 5. Proficient: 4 points 6. Basic Proficiency: 3 points 7. Below Basic Proficiency: 2 points 8. Well Below Basic Proficiency: 1 point/ul/ul 9.Criterion 2: Math Competency:ul 10.Objective: Evaluate students' mathematical competencies through math assessments, problem-solving tasks, and math fluency tests. 11.Scoring: Students will receive points according to their performance level on math assessments:ul 12. Advanced Proficiency: 5 points 13. Proficient: 4 points 14. Basic Proficiency: 3 points 15. Below Basic Proficiency: 2 points 16. Well Below Basic Proficiency: 1 point/ul/ul Ranking System: ● Each student will receive a total score based on the points earned from Criterion 1 (Reading Proficiency) and Criterion 2 (Math Competency). ● A measurable scale will be used to rank all students for services, with the highest total scores indicating the students most in need of Title I intervention. ● For example, a student scoring 8 points in reading proficiency and 7 points in math competency would have a total score of 15, indicating a higher level of need for Title I services. Implementation Process: 1.Data Collection and Analysis:ul 2. Teachers will collect assessment data, analyze student performance, and input scores into the ranking system. 3. Pupil services personnel will review data to ensure consistency and accuracy in scoring./ul 4.Ranking and Selection:ul 5. The ranking system will be applied to all eligible students to determine the order of service provision based on objective academic criteria. 6. Parents will be informed of their child's ranking and eligibility for Title I services through transparent communication channels./ul 7.Service Allocation:ul 8. Students identified as most in need of services based on the ranking system will receive targeted Title I interventions and support. 9. Continuous monitoring and assessment will be conducted to track student progress and adjust services as needed./ul By employing a rigorous and objective ranking system based on academic performance criteria, Monte Sano Elementary ensures a systematic and equitable approach to identifying and serving eligible students most in need of Title I services, fostering academic growth and success for all students in the targeted assistance program.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Monte Sano Elementary School will implement a comprehensive approach to support, coordinate, and integrate services with early childhood programs. Here are the key strategies and initiatives they will employ: 1. Collaborative Planning and Coordination Regular Meetings: Establish regular meetings between kindergarten teachers and early childhood educators to discuss curriculum alignment, share best practices, and coordinate teaching strategies. Joint Professional Development: Organize joint professional development sessions focusing on early childhood education standards, transition practices, and effective teaching methods. 2. Parent and Family Engagement Orientation Programs: Conduct orientation sessions for parents and children to familiarize them with the elementary school environment, expectations, and routines. Parent Workshops: Offer workshops and informational sessions for parents on how to support their child's transition from preschool to kindergarten, including literacy and numeracy activities they can do at home. 3. Transition Activities for Children Classroom Visits: Arrange for preschool children to visit kindergarten classrooms, meet the teachers, and participate in activities to ease the transition. Buddy System: Implement a buddy system where current kindergarten students mentor incoming preschool children, helping them feel more comfortable and welcome. 4. Curriculum Alignment and Continuity Aligned Curriculum: Ensure that the kindergarten curriculum is aligned with early childhood education standards to provide a seamless transition in learning objectives and expectations. Developmental Assessments: Use consistent assessment tools and methods to track developmental progress from preschool through kindergarten, ensuring that any gaps or needs are identified and addressed early.

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	Monte Sano Elementary School will collaborate closely with middle and high schools to facilitate smooth transitions for students as they progress through their educational journey. This will involve establishing formal partnerships with local colleges and universities, organizing campus tours, college fairs, and mentorship programs to familiarize students with postsecondary options. Additionally, the school will engage local businesses and industry partners to provide job shadowing, internships, and career panels, giving students real-world exposure and insights into various career paths. Community organizations and local partners will be involved in volunteer programs

career counseling to identify student interest and skills.	and after-school activities focused on academic support and career exploration. To increase student access to early college high school programs and dual or concurrent enrollment opportunities, Monte Sano Elementary School will host information sessions, assist with applications for specialized or magnet programs, and provide academic advising. The school will also utilize career assessments to help students identify their interests and strengths, develop individualized career plans, and conduct workshops on resume writing, interview skills, and job search strategies. We will also continue with hosting our annual MSE Career Week to expose students to local career opportunities.

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.	Monte Sano Elementary School is committed to reducing the overuse of discipline practices that remove students from the classroom, recognizing the negative impact these practices can have on student learning and well-being, especially among vulnerable subgroups. The school will implement a multi-faceted approach to foster a positive and inclusive school climate. First, the school will adopt restorative justice practices aimed at resolving conflicts through dialogue, mutual understanding, and repairing harm rather than punitive measures. This approach will encourage accountability and empathy, helping students learn from their mistakes and build healthier relationships. Staff will receive professional development on restorative justice techniques to ensure effective implementation. Second, Monte Sano Elementary will incorporate Positive Behavioral Interventions and Supports (PBIS) to promote positive behavior and prevent misconduct. PBIS involves setting clear expectations for behavior, teaching these expectations, and recognizing and rewarding students who meet them. This proactive approach reduces the need for disciplinary actions by addressing behavior issues before they escalate. Third, the school will focus on social-emotional learning (SEL) by integrating SEL curricula into daily lessons. SEL helps students develop essential skills such as emotional regulation, empathy, and conflict resolution. By supporting students' social and emotional development, the school aims to reduce behavioral issues that lead to disciplinary actions. Additionally, the school will establish a multi-tiered system of supports (MTSS) to provide varying levels of intervention based on student needs. This system will ensure that students who exhibit behavioral challenges receive appropriate support and interventions tailored to their specific circumstances. To specifically address the effects on all subgroups of students, Monte Sano Elementary will collect and analyze data on disciplinary actions, disaggregated by race, gender, disability, and other relevant factors. This data will help identify any disparities and inform targeted interventions to support affected subgroups. The school will also engage families and community stakeholders in conversations about discipline policies and practices to ensure they are culturally responsive and equitable. By implementing these strategies, Monte Sano Elementary School aims to create a supportive and inclusive environment that minimizes the use of exclusionary discipline practices and supports the success of all students.

ADDITIONAL RESPONSES

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