



Comprehensive Needs Assessment 2022 - 2023 School Report



Dalton Public Schools
Dalton High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Stephanie Hungerpillar
Team Member # 2	Assistant Principal	Chris Anderson
Team Member # 3	Assistant Principal	Jeff McKinney
Team Member # 4	Assistant Principal	Jessica Ashlock
Team Member # 5	Instructional Technology Coach	Virginia Ruiz
Team Member # 6	Instructional Coach	Matt Facey
Team Member # 7	Math Instructional Coach	Maria Mora

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Social Worker	Ivelisse Peters
Team Member # 2	Counselor	Dee Curtis
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Science Teacher/Department Chair	Sarida Hoy
Stakeholder # 2	Family Engagement Coordinator	Kelly Spinetta
Stakeholder # 3	Counselor	Tina Scibilia
Stakeholder # 4	SS Teacher/Department Chair	Michael Coulter
Stakeholder # 5	EL Teacher/Department Chair	Meg Guzman
Stakeholder # 6	ELA Teacher/Department Chair	Josh Anderson
Stakeholder # 7	ESS Teacher/Department Chair	Amy Mayfield
Stakeholder # 8	Math Teacher/Department Chair	Meda Conley

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The completed plan will be available for review internally and publicly for feedback from all interested stakeholders. The plan will be disseminated for review electronically and hard copies will also be available.
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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		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

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

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<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>	
2. Operational	<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>	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	✓
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<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>	
4. Not Evident	<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>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<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>	
2. Operational	<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>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

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

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

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>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>CCPRI Climate Rating, Gallup poll for students, Superintendent's Focus Group Reflections (parent, student, staff), Stakeholder Surveys (Community, Staff, Parents); Strategic Planning and CNA Community Focus Groups Feedback, School Pulse Check</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Dalton High School had a 4 star climate rating on 2019 CCRPI. Due to school closure because of COVID-19, we do not have a climate rating for 2020, 2021 and 2022. District data from 2019 is as follows: On the most recent Student Gallup poll results, students in grade 5 - 12 indicated an engagement index of 54%. Additionally, 49% indicated they have hope for the future with 51% indicating they are "stuck or discouraged." Only 31% agree that they do well in school. The top strengths of the district as identified by stakeholders are: level of quality instruction, dual enrollment opportunities, policies to recruit and retain highly effective teachers, level of focus on student achievement, level of extracurricular activities available to students, diversity of population, access to technology, community pride. Suggestions for changes to be made: reduce class size, variety in methods to assess student achievement, increase level of parental support, continue to raise quality of instruction and level of student achievement, raise teacher compensation, improve public relations, more summer programs for at-risk students. The top challenges of the district are: overcoming the effects of poverty on student growth and achievement, developing and nurturing family support, enhancing and sustaining robust communications and community support, advancing early childhood development, reducing class size, retaining quality teachers, improving student mastery of standards and raising the level of student achievement, improving professional support infrastructures for teachers, consistently engaging student in work with high levels of cognitive demand, improving student social and emotional learning competencies, addressing the needs of diverse learners and learners new to the country, continuing to provide and update state of the art facilities with technology that supports and enhances instruction.</p> <p>On the Pulse Check Surveys that were taken last year by staff members. On the last survey which was completed by staff members, on a scale from 1-5, DHS was rated 4.16 in Instruction, 4.16 in Support, 4.02 in Culture, and 4.02 in Communication.</p>

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Class Rosters, Written Procedures for Identification of gifted and ESS, AP and IB data, CTAE data</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>DHS follows state guidelines for the identification of students for programs designed to address individualized learning needs: All students have access to AP courses; services for EL and ESS; International Baccalaureate program; CTAE programs/pathways. Student are given the YouScience Career Aptitude test in 8th grade to help identify CTAE pathways that they would be successful taking in high school. This information is shared with students in their individual meetings with guidance counselors.</p> <p>Challenges include the effect of poverty, second language, lack of prior schooling, mobility, high EL population, mobility.</p>
<p>What achievement data did you use?</p>	<p>AP, IB, Hope eligibility, ACT, SAT, Dual Enrollment, Achievement data over time (SGP), National Clearinghouse data, MAPS data</p>
<p>What does your achievement data tell you?</p>	<p>Advanced Placement: Dalton High School had 52 AP Scholars in 2022 and 47 AP scholars in the 2020 school year with one student being named a National AP Scholar.. In 2021, Dalton High School had 38 AP Scholars. This drop can be attributed to Covid 19 and the high numbers of students who were virtual last year.</p> <p>International Baccalaureate: Seven students earned the full IB diploma in 2018 - 2019, the most in the history of the district's program. This translates into a 70% pass rate for the district. In 2019-20, 3 students earned the full IB diploma. In 2020-2021, 3 students earned the full IB diploma. In 2021-2022, 4 students earned the full IB diploma which was 100% of our full IB students who were awarded the diploma.</p> <p>Graduation Rate: Dalton High School's 4-year graduation rate for 2018-2019 was 94.03% compared to state rate of 82%. DHS's 5 year graduation rate for 2018-19 was 97.04%. The graduation rate for 2019-2020 was 95.01%. The graduation rate for 2021 was 94.8%. Graduation rates for the 2021-2022 school year have not been released yet.</p> <p>In 2021-2022, 222 DHS graduates were HOPE eligible.</p>

What demographic data did you use?	Student Enrollment, Class Rosters in Infinite Campus, Program Enrollment, Student Mobility Rate
What does the demographic data tell you?	Dalton High School has high number of EL and poverty students and wide variance in the academic needs of students. Our student body size has continued to grow over the past several years. Class sizes are larger that they have been over the past few years as well. Some of the challenges that we face with our student demographic are: poverty, high EL population ,1st generation immigrant parents , lack of prior schooling, mobility. In summary, there is a large number of students who are at great risk of underachieving without strong Tier 1 instruction and effective interventions.

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>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Reviewing the data over the past few years confirmed the need to continue and/or revisit some of the processes that were in place for the 2021-2022 and make some adjustments for the 2022-2023 school year. We will continue with the yearlong block schedule because it provides longer class periods to provide instructional tasks that show deeper learning in our students which will be continued. Teachers will continue to have a planning period each day to work on lesson design which is critical due to gaps in learning that students may have resulted from COVID quarantines over the last 2 years. The Flexible Learning Time provides time within the school day for remediation and support for identified students. PLC time is provided for a longer period of time to all teachers to work together with their administrators to develop healthy PLC's that focus on learning intentions, success criteria, and how to make the best impact on student learning. Also, teachers are working collaboratively more than ever to design work that is meaningful and appropriate with a focus on John Hattie's Visible Learning concepts including learning intentions, success criteria, clarity, and feedback. We recognize that we are on the right track with these processes but still have work to do in the areas of differentiation, depth of knowledge, and data review from common assessments to improve student achievement.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The DHS leaders are engaged in multiple opportunities designed to strengthen their skills to be effective instructional leaders. These opportunities are offered both inside the district through the District Administrative Team, Aspiring Leaders Program and also outside the district through the PAGE network and the Northwest GA RESA Principal's Center. Leaders also collaborate to work on administrative and budget processes. DHS leaders participate in community leadership opportunities such as Leadership Dalton Whitfield and United Way to build community relationships and foster support of our school. DPS recently completed the development of a five year Strategic Plan. There are four main goals: College, Career and Life Readiness, Recruitment and Retention of Quality Professionals, Operational Excellence, and Family and Community Engagement. The performance objectives under these goal areas will provide clarity of areas of need and focus. DHS administration has 2 leadership teams in the school comprised of teachers, counselors and other stakeholders to focus on 2 main areas: Instruction and</p>

Strengths and Challenges Based on Trends and Patterns

	Communication/Parent and Community Involvement.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Learning Forward's Standard for Professional Learning include seven areas: Learning communities, Resources, Learning Designs, Outcomes, Leadership, Data, and Implementation. Our district is offering PL that supports the building of capacity in each of these areas. Through coaching, teachers learn to reflect on the effectiveness of their teaching. Research reveals that ongoing teacher training is the critical factor in making a difference in student learning.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	DHS is a majority minority school with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. It is often difficult for parents/families to be engaged in school activities. Because of these factors as well as others, DHS has employed multiple strategies to increase family and community engagement and continues to do so. The continued use of dedicated family support personnel such as counselors, family engagement coordinators, college transition coach, and social workers, the importance placed on community partnerships, and the use of specially designed supports and experiences for students and their families all lead to the identification of student, teacher, and leader needs. We are making an effort to have one face to face meeting for every DHS student.
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overwhelmingly, teachers, parents, and students have indicated they feel our school is safe over the last several years. The school and district have a number of frameworks in place to support students and their varying needs. While there are many structures in place and available to support the district's instructional program and identify needs, some processes are more mature than others.
Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Trends include a strong fund balance, slight slowing of student enrollment, high number of EL and poverty students as well as a large number of students who are new to the country over the last few years, wide variance in academic needs of the students.

Strengths and Challenges Based on Trends and Patterns

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Over the past several years, we have seen an improvement in student performance in most academic areas, particular resulting from our efforts to promote rigor, emphasis on pacing and understanding of content standards, and use of common assessments. After analyzing Georgia Milestone End of Course data, a few trends are abundantly clear. First, a high percentage of our economically disadvantaged students are have performed at the beginner level on EOC's in all academic areas. In fact, in all tested areas in the 2018-19 school year, 75% or more of the students who scored at Level 1 were economically disadvantaged. While there has been some improvement in the performance of our ESS students on EOC tests, there is still much work to do. Also, our EL students are struggling on the EOC due to language deficiencies and lack of understanding of academic vocabulary. While we have seen improvement in student achievement overall, there is still work to do for our ED, EL and ESS students. Due to COVID-19 and the cancellation of EOC's in the 2019-2020 school year, there is no new data to review. EOC's were given in 2021. Upon review of the data from 2021, there was much work to do. In the four areas that were tested in 2021, our scores were not very good. A high percentage of our students scores at Level 1 and Level 2 in American Literature, Algebra 1, Biology and US History, The results are due to a high number of students who were virtual learners for the entire year or a large portion of the year and also due to gaps in learning due to school closure and quarantines. For the 2021-2022, we were pleased to see increases in our percentage of students who scored at level 3 and 4 on the Georgia Milestones. We saw gains in all tested areas. The percentage of students scoring at Level 3 and 4 increased as follows: American Literature, 30%, US History, 24%, and Biology, 10%. The charts below shoe our trends in testing over the last few years:</p>			
	US History			
	Year	Beginning	Developing	Proficient
	2019	26%	38%	28%
	2021	41%	37%	19%
	2022	28%	26%	34%
	American Literature			
	Year	Beginning	Developing	Proficient
	2019	23%	37%	34%
	2021	37%	46%	17%
	2022	19%	34%	43%
	Biology			
	Year	Beginning	Developing	Proficient
	2019	27%	29%	36%
	2021	44%	25%	26%
	2022	32%	27%	34%
	Algebra 1			
	Year	Beginning	Developing	Proficient
				Distinguished

Strengths and Challenges Based on Trends and Patterns

	2019	30%	36%	28%	6%
	2021	48%	31%	12%	1%
	2022	65%	26%	9%	0%
	All students enrolled in Algebra 1 were repeating the course because they failed it previously or were ESS or EL. Seventy percent of the students who tested in Algebra 1 showed growth.				

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

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

Strengths	The school and district have a number of frameworks in place to support students and their varying needs. For ESS students, DHS offers resource and co-teaching classes to support student learning based on individual student needs. DHS supports our English Learners by providing both sheltered and co-teaching classes in all academic content areas. Dalton Public Schools also has a Newcomer's Academy to provide intensive support for our students who are new to our country and speak little to no English. In regards to our Economically Disadvantaged students, DHS staff and students are working to better understand the needs and learning styles of this population of students. In our content collaboration time, teachers discuss patterns, behaviors, and learning needs of students. Our ESS teachers also have Case Management Day once a month to discuss our ESS students, the struggles the students are having, and work together to design strategies to support the learning of our ESS students.
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Challenges	Graduation rate is lowest for ESS subgroup followed by EL and African American students. The pattern is generally replicated on the GA Milestones assessments. The school's white population tends to perform best on standardized student achievement measures compared to other demographic groups in the district. However, there is a gap for the district's white population when compared to the state when considering GMS testing data.
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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	Increased student achievement in core content.
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 # 2

Overarching Need	Increased teacher understanding of content standards, learning intentions, success criteria, clarity, feedback, and effective Tier 1 strategies.
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 # 3

Overarching Need # 3

Overarching Need	Increased teacher understanding of effective strategies to engage students in their learning.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

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 - Increased student achievement in core content.

Root Cause # 1

Root Causes to be Addressed	<p>Students are not fluent in academic language</p> <p>All interim and formative assessment items are not representative of higher levels of depth of knowledge</p> <p>Instructional strategies used in classrooms do not consistently require critical thinking and analysis at high depth of knowledge level</p> <p>Lack of feedback for students in regards to performance on assessments</p> <p>Students do not understand the learning intentions of the work they are asked to do and don't have a clear understanding of what is required of them to successfully learn the content</p> <p>Students have gaps in learning in previous content</p>
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IV, Part A - Student Support and Academic Enrichment</p>

Additional Responses	
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Overarching Need - Increased teacher understanding of content standards, learning intentions, success criteria, clarity, feedback, and effective Tier 1 strategies.

Root Cause # 1

Root Causes to be Addressed	Teachers need more support in continuing healthy PLC's in which they work together on the content standards, learning intentions, and success criteria so that students clearly know what they are expected to learn and how successful master of the standards will be measured. Pacing guides, assessments, and student work must align to the standards. They also need professional development in giving feedback to 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 IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Increased teacher understanding of effective strategies to engage students in their learning.

Root Cause # 1

Root Causes to be Addressed	Increased teacher understanding of effective strategies to engage students in their learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2022 - 2023



**Dalton Public Schools
Dalton High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	Dalton High School
Team Lead	Stephanie Hungerpillar
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input 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	Increased student achievement in core content.
Root Cause # 1	<p>Students are not fluent in academic language</p> <p>All interim and formative assessment items are not representative of higher levels of depth of knowledge</p> <p>Instructional strategies used in classrooms do not consistently require critical thinking and analysis at high depth of knowledge level</p> <p>Lack of feedback for students in regards to performance on assessments</p> <p>Students do not understand the learning intentions of the work they are asked to do and don't have a clear understanding of what is required of them to successfully learn the content</p> <p>Students have gaps in learning in previous content</p>
Goal	Increase the total weighted percentage of students performing at levels 3 and 4 on the GMAS in ELA, Math, Science and Social Studies by six percent in 2023. (Content Mastery on CCRPI)

Action Step # 1

Action Step	Review curriculum documents to ensure alignment with cognitive demands of standards
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>
Systems	<p>Coherent Instruction</p> <p>Professional Capacity</p>
Success Criteria for Implementation	<p>PLC/Content Collaboration Minutes</p> <p>Agendas</p>
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	<p>Administrators</p> <p>Instructions Coaches</p> <p>Lead teachers</p>
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Develop, revise, and administer common assessments in all content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Assessment Data Illuminate Data
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Teachers Administration Instructional Coaches
Timeline for Implementation	Monthly

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

Action Step	Provide ongoing collaboration opportunities for all teachers to study GaDOE curriculum, instruction, pacing and assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Agendas Meeting minutes Collaboration Schedules
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Lead teachers Instructional Coaches
Timeline for Implementation	Weekly

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

Action Step	Provide feedback to students concerning common assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Common Assessments Canvas Illuminate
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide targeted instruction in all academic areas for students during the school day.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	FLT rosters Lesson plans Test retake data Canvas FLT teams Master schedule

Action Step # 5

Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Instructional Coaches Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Train leaders and teachers in the analysis of assessment data and the use of electronic data warehouses.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Agendas Sign in sheets Illuminate data MAPS Data SLDS
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration District staff

Action Step # 6

Position/Role Responsible	Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Conduct professional learning communities with a focus on depth of knowledge, academic language, learning intentions, success criteria, and Tier 1 instructional strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC minutes PLC Modules Agenda Classroom walkthroughs and observations
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Instructional Coaches Lead Teachers
Timeline for Implementation	Weekly

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide ongoing embedded coaching support for teachers in all academic areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	PLC Minutes Content Collaboration Minutes
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Continue to build teacher and leader capacity in providing quality and engaging work for students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Collaborative Planning Minutes Agenda PLC Minutes
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Teachers Instructional Coaches Lead Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Use Family Engagement Coordinator to build capacity for parent involvement in academic achievement.
Funding Sources	Title I, Part A
Subgroups	English Learners Migrant Race / Ethnicity / Minority

Action Step # 10

Systems	Family and Community Engagement
Success Criteria for Implementation	Documentation by Family Engagement Coordinator including agendas, sign in sheets, parent contact logs
Success Criteria for Impact on Student Achievement	More parent involvement in their children's education.
Position/Role Responsible	Family Engagement Coordinator Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Provide sessions throughout the year for parents to learn more about ways to support high school students.
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
Success Criteria for Implementation	Documentation by Family Engagement Coordinator Sign In sheets Agendas
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS. Improved graduation rate.
Position/Role Responsible	Counselors DHS Staff Family Engagement Coordinator

Action Step # 11

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Provide bilingual communication to parents and the community.
Funding Sources	Title I, Part A
Subgroups	English Learners Migrant Race / Ethnicity / Minority
Systems	Family and Community Engagement
Success Criteria for Implementation	IC Parent Contact Calls in Spanish and English Documentation by Family Engagement Coordinator
Success Criteria for Impact on Student Achievement	More involvement from our Spanish speaking parents.
Position/Role Responsible	Family Engagement Coordinator Translators DHS Staff
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Multi-Tiered Student Support System will in place to monitor student progress and provide support for students as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	EOC/MAPS/Common Assessment Data FLT Rosters Master Schedule
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Instructional Coaches Counselors Teachers Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 14

Action Step	Identify and implement effective and consistent instructional intervention strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 14

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	EL, ESS, LLI rosters Data from EOC, MAPS, Common Assessments
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration ESS/EL Case Managers Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 15

Action Step	Emergency Operations Plan
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Monthly drills for fire, lockdown, and severe weather
Success Criteria for Impact on Student Achievement	Creates a safe environment so students can learn at the highest levels.
Position/Role Responsible	Administration School Resource Office

Action Step # 15

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased teacher understanding of content standards, learning intentions, success criteria, clarity, feedback, and effective Tier 1 strategies.
Root Cause # 1	Teachers need more support in continuing healthy PLC's in which they work together on the content standards, learning intentions, and success criteria so that students clearly know what they are expected to learn and how successful master of the standards will be measured. Pacing guides, assessments, and student work must align to the standards. They also need professional development in giving feedback to students.
Goal	Through professional learning communities, teachers will have a better understanding of the content standards, learning intentions, success criteria, clarity, feedback, and Tier 1 strategies that will be evident in the work students are asked to do.

Action Step # 1

Action Step	Teachers will participate in PLC's led by administrators, instructional coaches, and lead teachers in which the PLC Plus program will be reviewed to learn about the components of a healthy PLC.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PLC Minutes PLC Modules
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Instructional Coaches Lead Teachers
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Professional development lead by administrators, lead teachers, instructional coaches, and outside agencies to focus on learning intentions, success criteria, clarity, feedback and Tier 1 interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agendas PLC minutes Professional Development sign in sheets
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Teachers Administration Central Office Instructional Coaches
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Common assessments will be developed, improved, and implemented by teachers, administrators, and instructional coaches that are aligned to state standards and are at an appropriate level of rigor.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Common Assessments Illuminate Data
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Teachers Instructional Coaches
Timeline for Implementation	Yearly

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

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

Action Step	Teachers will participate in professional learning days to develop units, revisit pacing guides, and improve common assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Sign in sheets Minutes Agendas
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Teachers Lead Teachers Instructional Coaches
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Teachers will use student engagement data to incorporate student voice in their work.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Student engagement surveys Student reflection
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Teachers Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Administrators and coaches will visit classrooms and provide feedback in instructional practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Success Criteria for Implementation	TKES documentation Walkthrough documentation
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administration Instructional Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Allocate opportunities and resources for teachers to analyze and implement instruction based on student data.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 7

Subgroups	Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	MAPS SLDS Illuminate data EOC data
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Administrators Instructional Coaches District Data Staff
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Family Engagement Coordinator will hold informational sessions throughout the year for parents.
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
Success Criteria for Implementation	Sign in sheets Agenda
Success Criteria for Impact on Student Achievement	Parents will be better informed about supporting their students as they navigate through high school.

Action Step # 8

Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Parent conferences will be held to inform parents of the academic progress of their children.
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
Success Criteria for Implementation	Contact logs in IC
Success Criteria for Impact on Student Achievement	Improved graduation rates and performance on GMAS. Improved communication with parents will foster a better learning environment for students.
Position/Role Responsible	Teachers Counselors Administration
Timeline for Implementation	Yearly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Open House will be held to inform students of school wide goals and how to support their child in their learning.
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
Success Criteria for Implementation	Sign in sheets Agenda
Success Criteria for Impact on Student Achievement	More parent involvement in the school.
Position/Role Responsible	Administration Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Title I Parent Meeting will be held to inform parents about how student learning is supported by staff.
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
Success Criteria for Implementation	Agenda Sign in sheet
Success Criteria for Impact on Student Achievement	More parent involvement in school.
Position/Role Responsible	Title I Coordinator Family Engagement Coordinato
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Parent information sessions hosted by counselors on a variety of topics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 12

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Agenda Sign in sheets
Success Criteria for Impact on Student Achievement	Parents have a better understanding of college application process and how to support their students while in high school.
Position/Role Responsible	Counselors
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Train leaders and teachers in the effective use of electronic testing platforms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Illuminate MAPS Canvas SLDS
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.

Action Step # 13

Position/Role Responsible	Administration Instructional Technology Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 14

Action Step	Build technology capacity for students and teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Canvas Infinite Campus Illuminate District Resource Team MAPS
Success Criteria for Impact on Student Achievement	Improvement of student performance on common assessments and GMAS.
Position/Role Responsible	Instructional Coaches Instructional Technology Coaches
Timeline for Implementation	Yearly

Action Step # 14

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased teacher understanding of effective strategies to engage students in their learning.
Root Cause # 1	Increased teacher understanding of effective strategies to engage students in their learning.
Goal	Increased teacher understanding of effective strategies to engage students in their learning

Action Step # 1

Action Step	Professional development for all teachers in using digital tools during pre-planning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PLC Minutes Pre-Planning agenda and surveys
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Teachers Instructional Coaches Administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Purchasing software for teachers to use to support classroom instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meetings Teacher Feedback
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Title 1 Coordinator Administration
Timeline for Implementation	Yearly

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

Action Step	Collaboration in PLC's about effective instructional strategies for effective use of digital tools to support student learning in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	PLC Minutes Teacher Feedback
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Instructional Coaches Administration Teachers
Timeline for Implementation	Weekly

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

Action Step	Increase understanding and use of synchronous and asynchronous tools.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meetings PLC Agenda Professional Learning Session Agenda and minutes
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Instructional Coaches Administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Monthly PD by Instructional Coaches
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

Action Step # 5

Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Meeting Agendas and Minutes Professional Learning Agendas and Minutes
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Instructional Coaches
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Create a lesson plan template
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Minutes Lesson plan uploads in TKES platform
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Administration Teachers

Action Step # 6

Position/Role Responsible	Department Leads Instructional Coaches.
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Consistent use of Learning Intentions and Success Criteria as well as feedback in lesson planning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC Minutes and Agendas
Success Criteria for Impact on Student Achievement	Increased in performance on commons assessments and GMAS.
Position/Role Responsible	Teachers Instructional Coaches Administration
Timeline for Implementation	Yearly

Action Step # 7

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The School Improvement Plan was written, reviewed and revised by the same committee who worked on the Comprehensive Needs Assessment. The principal and assistant principal worked together to make sure that the plan adequately focuses on specific areas of need within the school. Once the committee reviewed the document, the plan was sent to all staff members for feedback. Teachers, paraprofessionals, school leaders, and support staff were asked to read the plan and provide feedback to the SIP team leader. After those revisions were made, the School Improvement Plan was posted on the school website. Parents and community members may view the plan on our school website.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All Dalton Public Schools are Title I schools with high levels of minority and economically disadvantaged students. Principals, with support from human resources and district directors, seek to recruit, select and retain the best possible professional educators to provide instruction to students. Human resources reviews district and CPI data through locally developed reports and reports provided by the Georgia Professional Standards Commission and the Georgia Department of Education.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>In assessing students' longitudinal data, as well as internal data, it is evident that the lowest area of performance for the school is in the academic areas of math as well as a weakness in literacy across the curriculum. Students must earn four math credits to complete graduation requirements, and literacy across the curriculum is now included in the Georgia Standards of Excellence. All students, including those who are identified as at-risk of not completing high school because of math performance, grades, absences, low socio-economic status, received Title I services as part of the school-wide program. Under this program model, DHS plans to continue to focus on math and literacy to all students as well as work in all content areas to improve student achievement on the Georgia Milestones End of Course Assessments for the FY 20 school year. Strategies to be used:</p> <ol style="list-style-type: none"> 1. USA Test Prep software for Georgia Milestone Examinations. This is online software which allows for individualized remediation and practice for Georgia Milestones in all content areas. 2. Flexible Learning Time built into the schedule 5 days per week in which students receive targeted remediation in all academic areas. 3. Co-teaching and resource classes for special education students and English learner students who qualify for the services. 4. Increase of effective use of technology to support the learner's needs. 5. Differentiation of instruction.

	<p>6. Hands-on and applied activities that allow students to make connections and apply the math skills to real-world scenarios.</p> <p>7. Counselors, in conjunction with parents, will determine interventions for struggling students and follow-up on those interventions.</p> <p>8. Professional development will be provided for Geometry, Algebra 2, 10th Literature and Composition, American Literature and Composition, Biology, and US History teachers to collaborate, clarify standards and , design engaging student work and create common assessments using appropriate rigor and academic language and effectively implementing digital tools in all classrooms.</p> <p>9. Professional Learning Communities will be led by Lead teachers to discuss healthy PLC's and to focus on learning intentions, success criteria, and strategies to support our students in their learning.</p> <p>10. Two instructional coaches to collaborate with teachers during PLC's to design classroom strategies that will support at-risk students in all academic areas.</p> <p>11. Advisement bi-weekly</p> <p>12. 1:1 devices- All students have a laptop for use in all classes.</p> <p>13. MAPS Assessment is given to 10th grade students in Reading and Geometry and students in Algebra 1 to identify Lexile Scores and areas of weakness and to support students and teachers in setting goals for individual students to improve math and reading skills.</p> <p>14. Noredink.com is used by all ELA teachers to provide support in grammar and mechanics to improve achievement on ELA end of course tests.</p> <p>15. IXL Math is used by Algebra and Geometry teachers to target areas of weakness in math to improve performance on math common assessments and math EOC's.</p> <p>16. Instructional software will be purchased to support teachers in providing quality instruction for students.</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>Not applicable</p> <p>Dalton High School implements a school-wide Title I Plan.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	<p>Dalton High School implements several strategies to support students in their transition from junior high school to high school. Dalton High School offers an informational meeting for parents prior to the start of the school year. An orientation is available prior to the first day of school. it is designed to familiarize students with the building, work on soft skills necessary for success at the high school level and provide them with opportunities to network with and ask questions of older students. Dalton High School recognizes the importance of supporting our students as they transition from high school to post-secondary experiences. Our guidance counselors work with students to assist in the college admissions process as well as guiding students in applying for scholarships. DHS holds a FAFSA day each year to assist students in completing the documentation necessary to receive HOPE scholarship funds or student financial aid for college. DHS also hosts a Financial Aid Information Night for students and parents to learn more about the process of applying for financial aid and the types of financial aid that is available. Each year, Dalton State College admission counselors come to school to accept students on onsite. Dalton High School students have multiple opportunities to participate in college visits throughout the school year. The counseling department schedules visits to many post-secondary institutions in the state of Georgia. The counselors plan an Apply to College Day for students to complete applications to local colleges. Dalton High School has members of the Armed Forces come to school to speak to students about the opportunity of military service after graduation. Some juniors take the ASVAB to help provide information about strengths, weaknesses, and skills that may guide students in possible future careers. All freshmen and seniors take the You Science, a career assessments, to determine career options based on student strengths, personality, and skill set. Representatives from various colleges around the state come to visit DHS students throughout the school year to provided information to the students. All Seniors write a research paper in which they research various careers of interest to help and the colleges which have programs for this chosen career. A new Financial Literacy course was added this year to help students prepare to be financially responsible when they graduate. Dalton High School has a successful Work-Based Learning program with a large number of participants. The coordinators build great community relationships so that they can find work opportunities for students.</p>

	<p>Over the past few years, there has been an increase in the number of students who participate in dual enrollment with Dalton State College and Georgia Northwestern Technical College. For the 2022-23, DHS has 60 students who are taking college courses either full-time or part-time. Dual Enrollment courses are offered on campus in Math, Science, Language Arts and Economics. Advisement/informational sessions were offered for Juniors and Seniors to provide information about the high school to college transition. Dalton High School also offers a variety of Advanced Placement courses in which students may earn college credit for receiving high scores on the course exams. SAT practice and preparation is embedded in ELA and Math classes to help prepare students for the test. DHS also has an IB Diploma Programme.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Dalton High School administrators will review student referral data from Infinite Campus to determine trends and patterns in regards to subgroups. When and if any trends are determined, the administration will work with the counselors to determine strategies for working with students who do not follow the guidelines in the student code of conduct. The administrative team contacts parents of students when it becomes evident that the students need behavioral support. Parents are asked to come in to meet with administrators and a Student Performance Agreement is completed for the students. Behavior issues are addressed in this agreement. Future consequences are detailed, and strategies are created to help support the student. The administrative team works with counselors to create behavior intervention strategies for our students. The counselors work with individual students to manage their behavior in an effort to keep students in class.</p>
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ADDITIONAL RESPONSES

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