



# Comprehensive Needs Assessment 2019 - 2020 School Report



**Miller County  
Miller County 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	Dr. Elizabeth Crawford	Prinicipal
Team Member # 2	Temika Brown	Asst. Principal
Team Member # 3	Kristy Perkins	Kindergarten Teacher
Team Member # 4	Kydie Dean	1st Grade Teacher
Team Member # 5	Wendy Martin	5th Grade Teacher
Team Member # 6	LaTonya Cratic	Instructional Coach
Team Member # 7	Nicole Kirkland	Special Education Teacher

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Dr. Gail Lovering	Curriculum Director
Team Member # 2	Jodi Collins	Special Education Director
Team Member # 3	Vic Hill	SW GA RESA School Improvement Specialist
Team Member # 4	Leigh Ribolzi	Family Connections
Team Member # 5	Hollis Smith	Law Enforcement
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	Robert Green	Federal Programs Director
Stakeholder # 2	Lauren Engram	Parent
Stakeholder # 3	Leigh Ribolzi	Family Connections Support Specialist
Stakeholder # 4	Ashley Middleton	Parent
Stakeholder # 5	Heather Hall	Parent
Stakeholder # 6	Barbara Means	Pre-K Coordinator
Stakeholder # 7	Cynthia Green	BAIN Incorporated Disability Services
Stakeholder # 8	Phyllis Burner	Public Housing

<p><b>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</b></p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following:</p> <ul style="list-style-type: none"> <li>● Process for conducting leadership team meetings</li> </ul> <p>Requirements to complete an agenda for a leadership team meeting</p> <p>Process for data analysis, interpretation and reporting</p> <p>Process to ensure continuous school improvement</p> <p>Process to provide staff development for teachers to connect to school improvement process to instruction</p> <p>Collaboration with district administration to align the school and district improvement plans</p> <p>Review(s) of school improvement plans to district level administrative team</p> <p>Communication between Principal and Leadership Team</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	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	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	✓
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

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

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

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
<b>4. Not Evident</b>	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.	

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

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

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

<b>Assessment Standard 3</b> -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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



Professional Capacity Data

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

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

Professional Capacity Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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



Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	✓
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b></p>	<p>A family and community engagement survey, as well as, stakeholder meetings were used to gather data about family and community engagement. Achievement trend data (2015 - 2018) was used to analyze instructional practices. Feedback from area RESA instructional audits and AdvancED visits were used to discuss effective leadership, supportive learning environments, and professional capacity. Achievement trend data (2015 - 2018) was used to analyze instructional practices</p>
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<p><b>What does the perception data tell you?</b></p>	<p>The perception data indicates that while minimal improvement is seen in both ELA and Math more work is needed in both areas. Achievement data indicates that writing and vocabulary development is still an area of concern. Mathematical domains are weak at each grade level 3, 4, and 5. Family and Community Engagement data indicates that stakeholders are unclear about how the school approaches instruction / intervention for struggling students. Stakeholders do indicate that the learning environment provides students with a well- rounded education, including access to an enriched curriculum and educational experiences. Stakeholders do indicate that the learning environment is clean and safe. Stakeholders do indicate a concern in the area with opportunities with the technology.</p>
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<p><b>What process data did you use?</b></p>	<p>The information from the needs assessment data was reviewed for MCES in the area of TKES. TAPS Ratings for each standard were evaluated for FY15 -FY18. Leadership approaches by former administration has been identified and studied.</p>
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<p><b>What does your process data tell you?</b></p>	<p>Professional development is needed on what each of the 10 standards for teachers to understand the components of the TKES. Current leadership needs to make a concentrated effort to include all members of the faculty and staff in the SIP process. Teachers needs to understand the goals, the accountability, and monitoring processes. SIP meetings need to be held separately from other school related meetings and at least quarterly. The process data indicates that while minimal improvement is seen in both ELA and Math more work is needed in both areas. Achievement data indicates</p>
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What does your process data tell you?	that writing and vocabulary development is still an area of concern. Mathematical domains are weak at each grade level 3, 4, and 5.
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What achievement data did you use?	Achievement trend data (2015 - 2018) Cohort Data: 2024, 2023, 2022, 2021, 2020 Domain Data: 2015-2018 Needs Assessment Data: FY 15- FY18
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What does your achievement data tell you?	<p>The achievement data indicates that while minimal improvement is seen in both ELA and Math more work is needed in both areas. Achievement data indicates that writing and vocabulary development is still an area of concern. Mathematical domains are weak at each grade level 3, 4, and 5.</p> <p>The MCES needs assessment leadership team identified that the MCES faculty and staff need to continue the curriculum alignment process. Pacing needs to be reviewed to maximize instructional time. Resources need to be aligned to standards so that the identification of weakness in resources may take place. The identification of research based strategies needs to be shared with all faculty and staff, with monitoring for understanding of implementation of those strategies. Vertical alignment teams need to be created in each subject area to help with collaboration of strengths and weakness in the curriculum. Faculty and staff are operational in the area of assessments and using data to identify weaknesses in students.</p>
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What demographic data did you use?	Achievement Data by sub groups Needs Assessment Data FY 15 -FY 18
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What does the demographic data tell you?	<p>The achievement gap needs closing among the various subgroups. MCES has a 13% SWD population (FY18). MCES has a small Hispanic population: 2.1% (FY 18). MCES has a minority population of 42% (FY 18). MCES student mobility rate increased to 18.2% (FY 17) from 14.7% (FY 16). This rate is higher than the county and the state averages.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The MCES needs assessment leadership team identified that the MCES faculty and staff need to continue the curriculum alignment process. Pacing needs to be reviewed to maximize instructional time. Resources need to be aligned to standards so that the identification of weakness in resources may take place. The identification of research based strategies needs to be shared with all faculty and staff, with monitoring for understanding of implementation of those strategies. Vertical alignment teams need to be created in each subject area to help with collaboration of strengths and weakness in the curriculum. Faculty and staff are operational in the area of assessments and using data to identify weaknesses in students.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The MCES needs assessment leadership team identified that the MCES leadership is operational in the areas relationship building to create successful teachers and staff. Leadership is also operational in working to improve both student and teacher performance. While the team decided that MCES needs assessment leadership was operational in ensuring the effective implementation of curriculum, assessment, instruction, and PLPs, the team also felt that the analysis of data to improve student learning was only emerging. The needs assessment leadership team decided that stakeholder relationships and shared decision making need to be strengthened.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The needs assessment data indicates that there has been some turnover at MCES. The needs assessment leadership team did identify that MCES is operational in aligning professional development with needs identified through data. A culture of collaboration does exist at MCES; however, at times, a expectations are not clearly defined for groups. The needs assessment team identified that only some faculty and staff were engaged in various types of PLP, while others were not. Redelivery, nor evaluation of outside PLP has not always taken place. The needs assessment team felt that the resources were available for staff development.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>MCES is still emerging in creating a welcoming and community connected environment for parents and other stakeholders. Structures are in place to promote clear and open communication between the school and community. MCES is still emerging in building relationships and seeking input from stakeholders in the decision making processes for the school. MCES is between emerging and operational in communicating the academic expectations and current student achievement status to families. Parents must be willing to meet school members half way for this area to be successful. MCES is emerging in helping families build home capacity for academic support strategies.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>MCES has a well managed and safe learning environment that lacks rigor. Students are supported in personal growth and development; however, students are not empowered to monitor their own learning. Students and faculty and staff feel that they are part of a learning community; however, MCES is still moving in the direction of college and career readiness as a main focus for elementary students. MCES only periodically celebrates the accomplishments of their students, faculty, and staff.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>MCES spent a total of \$ \$8,960.72 per pupil in FY 19. MCES spent a total of \$7, 981.22 per pupil in FY 18.                      While data is not available at the school level for FY 16 the overall county per pupil expenditure for FY 17 is \$8,786.78 compared to the FY 16 \$ 8,819.58.                      MCES demographics are as follows:                      Black: FY 19 (39.1%) FY 18 (37.6%) FY 17 (38%) FY 16 (36.7%) FY 15 (34.4%)                      White: FY 19 (55.8%) FY 18 (57.7%) FY 17 (56.8) FY 16 (59.3%) FY 15 (61.3%)                      SWD: FY 19 (13.9) FY 18 (12.3%) FY 17 (10.9%) FY 16 (9.4%) FY 15 (10.6%)</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>MCES continues to struggle with the CCRPI. 2018: 54.6; 2017: 57.9; 2016: 52.4; 2015: 53. Achievement points are lower than progress points. Data indicates that Lexiles are a weakness at grades 3-5, with some improvement in 2017 in 3rd grade. Data indicates that 50% of MCES students are reading below grade level in grades 3-5, with some significant improvement in 3rd grade 2017. However, there was a significant drop in 4th grade ELA in 2018. All domains in math, at all grade levels 3-5, continue to be the remediate learning level for years 2015-2018 by greater than 50%, with the exception of 3rd grade numbers and operations in 2017. Remediation was 35%.</p>

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

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

<b>Strengths</b>	<p>MCES has a very dedicated staff that works to meet the needs of the SWD, ED, and EL students. MCES has worked very hard to utilize scheduling options to provide the best services needed for each area.</p> <p>A strong structure of support for Economically Disadvantaged children is evident in the MTSS structure ranging from full access to Core Instruction intensifying by need through EIP, TI funded self-contained intervention teachers, TI funded paraprofessional support in general population via classrooms and computer labs. Identification procedures are aligned to supplemental supports to ensure that timely and accurate identification of higher tiers of support are provided through SST, 504 and IDEA. A full range of data collection mechanisms via software, SLDS, and manual capture ensure that there is fluidity and flexibility to the MTSS process.</p> <p>On the whole ELs perform well on statewide Milestone assessments and local benchmarks. Identification and placement is timely. All ELs have access of a range of service options including direct instruction via WIDA standards and Can-Do indicators from an ESOL teacher.</p>
<b>Challenges</b>	<p>The SWD and ED populations are continuing to grow; therefore, pushing the limits of the resources available.</p> <p>Timely and accurate reporting of achievement based results of supplemental services for the Economically Disadvantaged continues to be a weakness. The primary factor for this weakness gathering, analyzing, interpreting and reporting achievement data needed to develop appropriate interventions for supplemental services. Under utilization of the academic coach for professional development in this area contributes to this weakness.</p> <p>There is not a direct correlation to successful scores in as compared to the ACCESS. Contributing factors are weak case management and follow through of professional development to ensure that WIDA standards are used to differentiate instruction for ELs in all classroom settings.</p>

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 54.663 for English
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 53.609 for Math, 47.671
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 3

Overarching Need # 3

Overarching Need	Reduction in number of Discipline Incidents
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	
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Overarching Need # 4

Overarching Need	Improve Family and Community Engagement Efforts
How severe is the need?	Unknown
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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Overarching Need # 5

Overarching Need	Attendance: Decrease number of students that miss 10% of enrolled days
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 54.663 for English**

**Root Cause # 1**

Root Causes to be Addressed	Establish standards based classrooms
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 Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Root Cause # 2**

Root Causes to be Addressed	Basic Writing Skills are lacking among elementary school students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	The Writing To Win Program was purchased with Promise School grant funds to address the writing skills deficit.
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Root Cause # 3

Root Causes to be Addressed	Implementation of math fluency and fluency benchmarks at each grade level
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 Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Teacher progress monitoring
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 C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	MAP - Measures of Academic Progress - measures what students know and informs what they're ready to learn next. MAP - was purchased with Promise School grant funds
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Root Cause # 5

Root Causes to be Addressed	Implementation of reading fluency and fluency benchmarks at each grade level
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 5

Additional Responses	
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**Overarching Need - By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 53.609 for Math, 47.671**

Root Cause # 1

Root Causes to be Addressed	Establish standards based classrooms
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 Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Implementation of support software with integrity and fidelity.
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 Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Dedicated schedules for utilization of Ilearn (math) software will be created and followed for the 2019-2020 school year.
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Root Cause # 3

Root Causes to be Addressed	Teacher progress monitoring
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 C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	MAP - Measures of Academic Progress - measures what students know and informs what they're ready to learn next. MAP - was purchased with Promise School grant funds
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**Overarching Need - Reduction in number of Discipline Incidents**

Root Cause # 1

Root Causes to be Addressed	Factors affecting students with disabilities; understanding BIPs
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

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Students lack behavior structure from home
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 - Foster Care Program 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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Schools can work to teach students proper behavior for social and academic settings The 7 Mindsets was purchased for the 2019-2020 school year. MCES will implement Mindset Mondays for students and staff.
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**Overarching Need - Improve Family and Community Engagement Efforts**

Root Cause # 1

Root Causes to be Addressed	Parents are unsure how to effectively help students succeed
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of active transition from stakeholder involvement/planning to implementation of activities
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No

## Root Cause # 2

Impacted Programs	IDEA - Special Education Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Lack of communication through technology
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	<p>There is an over dependence of "come and get" activities. As such, parents lack the understanding of multiple methods to support their child's achievement other than visiting facilities. The primary responses of parents through survey regarding improving communication are:</p> <ul style="list-style-type: none"> <li>● Improve structure of website</li> <li>● Post school announcements on website</li> <li>● Ensure that all calendar events are visible on website</li> <li>● Reduce paper notifications/flyers due to waste</li> <li>● Visible signs of student achievement via website: photos, news stories, teacher webpages</li> </ul>
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## Root Cause # 4

Root Causes to be Addressed	School is not perceived as welcoming
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	Distinct welcoming protocols need to be established School needs to explore feasibility of APTT
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**Overarching Need - Attendance: Decrease number of students that miss 10% of enrolled days**

Root Cause # 1

Root Causes to be Addressed	Communication and education of stakeholders has been limited on the importance of missed instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education 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	
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Root Cause # 2

Root Causes to be Addressed	Incentives/recognition for attendance have not been implemented
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

Additional Responses	Brag Tags were implemented in January of 2019 and will continue during the 2019-2020 school year. Brag tags are given each month for perfect attendance during lunch.
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# School Improvement Plan 2019 - 2020



**Miller County  
Miller County Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County Elementary School
Team Lead	Elizabeth Crawford

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

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 54.663 for English
Root Cause # 1	Implementation of reading fluency and fluency benchmarks at each grade level
Root Cause # 2	Basic Writing Skills are lacking among elementary school students
Root Cause # 3	Implementation of math fluency and fluency benchmarks at each grade level
Root Cause # 4	Teacher progress monitoring
Root Cause # 5	Establish standards based classrooms
Goal	By the end of the 2019-2020 school year, grades 3, 4, 5, will show an increase in the combined achievement area of proficient and distinguished learners on the GA Milestone Assessment in the subject area of English.

#### Action Step # 1

Action Step	Each classroom will follow standards based instruction.
Funding Sources	Title I, Part A IDEA
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	Focus Walks, Lesson Plans, TKES, Professional Development
Position/Role Responsible	teacher, principal, asst. principal, federal programs director, academic coach, paraprofessionals
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level
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Action Step # 1

demonstrated record of success is the LEA implementating in carrying out this action step(s)?	<p>with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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Action Step # 2

Action Step	Implementation of supplemental resources for English (workbooks, software, books, etc.)
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, focus walks, TKES, program data
Position/Role Responsible	teacher, principal, para, asst. principal, federal programs director, academic coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team</p>
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Action Step # 2

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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Action Step # 3

<p>Action Step</p>	<p>Provide additional instructional support (para professionals to float among multi-grade levels during ELA / Math instruction to target at risk learners; academic coach(s) to provide support in the area of data and classroom instruction)</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>lesson plans, benchmarks, focus walks, TKES; software program data</p>
<p>Position/Role Responsible</p>	<p>teacher, para, principal, asst. principal, academic coach</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings,</p>
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Action Step # 3

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	By the end of the 2019-2020 school year, all students will meet the 3% school improvement target of 53.609 for Math, 47.671
Root Cause # 1	Implementation of support software with integrity and fidelity.
Root Cause # 2	Teacher progress monitoring
Root Cause # 3	Establish standards based classrooms
Goal	By the end of the 2018-2019 school year, grades 3, 4, 5 will show a 3% increase in a combined achievement area of proficient and distinguished learners on the GA Milestones Assessment in the subject of Math

Action Step # 1

Action Step	Each classroom will follow standards based instruction
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
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	focus walks, lesson plans, TKES, Professional Development
Position/Role Responsible	teacher, principal, asst. principal, para, federal programs director, academic coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement
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Action Step # 1

	<p>Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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Action Step # 2

Action Step	Implementation of supplemental resources for Math (workbooks, software, books, etc)
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, focus walks, TKES, program data
Position/Role Responsible	teacher, para, academic coach, principal, asst. principal, federal programs director
Timeline for Implementation	Weekly

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of</p>
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 3

Action Step	Provide additional instructional support (para professionals to float among multi-grade levels during ELA/Math instruction to target at risk; academic coach(s) to provide support in the area of data and classroom instruction)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, benchmarks, focus walks, TKES, software program data
Position/Role Responsible	teacher, para, academic coach, principal, asst. principal, federal programs director
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data</p>
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Action Step # 3

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduction in number of Discipline Incidents
Root Cause # 1	Students lack behavior structure from home
Root Cause # 2	Factors affecting students with disabilities; understanding BIPs
Goal	By the end of the 2019-2020 school year, the overall number of discipline incidents will be reduced by 3%

Action Step # 1

Action Step	Restructure of all classroom behavior plans
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	sign in sheets from meeting; new plans; teacher websites
Position/Role Responsible	teacher, principal, asst. principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings,</p>
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 2

Action Step	Restructure of County Wide Student Code of Conduct
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	BOE agenda; BOE minutes, district web site
Position/Role Responsible	teacher, BOE, principal, asst. principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment</p>
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 3

Action Step	Implementation of the social / emotional program The 7 Mindsets
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Commitment Forms; discipline data; training sign in sheets, Professional Development
Position/Role Responsible	teacher, principal, asst. principal,
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement</p>
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Action Step # 3

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Family and Community Engagement Efforts
Root Cause # 1	Lack of active transition from stakeholder involvement/planning to implementation of activities
Root Cause # 2	Lack of communication through technology
Root Cause # 3	School is not perceived as welcoming
Root Cause # 4	Parents are unsure how to effectively help students succeed
Goal	Increase the number of survey responses regarding effectiveness of FACE efforts from parents, community, and staff

Action Step # 1

Action Step	Increase usage of website in the schools and facilities, by parents and community stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Increase number times website is access through program diagnostics
Position/Role Responsible	Federal Programs Director
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans.
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Action Step # 1

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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Action Step # 2

<p>Action Step</p>	<p>Establish procedural welcome and teacher/parent meeting protocols</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Effective Leadership Professional Capacity Family and Community Engagement</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Professional Development meeting sign/ins and agendas Survey responses from parents, community and staff</p>
<p>Position/Role Responsible</p>	<p>Federal Programs Director Principal</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p>
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Action Step # 2

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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Action Step # 3

<p>Action Step</p>	<p>Increase evidence of active FACE engagement through 3 modes: 1) Technology Driven Activities, 2), Increasing number of parents in stakeholder process, 3) Access of Parent Resource Center activities and materials</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Effective Leadership Professional Capacity Family and Community Engagement</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Software diagnostics, sign-ins/agendas, check-outs</p>
<p>Position/Role Responsible</p>	<p>Federal Programs Director</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team</p>
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Action Step # 3

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.5 Overarching Need # 5

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Attendance: Decrease number of students that miss 10% of enrolled days
Root Cause # 1	Incentives/recognition for attendance have not been implemented
Root Cause # 2	Communication and education of stakeholders has been limited on the importance of missed instruction.
Goal	By the end of the 2019-2020 school year; the number of students that miss 10% of enrolled days will decrease by 3%.

#### Action Step # 1

Action Step	Posting of attendance requirements to school / district website
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	daily attendance reports; school/district website, Professional Development
Position/Role Responsible	principal, asst. principal, truancy officer, teacher
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 2

Action Step	Call logs for students that are out sick
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	call logs
Position/Role Responsible	nurse
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following:To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and</p>
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	communication between Principal and Leadership team.
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Action Step # 3

Action Step	Celebrations of those who have perfect monthly attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	daily attendance
Position/Role Responsible	teacher, principal, asst. principal, secretary
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and</p>
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Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	communication between Principal and Leadership team.
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Action Step # 4

Action Step	Parental Meetings for students who at risk of attendance failure
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	meetings notes, attendance letters; daily attendance reports
Position/Role Responsible	teacher, principal, asst. principal, truancy officer
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff developmetn for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and</p>
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Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	communication between Principal and Leadership team.
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p><b>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.</b></p>	<p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family &amp; Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family &amp; Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
<p><b>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.</b></p>	<p>The Federal Programs Director monitors all data related to ineffective, out-of-field, or inexperienced teachers. The FPD collaborates with the CPI Coordinator, Human Resources Director, and Principals to ensure the effective best practices are in place for equitable instruction to students the system's 3 Schoolwide TI Schools. Each Principal has access to the TII Equity plan and reports on the activities in the plan through districtwide leadership team meetings and tri-annual School Improvement Review Reports. The FPD ensures that districtwide activities support equitable instruction through professional developing, mentoring, and recruitment activities.</p>
<p><b>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</b></p>	<p>Each school has the following support mechanisms to support supplemental achievement outcomes for each Title I School.</p> <ul style="list-style-type: none"> <li>- Computer Lab Paraprofessionals</li> <li>- Academic Paraprofessionals</li> <li>- Instructional Coaches</li> <li>- Instructional Software</li> </ul>



<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<ul style="list-style-type: none"> <li>- Supplemental Instructional Materials</li> <li>- Computer equipment</li> </ul> <p>The FPD is responsible for the general oversight of TI activities by ensuring that materials and expenditures align to each school's improvement plan. On-site visits are conducted to ensure that time and effort is applied. The FPD collaborates with each Principal to ensure that leadership teams are assisting with monitoring, gathering, analyzing, and interpreting achievement data to ensure program effectiveness and assist the Principal with monitoring of the School Improvement Plan. All federal programs collaborate to ensure that each TI school provides fluid and flexible supplemental services.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>The Pre K and Kindergarten will hold vertical alignment readiness meetings. Pre-K and Kindergarten teachers will have collaboration meetings each 9 weeks to review Pre-K student achievement permanent progress and progress monitoring. They will also share strategies to ensure student success. Quarterly meetings with the Bright From The Start specialist will ensure the following: the LEA is building capacity to ensure that it is BFTS compliant but is providing additional instruction and assessment to ensure that achievement is aligned to successful transition to Kindergarten. The FPD (although there are no direct federal programs services aligned to Pre-K) collaborates with the Pre-K director and ES Principal to ensure that pre-K transition aligns to school improvement goals. Pre-K students will have the opportunity to participate in the BFTS Transition to Kindergarten program.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners;</p>	<p>The rising 5th graders will have a transition meeting to discuss with parents the expectations of middle school. Topics will include the curriculum, student code of conduct, dress code, extra curricular offerings, career planning. 5th grade student achievement data is reviewed by the 6th grade leadership during the school year. Given that the schools are housed as K-12 facility, collaboration of teachers that provide instruction in transition years is embedded in the Principal's leadership team process. In house Family &amp;</p>
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<p><b>6</b> If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Community Engagement activities provide information and recommendation for parents whose students are in transition grades. Family &amp; Community stakeholders are provided with networking information to assist parents with website access to materials about transitions between schools as grades.</p>
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<p><b>7</b> Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Implementation of the PBIS program will ensure that timely and accurate data will be gathered and collected to plan for and implement attendance and discipline goals the school improvement plan. Principals are responsible for ensure that appropriate data entry is aligned to the correct event codes. Principals will ensure that leadership teams are reviewing attendance and discipline data and adjusting classroom instruction and implementing PBIS objectives.</p>
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ADDITIONAL RESPONSES

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