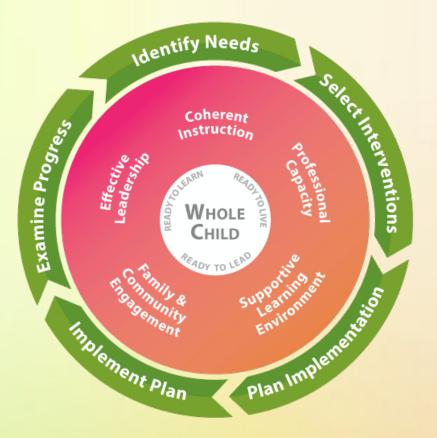# GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2020 - 2021 School Report

Houston County
Miller Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Elizabeth Johnson
Team Member # 2	API	Katina Gibson
Team Member # 3	Instructional Coach	Tamara Kelly
Team Member # 4	Reading EIP	Ashley Casson
Team Member # 5	Math EIP	Tammy Urbina
Team Member # 6	Special Education	Kristy McElroy
Team Member # 7	Counselor	Nikki Williams

Additional Leadership Team

	Position/Role	Name
Team Member # 1	ESOL	Kendra Castelow
Team Member # 2	Media Specialist	Shannon Golphin-Smith
Team Member # 3	Classroom Teacher	Erica Jones
Team Member # 4	Classroom Teacher	Edquader Marble
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	Family Engagement Coordinator	Natarsha Williams
Stakeholder # 2	Para-professional	Laquita Thrower
Stakeholder # 3	Community Partner	Margaret Matthews
Stakeholder # 4	School Council President	Raymond Mathis
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Our team will have meetings in which the stakeholders are invited to attend in order to give input and identify needs for our school. We will also discuss needs during school council and parent education nights as an avenue of stakeholders providing meaningful feedback.

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.	

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.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	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.	

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.	

Effective Leadership Data

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

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	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.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	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.	

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.	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	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.	

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 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 Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	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]	The Title 1 Parent Satisfaction Survey was used to gather critical stakeholder feedback.

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?")**	Based on parent feedback from the Title 1 Parent Survey, 98% of the parents feel that the school staff is friendly, that the school is safe and clean, and that parental involvement is encouraged. 96% of the parents are comfortable communicating with school administration and teachers and have high expectations for student achievement.

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)	We used Infinite Campus data to track student attendance and behavior.

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?")	Attendance data showed that for each grade level, of the percent of students who are absent, many of them are absent more than 10 days a year. Behavior data showed that In School Suspensions and Out of School suspensions were significantly decreased for 4th and 5th grade students compared to previous years. Of the students that demonstrated significant behavior concerns that were in the lower grades, many of them needed support from additional school and community resources. Various strategies were used to decrease the number of student write-ups in the lower grades.

What achievement data did you use?	MAP Test given 3 times per year and GKIDS data for kindergarten

What does your achievement data tell you?	MAP data showed a decrease in the area of math most of the students for student growth from Fall 2019 to Winter 2020.

What demographic data did you use?	We used CCRPI data from 2018 to 2019.

What does the demographic data tell you?	The demographic data indicates that our special education population has increased to that point that we needed to add additional special education teachers.

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?	We need to work on creating more academically challenging environments where students are responsible for and monitor their own learning and where teachers work collaboratively to analyze common assessment data in order to differentiate, improve and adjust instruction and to develop common grading practices among the grade level and the school.
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?	We discovered that we put great effort into building relationships among teachers and students. This was our Second year in Cohort 2 for PBIS so we implemented PBIS. By implementing PBIS this school year, we were able to build more positive relationships. There are opportunities for growth and improvement as we continue to analyze multiple sources of data to improve student achievement. When our Guiding Coalition (Leadership team) meets, we must make sure we include our support staff. We do a great job at having core and non-core teachers, but we do not have our support staff represented.
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?	We have begun the process implementing PLC's in our school but there are still changes that need to be made to make the work of the PLC's run more smoothly. We will work to ensure that all administrators of our school are involved in the collaborative meetings with staff members to truly make it a collective initiative. We will continue to focus on using the data gathered to drive instruction, but also using the data to drill down to the most beneficial and critical needs for differentiated professional development for teachers. Finally, we will create a working schedule that allows for the time to continuously monitor and provide feedback and coaching to individual teachers to ensure PLC established goals are being fully implemented and monitored.

Strengths and Challenges Based on Trends and Patterns

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?	In observing the school's trend data for family and community engagement, a number of opportunities were offered to foster involvement. The attendance at some events was higher than others, but overall the feedback was positive. We have observed that the events that include student performances, food, and resources for parents are more successful. Another observable trend is that parents of younger students seem be more involved as well as parents with multiple children attending the school.

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?	Emphasis must be placed on teachers creating an academically challenging learning environment that will empower our students to actively monitor their own progress therefore changing the classroom culture in preparing them to become College and Career Ready. Our school environment is conducive to learning. As a result, a safe and orderly learning environment has been modeled to help foster a positive and active culture of trust, respect, and a sense of community. The environment in our school is one that recognizes and celebrates the achievements and accomplishments of students and staff.

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?	In observing the financial trends, we have been fortunate to have an ample amount of Title I funds so we can provide the resources for our students to give them what they need in order to be successful in school. We have identified that Reading is the subject where a lot of improvement is needed and we were able to purchase Phonics kits, Fontas and Pinnell (F and P) Guided Reading kits, Classroom Libraries, the Intervention Teachers, and Units of Study Resource packs to help our students. It is also a trend of ours to use our Title I funds to purchase computers and I-pads in order to provide the technology that our 21st century learners need. Demographically, our SWD and EL sub-populations are continuing to increase. Our students come to us functioning one to two grade-levels behind their liked peers. Our teachers have to work extra hard to remediate our students on prerequisite skills while also exposing them to their grade-level skills. All of our students have free breakfast and free lunch. Our mobility rate remains transient with several students coming in as homeless or on affidavits. Our enrollment has decrease in the past 5 years. We have a diverse student population with 49% black, 34% white, 11% Hispanic, 5% two or more races, and 1% other.

Strengths and Challenges Based on Trends and Patterns

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? **IDEA – Special Education, Economically Disadvantaged Children, and English Learners.**	As measured by Georgia Milestones 2019, while we made progress in English Language Arts and Mathematics, we did not meet the content mastery target for Mathematics, Science, and Social Studies or close the gap in these content disadvantaged students and students with disabilities. According to the trends and patterns observed by the team student needs include an academically challenging environment with differentiated instruction to meet the needs of all learners. In addition, a learning environment that empowers students to actively monitor their own progress through feedback on their performance by the classroom teacher. Teachers needs consist of (1) usage of common assessments aligned with the standards to monitor student progress and inform instruction,(2) to collaboratively analysis assessment results to adjust instruction, (3) an implementation of grading practices that provide an accurate indication of student progress on the required standards. Finally, school leaders need to establish and support a data-driven school where data is systematically analyzed and monitored to improve student achievement. A greater emphasis should be given to assessment and instructional practices especially in support of the economically areas
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	We have increased the number of Interrelated faculty to accommodate the large number of students identified as having special needs. For 2020-2021, we will employ 2 full-time Interrelated teachers, a full-time speech teacher, and 1 paraprofessional. Special Education embraces a combination of service delivery models, including collaborate, push-in, and pull-out. The following are the special needs populations present at our school: autism, emotional behavior disorder, intellectual disabilities, significant developmental delay, other health impairment, and speech language impairment. 2020-2021 will be our 3rd year with self-contained classrooms of autistic students. We employ 2 full-time Self-contained Autism faculty members with 2 full-time paraprofessionals in those classrooms. Approximately 97% of our student body is on free and reduced lunch assistance, and our school receives funds to accommodate 100% of our student body's breakfast and lunch. Often, a large percentage of students coming from homes of poverty comes expressed behavioral problems, but we use our Response to Intervention (RTI) meetings to quantify, qualify, and adjust behaviors that are undesirable, problematic, and/or disruptive behaviors. Each certified educator can document such behaviors using a Plan for Improvement. To provide ESOL services to our English Learners, we embrace the push-in service delivery model. We employ 1 full-time ESOL teacher, who speaks Spanish with working proficiency, and she serves English Learners in grades Kindergarten through 5th grade. In addition, our ESOL teacher collaborates with the Family Engagement Coordinator to facilitate family events geared towards the needs of the ESOL students, to strategically partner with key

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.

	stakeholders to develop college and career readiness, and to request a certified interpreter/translator to build capacity of the multilingual families. Our ESOL teacher annually collaborates with the Assistant Principal of Instruction to coordinate and provide professional development for the host mainstream teachers and the entire faculty addressing topics that include overview of WIDA, discussing how ESOL students might demonstrate their comprehension across the 4 domains, creating a welcoming classroom, and related other cultural implications. The number of English Learners has slowly and steadily increased. The majority of English Learners speak Spanish, and the other English Learners speak Vietnamese, French, Thai, and Other African. Approximately 11 % of the English Learners are receiving Special Education services. Recently, we have witnessed an influx of students who have beginning levels of English proficiency and have demonstrated economic disadvantages.This year, approximately 11% of English Learners have exited the ESOL program.

Challenges	With each of these subgroups, we must focus on writing, vocabulary development, phonics, Lexile reading levels, and culturally proficient instructional strategies. All of these groups are growing in size, so we must improve upon frequency and efficiency of small group instruction. Reading and Math scores reflect a need for improvement. Social Studies and Science are areas for improvement for our 5th graders as indicated by Georgia Milestones 2019. The challenge is to make sure the other grade-levels are teaching their grade-level standards and preparing the students so that they won't have so many gaps when they are in 5th grade. K-4 are not held accountable for mastery of these subjects so they sometimes are often pushed to the end of the day without great importance. .

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	Improvement in student achievement in all core subject areas (Reading, Writing, Math, Science, and Social Studies) for all students (K-5)
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Math scores indicated on MAP from Fall 2019 to Winter 2020 shows a decrease in student growth. However, ELA and Reading scores remained the same or showed an increase.

Overarching Need # 2

Overarching Need	Improvement needed to increase the quality of the school staff's knowledge and skills
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	PLCs have shown improvement; however, work still needs to be done to move our collaborative teams to a Level 7.

Overarching Need # 3

Overarching Need	Improvement needed to decrease student discipline referral rates
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	2018-2019 was the training year for PBIS / 2019-2020 was the first year of implementation for PBIS for Miller

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 - Improvement in student achievement in all core subject areas (Reading, Writing, Math, Science, and Social Studies) for all students (K-5)

Root Cause # 1

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

Additional Responses	Need school-wide standard vocabulary

Root Cause # 2

Root Causes to be Addressed	Lexile performance by students at all grade levels
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

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

Additional Responses	Need to focus on lexile levels instead of just running-record reading levels

Root Cause # 3

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

Additional Responses	Build math number sense and fluency as a foundation to help students understand math at intermediate years

Root Cause # 4

Root Causes to be Addressed	Developing higher-order skills creatively so students can write proficiently in the Informational, Explanatory, and Persuasive genres
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Students do not know how to write proficiently with a focus on idea development, organization, coherence, language usage, and conventions.

Overarching Need - Improvement needed to increase the quality of the school staff's knowledge and skills

Root Cause # 1

Root Causes to be Addressed	Limited teacher knowledge, preparation, and planning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of knowledge on how to analyze student data to drive instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Improvement needed to decrease student discipline referral rates

Root Cause # 1

Root Causes to be Addressed	More emphasis on PBIS and PBIS rewards to reduce inappropriate behavior
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers lack of knowledge on how to deal with students with severe social and emotional needs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Environmental stress and trauma that students deal with and bring to school with them
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	This root cause is not something we can directly affect because it is happening at home; however, once students bring their issues to school, this is something that teachers and administrators have to deal with first in order to educate the student.

Root Cause # 4

Root Causes to be Addressed	Teachers not aware of cultural needs of students and their unwillingness to change mindsets to teach and reach our 21st century learners
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

School Improvement Plan
2020 - 2021

Houston County
Miller Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Houston County
School Name	Miller Elementary School
Team Lead	Elizabeth Johnson

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

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 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improvement in student achievement in all core subject areas (Reading, Writing, Math, Science, and Social Studies) for all students (K-5)
Root Cause # 1	Rigorous use of standard-specific vocabulary
Root Cause # 2	Lexile performance by students at all grade levels
Root Cause # 3	Developing higher-order skills creatively so students can write proficiently in the Informational, Explanatory, and Persuasive genres
Root Cause # 4	Developing Number sense and math fluency in primary grades
Goal	For the 2020-2021 school year, due to state not administering GA. Milestones 2020, Miller Elementary will increase its CCRPI score by 3% from the 2019 score of 70.3.

Action Step # 1

Action Step	Implement evidence-based literacy strategies so that students' Lexile levels can increase and so all students can read and comprehend on or above grade-level as measured by the Georgia Milestones 2021 and MAP Reading and ELA growth. Title I funded para-professionals will be able to help implement evidenced-based literacy strategies. Remediation will be provided through after-school or Saturday tutoring sessions.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	1. Programs such as Lexile databases, ReadWorks.org, Read Theory, Storia, Fand P Guided Reading kits (K-5), and I-station/I-Ready will be used to improve student Lexile levels. 2. Student data notebooks will be used to allow students to self-monitor their progress. 3. Use of I-station/I- Ready for Reading and Math 4. Use of Title I Intervention Para-professionals to work with students with LLI and F and P Guided Reading kits, and I-station/I- Ready 5. Use of Instructional Coach to guide continuous improvement 6. Purchase resources to remediate students who have not mastered standards and to enrich the students who have mastered the standards 7. Use F and P guided reading kits in grades K-5 to build foundation for Reading to improve reading ability and ultimately improve lexiles 8. Purchase technology/computer equipment and materials needed to provide instruction and enhance learning for the students.(Chromebooks and ViewSonic Boards) 9. Have Family Engagement Coordinator provide parent education nights to educate our parents about what their child is required to learn. 10. Provide tutoring (after-school or Saturday school) for students to receive remedial help in order to master standards.
Position/Role Responsible	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Vocabulary acquisition strategies will be taught across the curriculum to improve overall student performance in all subject areas as measured by Georgia Milestones and MAP Growth. This will require the use of technology, such as chrome books and view sonic boards, purchased with Title I funds.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A

Action Step # 2

Funding Sources	IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1. Deconstructing targeted standards to harvest the vocabulary of each standard 2. Professional Learning focused on vocabulary acquisition 3. Professional Learning Community (PLC) targeted rigor using vocabulary based strategies 4. Vertical planning to ensure vocabulary development is profound and rigorous 5. Use of an Instructional Coach to facilitate learning and teacher development 6. Have Family Engagement Coordinator provide parent education nights to educate our parents about what their child is required to learn. 7. Provide tutoring (after-school or Saturday school) for students to receive remedial help in order to master standards.
Position/Role Responsible	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step # 3

Action Step	Collaborative teams and PL task force will analyze student work to drive improvement in student writing performance with an increased focus on idea development, organization, coherence, language usage, and conventions in the Informational, Explanatory, and Persuasive genres as measured by ratings on the Writing on Demand Continuum
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1. Grade-level writing rubrics 2. Writing journals/notebooks 3. Cross-Curricula Writing 4. Title I resources and supplies to support writing and pay for substitute teachers 5. Use of Title I Intervention Para-professionals 6. Use of an Instructional Coach to facilitate learning and teacher development 7. Purchase technology/computer equipment and materials needed to provide instruction and enhance learning for the students.
Position/Role Responsible	Administrators, Instructional Coach, Teachers, 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)?	

Action Step # 4

Action Step	Improve performance of sub-groups to close gaps, make progress, and meet improvement targets of 6% increase in the areas of math, science, and social studies as measured on the Georgia Milestones 2019. Title I funded para-professionals will help sub-groups close the learning gaps. Also tutoring will be offered for those students needing remediation.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1. Data-driven PLC/Collaborative Team Meetings agendas and minutes 2. RTI properly implemented and monitored 3. Use of Title I Para-professionals 4. I-station/I-Ready usage 5. Math, Science, and Social Studies resources and supplies 6. Use of an Instructional Coach to facilitate learning and teacher development 7. Purchase technology/computer equipment and materials needed to provide instruction and enhance learning for the students. 8. Have Family Engagement Coordinator provide parent education nights to educate our parents about what their child is required to learn to close achievement gaps 9. Provide tutoring (after-school or Saturday school) for students to receive remedial help in order to master standards and close gaps.
Position/Role Responsible	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator
Timeline for Implementation	Weekly

Action Step # 4

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

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improvement needed to increase the quality of the school staff's knowledge and skills
Root Cause # 1	Lack of knowledge on how to analyze student data to drive instruction
Root Cause # 2	Limited teacher knowledge, preparation, and planning
Goal	To increase the stages of implementation for all PLCs from a level 5 to level 7 as determined by responses on the Spring 2020 PLC Implementation Reflection given to staff at the end of the 2019-2020 school year.

Action Step # 1

Action Step	By attending conferences and workshops which provide training about essential standards and grade-level curriculum, the teachers' professional capacity will improve which will cause the students' knowledge and content mastery scores from Georgia Milestones to increase causing the CCRPI percentage to increase. Title I funds will also cover the cost of substitutes for staff attending training.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1. Guiding Coalition agendas and meeting minutes 2. Essential Standards planning sheets 3. Attendance to PL conferences and workshops to increase staff knowledge 4. Release planning time agendas and substitutes cost to cover HR classes 5. PL resources to help with teacher knowledge, preparation, and planning

Action Step # 1

Method for Monitoring Implementation and Effectiveness	6. Use of Instructional Coach 7. Pay for substitutes for professional learning of staff
Position/Role Responsible	Administrators, Teachers, Instructional Coach, 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)?	

Action Step # 2

Action Step	Use Common Formative Assessments and Summative Assessments data to expand the capacity of PLCs and the Guiding Coalition in the school to collect, disaggregate, and analyze data to drive continuous improvement and student engagement. Purchase of technology is needed for this action.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	1. Grade-level collaborative team agendas and meeting minutes 2. Data analysis on Data meeting days (Mondays) 3. Training on collecting, disaggregating, and analyzing data 4. MAP and Benchmark Data Analysis 5, I-station/I-Ready 6, Release-time to create CFA and substitutes to cover the cost 7. Book study using Vagles book titled, Design in Five, about assessment 8. Funds for Saturday school tutoring using data to determine students invited to come on Saturdays to get extra help with deficient skills
Position/Role Responsible	Administrators, Teachers, Instructional Coach, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improvement needed to decrease student discipline referral rates
Root Cause # 1	Environmental stress and trauma that students deal with and bring to school with them
Root Cause # 2	More emphasis on PBIS and PBIS rewards to reduce inappropriate behavior
Root Cause # 3	Teachers lack of knowledge on how to deal with students with severe social and emotional needs
Root Cause # 4	Teachers not aware of cultural needs of students and their unwillingness to change mindsets to teach and reach our 21st century learners
Goal	MES will maintain 5 star rating that was received for CCRPI 2019 climate star data as indicated on the DOE health survey ratings, discipline, safe and substance free learning environment, and attendance.

Action Step # 1

Action Step	Decrease overall school discipline through implementation of PBIS for Houston County's Cohort #2
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento
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 and Effectiveness	1. Monthly tracking and analysis of SWIS Data 2. PBIS rewards tracking system

Action Step # 1

Method for Monitoring Implementation and Effectiveness	3. Parent, Teacher, and Student DOE Health Survey results 4. PBIS Data team meeting minutes 5. PBIS Conference attendance in December 2020 6. CCRPI School Climate Survey Data 7. Title I Parent Survey Feedback
Position/Role Responsible	Administators, Instructional Coach, SRO, Central Office PBIS representation, System PBIS Coach, Teachers, Students, and Parents
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Increase teachers' professional capacities by providing training and PL about dealing with students with severe social and emotional needs due to traumatic experiences. This training will take place by having staff attend conferences and workshops. Cost of substitutes will need to be covered by Title I funds.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1. Trauma 101, Brain 101, and Mindset Trainings and cost for substitutes to cover staff participating in trainings 2. Attend Youth at Risk Conference in March 2021 and other conferences 3. School Counselor's Log 4. Implementation of 2nd Step Program 5. Funds for supplemental materials and resource people needed for trainings and student awareness 6. Monitoring of school's safety plan 7. Have Family Engagement Coordinator provide parent education nights to educate our parents about how to handle children with social and emotional needs.
Position/Role Responsible	Administators, Instructional Coach, SRO, Central Office PBIS representation, System PBIS Coach, Teachers, Students, Counselor, Parents, Family Engagement Coordinator
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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, 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) was accomplished.	Miller Elementary is a family-friendly school that welcomes parents and community stakeholders. The staff welcomes stakeholder feedback and input. In preparing to create our school improvement plan, we sought input through our school council which consists of parents, teachers, and business partners. We solicited parental involvement at PTO meetings and shared decision meetings. The teacher had an opportunity to complete a needs-assessment and the leadership team (Guiding Coalition) met several times to discuss school improvement. The leadership team is comprised of administrators, teachers, and specialized instructional support personnel.

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.	All of the staff at Miller Elementary are highly qualified to serve all of the students including the low-income and minority children.

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).	Title I is a federally funded program designed to provide supplemental assistance to students functioning below grade level in reading and/or math to help them succeed in the regular program. School eligibility for Title I services is based on socio-economic criteria, and students within eligible schools are chosen based on academic need. Schools which have developed a School-wide Project may then serve all students in the school with Title I funds. Early Intervention Program (EIP) The Early Intervention Program (EIP) is designed to help students in kindergarten through fifth grade who are performing below grade level in reading and/or math. By providing additional instructional resources, students will obtain the necessary skills to reach grade level performance in the shortest possible time. Miller Elementary has four EIP teachers. Gifted Program The elementary gifted education program is a state program designed to meet the educational needs of students who demonstrate a high degree of intellectual ability, talent, and/or creativity. Teaching and learning focus on developing cognitive learning, research and reference and meta-cognitive skills at each grade grouping, using principles of differentiation. All of our teachers who are responsible for teaching the gifted students have or is in the process of getting their gifted endorsement. ESOL Program(English to Speakers of Other Languages) The English to Speakers of Other Languages (ESOL) program goals are to help students obtain English language proficiency and to meet age and grade

appropriate academic achievement standards for grade promotion and graduation. The program aids students to succeed in all four language skills (speaking, listening, reading and writing) both socially and academically. The ESOL program is federally mandated and was established to ensure equal access to the school system's instructional program for those students who have limited English proficiency. At Miller, we have a full-time ESOL teacher.

| 4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | Early Intervention Program (EIP)
The students are chosen by analyzing various data sources and determining which students would benefit the most from receiving the early interventions to help them acquire the necessary skills so they can reach grade level performance. We also follow state guidelines for the EIP program. Some of the criteria include rubric scores, HCLI levels, End of Grade scores, and MAP data.

Gifted Program
Students obtain eligibility through three of the four established criteria in the areas of achievement, mental ability, creativity, and motivation. The referral and placement process is coordinated by the school's Gifted Eligibility Team. We also utilize a system rubric to identify other high-achievers that are assigned to the teacher who teaches the gifted students.

ESOL Program
1.Consider proficiency levels in all four domains. (Listening, Speaking, Reading, and Writing) Investigate the
student's educational history and grade profile from previous years.
2.Consider HCLI reading level and/or other pertinent factors.
3.Consider additional factors including teacher credentials(ESOL endorsement), density of ESOL population in school, and master schedule.
4.When possible, assign students to mainstream teachers who have the ESOL endorsement and are
knowledgeable of ESOL strategies.
5.Select an appropriate delivery model by convening a collaborative team consisting of the ESOL teacher,
principal, API, and counselor. ESOL instructional coaches are available to assist with scheduling as needed. |

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.	At Miller, during the spring, our kindergarten team provide a transition program for all of our Pre-K families. The kindergarten teachers tell pre-kindergarten parents what to expect in kindergarten and allow the parents an opportunity to ask questions. The pre-kindergarten parents have an opportunity to see work samples and classrooms. Resources, like curriculum guides, supply lists, and book lists, are given to them in order to help them prepare for elementary school programs. The family engagement coordinator also collaborates with local day cares and invite the day care students over to Miller. The students come in order to see the elementary setting. The PIC also provides a program scheduled in the evening for any day care parents who would like to come and get the same information that the kindergarten teachers provide to up-coming kindergarten students.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

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.	Our school's poverty rate is above 95% using the free and reduce lunch qualification. All of the subgroups (economically disadvantaged, ESOL, minorities, foster/homeless, and students with disabilities) fall within this high poverty category. We have to make sure that we support all types of efforts to not overuse the discipline practices that remove students from the classroom because we know that the students can not learn if they are not in class. We know that students who get suspended from school are more than likely not going to get any education while they are at home. Therefore, we use positive interventions and incentive to encourage our Miller Rockets to make the appropriate choices and do the right thing. We stress how important education is and that we want our students to be at school every day in order to learn so they can move to the next level.

	Classroom control is a prerequisite to classroom learning. Students who are disciplined direct their interests, efforts, and abilities toward greater achievement. Those who are not disciplined waste their own individual learning opportunities and make learning difficult for their classmates. At Miller, we will provide support to those teachers who need help with classroom management by teaching them to build relationships with their students and provided differentiated instruction to each of them. Also, we want them to know the students' true colors in order to best serve his/her students. The entire staff at Miller Elementary has a goal of establishing an atmosphere where children feel safe, secure, and happy as well as have a maximum opportunity for learning. We are a part of Cohort 2 for Houston County's PBIS schools. We had our training year for 2018-2019 and we implemented PBIS using the positive behavior approach for the 2019-2020 school year.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	No additional narrative