



Comprehensive Needs Assessment 2022 - 2023 School Report



**Pierce County
Midway Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

| | Position/Role | Name |
|-----------------|---------------------|----------------|
| Team Member # 1 | Principal | Brandi Todd |
| Team Member # 2 | Assistant Principal | Cole Walsh |
| Team Member # 3 | Instructional Coach | Theresa Alonso |
| Team Member # 4 | Kim Lydon | Counselor |
| Team Member # 5 | | |
| Team Member # 6 | | |
| Team Member # 7 | | |

Additional Leadership Team

| | Position/Role | Name |
|------------------|------------------|---------------------------|
| Team Member # 1 | Kimberley Spivey | Media Specialist |
| Team Member # 2 | Mallory Harris | PreK Teacher |
| Team Member # 3 | Mysti Clough | Kindergarten Teacher |
| Team Member # 4 | Wendy James | 1st Grade Teacher |
| Team Member # 5 | Julie Carroll | 2nd Grade Teacher |
| Team Member # 6 | Bethany Hyers | 3rd Grade Teacher |
| Team Member # 7 | Anna Norris | 4th Grade Teacher |
| Team Member # 8 | Tessa Carden | 5th Grade Teacher |
| Team Member # 9 | Jeanne Crawford | Special Education Teacher |
| Team Member # 10 | Kim Saussy | Interventionist |

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 | Jennifer Hale | Parent/Family Representative |
| Stakeholder # 2 | Taylor Jones | Business Representative |
| Stakeholder # 3 | Carly Lightsey | Instructional Assistant |
| Stakeholder # 4 | Lori Nystrom | ESOL Teacher |
| Stakeholder # 5 | Athena Harwood | Connections/Specials Teacher |
| Stakeholder # 6 | | |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
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| 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 Comprehensive Needs Assessment was completed by stakeholders and staff digitally through online surveys. Needs were identified and data was shared with School Council members (business members, local law enforcement, parents/family representatives, leadership, and staff) and the Better Seeking Team (Leadership Team). Meaningful feedback was discussed during these meetings which guided the assessment process. |
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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 | <p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p> | |
| 2. Operational | <p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p> | ✓ |
| 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 | <p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p> | |
| 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 | <p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p> | ✓ |
| 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 | <p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p> | ✓ |
| 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 | Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. | |
| 3. Emerging | Some evidence exists that the school supports the college and career readiness of students. | |
| 4. Not Evident | Little or no evidence exists that the school supports the college and career readiness of students. | |

Supportive Learning Environment Data

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

| School Culture Standard 5 Recognizes and celebrates achievements and accomplishments of students and staff | | |
|--|---|---|
| 1. Exemplary | <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 | <p>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.</p> | |
| 4. Not Evident | <p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p> | |

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>The following perception data was used:</p> <ul style="list-style-type: none"> ● Title I Parent and Family Engagement Survey ● Professional Development Needs Assessment Survey ● Round Table Discussion ● Staff End of Year Exit Survey |
| <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>Title I Parent and Family Engagement Survey</p> <p>Overall, the results were positive and parents felt that communication between families and teachers/school was easy to understand. Parents felt a variety of times of offered events would be beneficial in order for more participation due to conflicts with working schedules with the highest suggested times between 5:00PM and 6:00PM. While the majority of events during the 2021-2022 school year were virtual, parents appreciated and positively noted the virtual events were beneficial. They appreciated being able to login when they could based on their personal schedules. However, families are requesting more in person meetings now that COVID-19 protocols have lessened. Families noted interest in learning opportunities in reading and math. Families noted that individual student reports, communication with teachers, and conferences were beneficial and would like to see more of them in the coming year.</p> <p>Professional Development Needs Assessment Survey (PDNAS)</p> <p>The results of the PDNAS that was completed by all teachers, collaborative planning were the most impactful activities. Notable needs based on the survey results were:</p> <ul style="list-style-type: none"> ● Content and performance standards in my main subject field ● Student Assessment Practices ● Teaching with technology <p>Round Table Discussion</p> <p>Based on the end of the year Round Table Discussion, the following trends were noted:</p> <ul style="list-style-type: none"> ● ELT - Extended Learning Time has been used in the past to target instruction in small group settings in grades 3-5. During the 2021-2022 academic year ELT was implemented to target Gifted/Advanced Content instruction, Reading Remediation, Math Remediation, and Writing instruction (in 2nd grade). Teachers would like to make sure this time is less interrupted and better structured to meet needs of students. ● Staff members would like additional understanding on new and engaging ideas to motivate learners and to increase student engagement -- the proposed |

| | |
|--|--|
| | <p>solution would be to attend RCA and other PD opportunities to increase faculty capacity. Additionally, staff will continue to be required to ride the bus route one time during the academic year.</p> <ul style="list-style-type: none"> ● Professional Days- teachers would like to continue to have planning days to collaborate and there will be a need for this as we continue to discuss grading policies, fluency in reading and math, and curriculum standards. ● Student Attendance- student attendance was a concern and impacts student learning. Positive attendance rewards will be implemented during the 2022-2023 school year. <p>Staff End of Year Exit Survey (SEOYES)</p> <p>Based on the SEOYES, the following trends were reported by staff members:</p> <ul style="list-style-type: none"> ● ELT - continue ELT for the upcoming school year and target populations accordingly. ● There is a need for Higher Order Thinking Skills, pushing students and increasing rigor, differentiation and hands on learning in the classrooms. ● The relationships between staff, admin, community members, and students is positive, engaging, supportive, and strong. ● Planning days were beneficial in developing benchmarks, analyzing data, and collaborating with colleagues. |
|--|--|

| | |
|--|--|
| 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>The following process data was used:</p> <ul style="list-style-type: none"> ● SWISS Student Behavior Data/PBIS Data ● Parent Family Engagement Activities Evaluations ● Student Participation in Art/PE/Computer ● RTI Data Meetings ● Student Attendance Data |
|--|--|

| | | | | |
|--|--|---------------------------------------|-----------------|-----------------|
| 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?”) | SWIS Student Behavior Data | | | |
| | School Year | Total Referrals | Minor Referrals | Major Referrals |
| | 2021-2022 | 221 | 166 | 55 |
| | 2020-2021 | 201 | 155 | 46 |
| | 2019-2020 | 190 | 156 | 34 |
| | Behavior referrals as indicated by SWIS data includes minor and major referrals. Minor referrals are for incidents that result in a reflection form where the student reflects on their behavior and parent contact is made. Major referrals are a result of repeated minor incidents of the same behavior or other behaviors warranting administrative interventions. Over the past three years, there has been an increase in total referrals. | | | |
| | Highest Rate of Referrals by Location | | | |
| | School Year | Highest Rate of Referrals by Location | | |
| | 2021-2022 | Classroom - 54.30% | | |

| | | | | | | | | |
|--|---|-------|--------------------|-----------|-----------|-----------|-----------|-----------|
| | 2020-2021 | | Classroom - 65.17% | | | | | |
| | 2019-2020 | | Classroom - 61.58% | | | | | |
| | According to SWIS data, the highest rate of referrals by location is the classroom. | | | | | | | |
| | Count of Referrals by Grade Level | | | | | | | |
| | School Year | Pre-K | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
| | 2021-2022 | 16 | 11 | 20 | 21 | 52 | 71 | 30 |
| | 2020-2021 | 14 | 25 | 13 | 63 | 61 | 16 | 9 |
| | 2019-2020 | 13 | 17 | 25 | 71 | 18 | 20 | 26 |
| | According to SWIS data, the 2021-2022 4th grade cohort has historically had the highest number of behavior incidents. | | | | | | | |
| | Parent Family Engagement Activities Evaluations | | | | | | | |

Activities for the 2021-2022 school year were hosted virtually for parents and included instructional videos, Title I Extravaganza, ESOL Night, and other parent family engagement activities. The surveys showed greater participation rates when compared to previous face-to-face opportunities in prior years. Participants noted they enjoyed the virtual opportunities but would like to resume in person for future events.

Student Participation in ART/PE/Computer

100% of students participated ART/PE/Computer and have equal access to learning opportunities.

RTI Data Meetings

RTI data meetings were held after each universal screener was administered. Each grade level met to disaggregate the data and move students through the RTI process based on comprehensive data and team decisions. Additionally, during the 2021-2022 school year, MES implemented teacher created benchmarks to help assess students on grade level standards and specific content aligned to the GMAS.

Student Attendance Data

Student attendance data for the 2022-2022 school year showed higher rates of absences compared to previous years due to COVID-19 impact. The over all perception of attendance has changed and addition efforts in improving attendance rates will need to be established.

| | |
|------------------------------------|---|
| What achievement data did you use? | <p>The following achievement data was used:</p> <ul style="list-style-type: none"> ● GA Milestone Assessment Data ● Universal Screening Data - NWEA Map Growth ● ESOL Access Test Results ● Disaggregated Achievement Data for GMAS comparing EL/non-EL student achievement |
|------------------------------------|---|

What does your achievement data tell you?

GA Milestone Assessment Data(2021-2022 preliminary results)

ELA

| Grade Level | Percent of Level I | Percent of Level II | Percent of Level III | Percent of Level IV |
|-------------|--------------------|---------------------|----------------------|---------------------|
| 3rd Grade | 10.67% | 26.67% | 40.00% | 22.67% |
| 4th Grade | 13.75% | 38.75% | 27.50% | 20.00% |
| 5th Grade | 7.69% | 25.64% | 48.72% | 17.95% |

Overall, the total weighted percentage for ELA achievement in grades 3-5 on the GMAS was 84.91%. Fourth grade students had the lowest weighted proficiency rate of 75.64%. Data shows the need of support for these students as they progress in the next academic year.

MATH

| Grade Level | Percent of Level I | Percent of Level II | Percent of Level III | Percent of Level IV |
|-------------|--------------------|---------------------|----------------------|---------------------|
| 3rd Grade | 4.00% | 32.00% | 50.67% | 13.33% |
| 4th Grade | 8.75% | 28.75% | 48.75% | 13.75% |
| 5th Grade | 7.69% | 35.90% | 35.90% | 20.51% |

Overall, the total weighted percentage for Math achievement in grades 3-5 on the GMAS was 86.49%. Fourth grade students had the lowest weighted proficiency rate of 83.33%. Supports will be needed to help push this cohort of students.

NWEA MAP Growth Assessment

Students take the NWEA MAP Growth Assessment in the beginning of the school year (Fall administration) and the end (Spring administration) in order to measure growth and achievement in grades Kindergarten through 5th Grade. The data is used to assess needs and inform instruction.

NWEA MAP Growth READING

| Grade Level (RIT Score) | 2020-2021 Percent of Students AT or ABOVE RIT | 2021-2022 Percent of Students AT or ABOVE RIT |
|-------------------------|---|---|
| Kindergarten (153) | 39.68% | 51.39% |
| 1st Grade (171) | 53.03% | 42.42% |
| 2nd Grade (185) | 64.56% | 79.41% |
| 3rd Grade (197) | 57.83% | 66.67% |
| 4th Grade (204) | 73.33% | 60.00% |
| 5th Grade (210) | 74.58% | 69.74% |

The NWEA MAP Growth Reading data shows there is a weakness in Kindergarten, 1st grade, and 4th grade reading in comparison to Student Achievement Norms (2020). There are strengths in 2nd, 3rd, and 5th grade.

NWEA MAP Growth MATH

| Grade Level (RIT Score) | 2020-2021 Percent of Students AT or ABOVE Mean RIT | 2021-2022 Percent of Students AT or ABOVE Mean RIT |
|-------------------------|--|--|
| Kindergarten (157) | 51.56% | 54.54% |
| 1st Grade (176) | 88.89% | 54.69% |
| 2nd Grade (189) | 50% | 71.01% |
| 3rd Grade (201) | 56.63% | 74.32% |

| | | | | | | | |
|--|---|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|
| | 4th Grade (210) | 73.33% | 62.34% | | | | |
| | 5th Grade (218) | 55.93% | 65.33% | | | | |
| | The NWEA MAP Growth Math data shows there is the greatest weakness in Kindergarten and 1st grade and strengths in 2nd grade and 3rd grade in comparison to Student Achievement Norms (2020). | | | | | | |
| | ESOL Access Tests | | | | | | |
| | Ten out of 22 (40%) of ESOL students in grades 1-5 made positive progress within Performance Band Movement. 14% of student were already at the highest band (8) and all made gains when measured with their CPL score. | | | | | | |
| | This data shows that our ESOL population, though making positive progress, should be pushed to continue to make greater gains for all students. | | | | | | |
| | Disaggregated Data from NWEA MAP Growth Assessments | | | | | | |
| | | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
| | Reading: Expected SPRING RIT | 153 RIT | 171 RIT | 185 RIT | 197 RIT | 204 RIT | 210 RIT |
| | ELL | 50% (1/2) | 0% (0/5) | 75% (3/4) | 50% (2/4) | 40% (2/5) | 50% (1/2) |
| | Non-EL | 51.43% (36/70) | 45.9% (28/61) | 79.69% (51/64) | 67.61% (48/71) | 76% (57/75) | 82.19% (60/73) |
| | Mathematics : Expected SPRING RIT | 157 RIT | 175 RIT | 189 RIT | 201 RIT | 210 RIT | 218 RIT |
| | ELL | 0% (0/1) | 20% (1/5) | 50% (2/4) | 25% (1/4) | 60% (3/5) | 50% (1/2) |
| | Non-EL | 55.38% (36/65) | 57.63% (34/59) | 73.44% (47/64) | 77.14% (54/70) | 62.5% (45/72) | 68.06% (49/72) |
| | The demographic data from the NWEA MAP Growth Assessment when compared to SPRING 2020 norms, there is a general weakness seen in the English Language Learner population in reading and math. | | | | | | |
| | ESOL Specific Data on GMAS Performance | | | | | | |
| | In 5th grade, on the ELA GMAS, 50% of EL students met this standard (1/2). On the 5th grade Math GMAS, 50% of EL students met this standard (1/2). On the 4th grade Math GMAS, 40% of EL students met grade level standards with a score of III (2/5). The 4th grade ELA GMAS scores have not been released. On the 3rd Grade Math GMAS, 40% of EL students met grade level standards (2/5). On the 3rd Grade ELA GMAS, 60% of EL students met grade level standards (3/5). | | | | | | |

What demographic data did you use?

The following demographic data sources were used:

- Student Enrollment Data from SLDS
- Personnel/Employment Data from SLDS

What does the demographic data tell you?

Student Enrollment by subgroup and Total Enrollment Trends (FTE)

| | 2019 | 2020 | 2021 |
|----------------------------|--------------|--------------|--------------|
| Total Student Count | 450 | 451 | 429 |
| | Enrollment % | Enrollment % | Enrollment % |
| Minority | 17.1 | 16.6 | 18.4 |
| American Indian/Alaskan | NA | TFS | TFS |
| Asian | TFS | TFS | TFS |
| Other Pacific Islander | NA | NA | NA |
| Black | TFS | TFS | TFS |
| Hispanic | 10.2 | 12 | 11.4 |
| Multi-Racial | 4.2 | TFS | 4 |
| White | 82.9 | 83.4 | 81.6 |
| Economically Disadvantaged | 57 | 57 | 58 |
| English Language Learner | 8 | 8 | 7 |
| Students with Disabilities | 11.1 | 12.9 | 13.1 |

The student enrollment by subgroup shows that Midway's enrollment while lower for the 2021-2022 school year is generally stable.

Inexperienced Teachers

| | 2019 | 2020 | 2021 |
|---------------------------------------|-------|------|-------|
| Total Teachers FTE | 33.95 | 33.7 | 33.76 |
| Inexperienced Teachers FTE | 8.75 | 5.5 | 6.5 |
| Inexperienced Teachers FTE Percentage | 26 | 16 | 19 |

The experience of the teachers at MES is diverse with an increase in teachers with 21+ years experience according to employment data and SLDS. The Inexperienced Teacher Rate for Midway Elementary School is below the state (33%) and the district (24%) for the 2021 school year. You will see an upward trend in this data for the coming 2022-2023 school year as new teachers with less experience were hired.

Teacher Retention

| | 2019 | 2020 | 2021 |
|----------------------------|-------|-------|-------|
| Fall Teachers FTE | 34.20 | 33.70 | 33.82 |
| Inexperienced Teachers FTE | 30.20 | 30.70 | 32.70 |

| | | | | |
|--|---|----|----|----|
| | Inexperienced Teachers FTE Percentage | 88 | 91 | 97 |
| | The teacher retention rate for Midway Elementary School is well above the state (89%) and district (91%) for the 2021-2022 school year. The trend in this data will show a lower percentage rate for the upcoming 2022-2023 school year due to several staffing changes within the district and school. | | | |

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>Strengths:</p> <ul style="list-style-type: none"> ● Most teachers demonstrate a repertoire of effective, research based strategies to support student learning. ● Nearly all students are provided with appropriate learning support through the established RTI process based on screening data and other inputs in a systematic approach. This system is monitored and adjustments are made routinely based on data and needs through collaboration. ● Extended Learning Time allows for students to receive individualized instruction in a smaller group setting across all domains. <p>Challenges:</p> <ul style="list-style-type: none"> ● Planning processes are in place, however they need to be focused on discussing data, student needs, and create actionable steps that can be monitored in a systematic approach in a collaborative setting. ● Across grade levels, there is not a coherent understanding for common standards expectations, assessments, and grading practices. ● There is little evidence that all teachers establish and communicate clear learning targets and success criteria aligned to the curriculum standards. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● Walkthrough Observational data through TKES ● Surveys ● Lesson Plans ● Collaborative/Grade Level Planning |
| <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>Strengths:</p> <ul style="list-style-type: none"> ● The Leadership Team consistently builds and sustains relationships to foster the success of students and staff and initiates change to improve performance and learning. ● The leadership team has been established and developed with a common school vision and mission evident through the culture of the school. The team allows for the sharing of data, ideas and team decisions to be agreed upon through voicing of opinions and consideration of diverse ideas. |

Strengths and Challenges Based on Trends and Patterns

| | |
|--|--|
| | <ul style="list-style-type: none"> ● All available resources are maximized to ensure the effective use of personnel, time, materials, and equipment. <p>Challenges:</p> <ul style="list-style-type: none"> ● Student learning needs to continue to be a focal point of leadership team meetings. ● Support for teachers and staff needs to be targeted to meet their individual needs through professional development and coaching. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● Walkthrough Observational data through TKES ● Surveys ● Lesson Plans ● Collaborative/Grade Level Planning ● Strategic Data Analysis of EOG and Benchmark Assessments |
|--|--|

| | |
|---|---|
| <p>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?</p> | <p>Strengths:</p> <ul style="list-style-type: none"> ● Staff members routinely collaborate to improve performance and data is analyzed in a variety of ways. ● Staff members collaboratively plan in vertical meetings across grade levels to improve the consistency of pedagogical practices and content expectations. <p>Challenges:</p> <ul style="list-style-type: none"> ● Though professional learning takes place routinely, expectations are not consistently defined for the implementation or monitoring of the impact of these new learnings/programs. ● There will be new to the mathematics content area in grades 2-5 for the upcoming 2022-2023 school year. There will be a need for support through professional development, coaching, monitoring, and collaborative planning. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● Walkthrough Observational data through TKES ● Surveys ● Lesson Plans ● Collaborative/Grade Level Planning ● Strategic Data Analysis of EOG Assessments |
|---|---|

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| <p>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?</p> | <p>Strengths:</p> <ul style="list-style-type: none"> ● The school has a well-established inviting environment that welcomes and encourages connections between families and community members to the school. ● There is clear and open communication between stakeholders and the school through Living Tree, Newsletters, Social Media, and real time settings. <p>Challenges:</p> <ul style="list-style-type: none"> ● Academic expectations and achievement is communicated but not in a structured way consistently for all screeners and student data. ● The school utilizes parent training opportunities in many capacities but not consistently across grade levels. ● Families of English Language Learners participate in family engagement opportunities at a lower rate than Non-EL peers. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● Survey Results ● Parent and Family Engagement Feedback forms ● Communication Reports/Usage |
|---|---|

| | |
|---|---|
| <p>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?</p> | <p>Strengths:</p> <ul style="list-style-type: none"> ● Rules, expectations, and procedures are maintained and proactively developed, communicated, and implemented consistently across the school in order to ensure the safety and orderly learning environment for all learners through the implementation of PBIS. ● The school culture supports addressing individual achievement needs and strengths to prepare students for success. ● Achievements are celebrated for staff and students routinely and consistently in many areas of excellence. <p>Challenges:</p> <ul style="list-style-type: none"> ● While students are aware of the expectations, few students use tools to actively monitor their own progress in their learning environments. ● There is a high incident rate of classroom managed discipline issues according to the SWIS data at a Tier I Level. ● There are growing teacher concerns with school safety in light of the incidents in our nation. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● CCRPI Reports ● Survey Results ● PBIS and Swiss Data |
|---|---|

Strengths and Challenges Based on Trends and Patterns

| | |
|---|--|
| <p>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?</p> | <p>Strengths:</p> <ul style="list-style-type: none"> ● The demographics of the enrolled student population remains consistent and steady within the past 5 years. ● Teacher retention rate has remained consistent and steady within the past 5 years. ● (Financial) ESSER funds have been utilized well in strategically using support staff to meet the needs of learners based on data. <p>Challenges:</p> <ul style="list-style-type: none"> ● EL students continue to score below the regular population in math and reading. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● Financial Reports ● CCRPI Reports ● Survey Results |
| <p>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> | <p>Strengths:</p> <ul style="list-style-type: none"> ● Writing achievement has improved and can be seen in the ELA GMAS scores and other data points. ● Benchmarks were successfully implemented during the second portion of the 2021-2022 school year using Edulastic and mirroring the content weights of the GMAS. <p>Challenges:</p> <ul style="list-style-type: none"> ● Writing is not systematically taught in the lower grades. ● New to content teachers will be found in grades 2-5 in mathematics. ● 1st semester benchmarks are not created and already created assessments need to be edited. <p>What will support the identification of student, teacher, and leader needs?</p> <ul style="list-style-type: none"> ● GMAS Data ● CCRPI Reports ● NWEA MAP Growth Assessments ● Screening Data ● Survey Results |

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 | <ul style="list-style-type: none"> ● Special Education students are served in a variety of models including push-in, small group instruction, and pull-out with other students with disabilities and non SWD peers. Services were provided by two full time special education teachers, one full time speech language pathologist, and one special education instructional aide. Other services such as Ot and PT to meet the diverse needs of our students were served by contracted professionals inside the school setting. ● Economically disadvantaged students have access to supports in an EIP setting through a smaller class size model. Additionally, support is provided by a full time reading specialist and a full time math specialist. Specialists work with small groups of students through various push in and pull out models to meet the needs of our diverse learners. ● English learners are served by one full time ESOL teacher in a variety of ways through push in and pull out models. Additionally, the ESOL teacher collaborates with classroom teachers to implement the WIDA standards. Midway also has 3 ESOL endorsed teachers to help serve students and meet their diverse needs. ● English Learners do not perform at similar rates to their peers when assessed on the GMAS EOG Assessments but continue to make strides in reading, writing, speaking, and listening as measured by the ACCESS test. |
| Challenges | <ul style="list-style-type: none"> ● According to the data, students with disabilities perform at a lower achievement rate than peers. ● According to the data, economically disadvantaged students perform at a lower achievement rate than peers. ● Families of English Learners have a lower participation rate in family engagement opportunities. |

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 | Increase academic achievement and student growth on standardized assessments in English Language Arts across all grade levels. |
| 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 | Teachers need to continue to vertically plan in order to establish consistent instruction between grade levels. Based on the data analysis, there are weaknesses in Reading, Writing, and Mathematics instruction and need support in grades K-5. Rigor and expectations need to be defined across grade levels through planning processes. Continued benchmark/screening data analysis needs to guide instructional practices and the identification of student needs. |
|---------------------------|---|

Overarching Need # 2

| | |
|---|--|
| Overarching Need | Increase academic achievement and student growth on standardized assessments in mathematics across all grade levels. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---------------------------|--|
| Additional Considerations | Teachers need to continue to vertically plan in order to establish consistent instruction between grade levels. Based on the data analysis, there are weaknesses in consistent vocabulary and understanding of the academic standards. Rigor and expectations need to be defined across grade levels through planning processes. Continued benchmark/screening data analysis needs to guide instructional practices and the identification of student needs. |
|---------------------------|--|

Overarching Need # 3

| | |
|---|--|
| Overarching Need | Positive school culture needs to be maintained and developed throughout the academic year in order to minimize classroom discipline issues as measured by SWIS data. |
| How severe is the need? | Low |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

| | |
|---------------------------|--|
| Additional Considerations | Attendance trends continue to show increase attendance problems. Teachers and students need motivation and support with innovative ideas and engagement. |
|---------------------------|--|

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 - Increase academic achievement and student growth on standardized assessments in English Language Arts across all grade levels.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Lack of consistent reading strategies in all grade levels. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Lack of consistent writing strategies across all grade levels. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Lack of explicit vocabulary strategies for student vocabulary acquisition. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|----------------------|--|
| Additional Responses | Some cohorts have missed significant vocabulary instruction due to COVID-19. |
|----------------------|--|

Overarching Need - Increase academic achievement and student growth on standardized assessments in mathematics across all grade levels.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Lack of vertical planning and alignment of state standards in all grade levels. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|----------------------|---|
| Additional Responses | There will be new to content teachers in grades 2-5 during the 2022-2023 school year. |
|----------------------|---|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Lack of small group instructional strategies and use of manipulatives. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

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

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Student mathematics fluency levels are low. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|----------------------|---|
| Additional Responses | Fluency programs need to be investigated for use and monitored for effectiveness in all grade levels. Expectations for each grade level alongside reports should be addressed and shared with students and families so that goals can be met and monitored. |
|----------------------|---|

Root Cause # 4

Root Cause # 4

| | |
|--|--|
| Root Causes to be Addressed | Lack of common mathematics vocabulary and strategies across all grade levels. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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

Overarching Need - Positive school culture needs to be maintained and developed throughout the academic year in order to minimize classroom discipline issues as measured by SWIS data.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Increased Tier I discipline issues as recorded in SWIS. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|----------------------|--|
| Additional Responses | During the past school year, there has been an increase in student related discipline issues at the classroom level. |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | Lack of consistent implementation of community involving practices with the HOUSE System through PBIS. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|----------------------|---|
| Additional Responses | The HOUSE system was implemented in 2017 as part of the PBIS program at Midway and a revitalizing plan needs to be implemented as it has become stagnant. |
|----------------------|---|

Root Cause # 3

| | |
|--|---|
| Root Causes to be Addressed | Student and teacher attendance rates have dropped and expectations have shifted. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders |

| | |
|----------------------|---|
| Additional Responses | Students and teachers have dealt with sickness and an overall apathetic approach to attendance. Support for monitoring attendance needs to take place during the 2022-2023 school year. |
|----------------------|---|



School Improvement Plan 2022 - 2023



**Pierce County
Midway Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|---|---|
| District | Pierce County |
| School Name | Midway Elementary School |
| Team Lead | Brandi Todd |
| 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 | Increase academic achievement and student growth on standardized assessments in English Language Arts across all grade levels. |
| Root Cause # 1 | Lack of consistent reading strategies in all grade levels. |
| Root Cause # 2 | Lack of consistent writing strategies across all grade levels. |
| Root Cause # 3 | Lack of explicit vocabulary strategies for student vocabulary acquisition. |
| Goal | By the end of the 2022-2023 school year, the percentage of students scoring at the proficient or distinguished level on the ELA Milestone Assessment will increase by 3% of the gap between the 2021-2022 results and 100%. |

Action Step # 1

| | |
|--|--|
| Action Step | Phonics instruction will continue to be systematically implemented in grades K-2. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Success Criteria for Implementation | lesson plans, observations |
| Success Criteria for Impact on Student Achievement | increase in student achievement data as measured on the GMAS, MAP Growth, or other classroom screener. |
| Position/Role Responsible | K-2 Teachers, interventionists |
| Timeline for Implementation | Quarterly |

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

Action Step # 2

| | |
|--|---|
| Action Step | Teachers and students will utilize a variety of technology to plan, implement, and assess learning. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Success Criteria for Implementation | usage reports from programs |
| Success Criteria for Impact on Student Achievement | software report analysis of usage/growth/requirements/goals |
| Position/Role Responsible | K-5 teachers, interventionists, students |
| Timeline for Implementation | Quarterly |

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

Action Step # 3

| | |
|-------------------------------------|---|
| Action Step | Teachers will collaboratively plan in vertical meetings to monitor program effectiveness, analyze data, align curriculum standards and expectations, discuss strategies, and develop standards based benchmark assessments. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Success Criteria for Implementation | data spreadsheets, sign in sheets, meeting minutes, lesson plans Effectiveness: data analysis of achievement data |

Action Step # 3

| | |
|--|---|
| Success Criteria for Impact on Student Achievement | increase in student achievement data as measured on the GMAS, MAP Growth, or other classroom assessments and screeners. |
| Position/Role Responsible | K-5 teachers |
| Timeline for Implementation | Quarterly |

| | |
|--|---|
| 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)? | Outside resources such as the local RESA district may be used. Additional PC district staff may also support this initiative. |
|--|---|

Action Step # 4

| | |
|--|---|
| Action Step | Provide an Instructional Coach to support and assist teachers with effective strategies that increase student learning. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged |
| Systems | Professional Capacity |
| Success Criteria for Implementation | observations, documentation for professional development |
| Success Criteria for Impact on Student Achievement | TKES and LKES data |
| Position/Role Responsible | Principal, AP, District Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 5

| | |
|--|--|
| Action Step | Provide an Intervention Specialist to support at-risk students and increase student achievement. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant |
| Systems | Coherent Instruction |
| Success Criteria for Implementation | scheduled intervention groups |
| Success Criteria for Impact on Student Achievement | student growth |
| Position/Role Responsible | Principal, AP, IC |
| Timeline for Implementation | Quarterly |

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase academic achievement and student growth on standardized assessments in mathematics across all grade levels. |
| Root Cause # 1 | Lack of common mathematics vocabulary and strategies across all grade levels. |
| Root Cause # 2 | Lack of vertical planning and alignment of state standards in all grade levels. |
| Root Cause # 3 | Lack of small group instructional strategies and use of manipulatives. |
| Root Cause # 4 | Student mathematics fluency levels are low. |
| Goal | By the end of the 2022-2023 school year, the percentage of students scoring at the proficient or distinguished level on the Mathematics Milestone Assessment will increase by 3% of the gap between the 2021-2022 results and 100%. |

Action Step # 1

| | |
|--|--|
| Action Step | Teachers will collaboratively plan in vertical meetings to monitor program effectiveness, analyze data, align curriculum standards and expectations, discuss strategies and develop standards based benchmark assessments. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Success Criteria for Implementation | data spreadsheets, sign in sheets, meeting minutes. |
| Success Criteria for Impact on Student Achievement | administration of benchmarks results of data analysis/lesson plan revision |
| Position/Role Responsible | K-5 teachers |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

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| Action Step | Students will use technology and manipulatives to access the curriculum. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Student with Disabilities |
| Systems | Coherent Instruction Family and Community Engagement Supportive Learning Environment |
| Success Criteria for Implementation | program usage reports lesson plans |
| Success Criteria for Impact on Student Achievement | software report analysis of usage/growth/requirements/goals |
| Position/Role Responsible | 2-5 math teachers, IC, Interventionists |
| Timeline for Implementation | Quarterly |

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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 # 3

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| Action Step | Provide an Instructional Coach to support and assist teachers with effective strategies that increase student learning. |
| Funding Sources | Title I, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Success Criteria for Implementation | observations, professional learning documentation |
| Success Criteria for Impact on Student Achievement | TKES and LKES |
| Position/Role Responsible | Principal, AP, District Personnel |
| Timeline for Implementation | Quarterly |

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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 # 4

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| Action Step | Provide Intervention Specialist to support at-risk students and increase student achievement. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant |
| Systems | Coherent Instruction |
| Success Criteria for Implementation | Intervention schedule |
| Success Criteria for Impact on Student Achievement | Growth as measured by screening data |

Action Step # 4

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| Position/Role Responsible | Principal, AP, IC, District Personnel |
| Timeline for Implementation | Quarterly |

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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

2.3 Overarching Need # 3

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Positive school culture needs to be maintained and developed throughout the academic year in order to minimize classroom discipline issues as measured by SWIS data. |
| Root Cause # 1 | Increased Tier I discipline issues as recorded in SWIS. |
| Root Cause # 2 | Lack of consistent implementation of community involving practices with the HOUSE System through PBIS. |
| Root Cause # 3 | Student and teacher attendance rates have dropped and expectations have shifted. |
| Goal | By the end of the 2021-2022 academic year, Midway will maintain a positive school climate as measured by perception survey data. |

Action Step # 1

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| Action Step | Teachers will attend Professional Development at Ron Clark Academy to increase understanding of the HOUSE system and positive learning environments as related to positive discipline strategies. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Success Criteria for Implementation | PD Attendance and redelivery, house rosters, meeting sign in sheets, agendas, minutes, survey data |
| Success Criteria for Impact on Student Achievement | logic model |
| Position/Role Responsible | all staff |
| Timeline for Implementation | Quarterly |

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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 # 2

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| Action Step | Continue to implement PBIS at the school level to decrease overall behavior incidents. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged |
| Systems | Supportive Learning Environment |
| Success Criteria for Implementation | PBIS monitoring checklist |
| Success Criteria for Impact on Student Achievement | decrease in student behavior incidents in the classroom setting |
| Position/Role Responsible | PBIS School Coordinator, K-5 teachers, PBIS team members, IC, AP, Principal |
| Timeline for Implementation | Quarterly |

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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 # 3

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| Action Step | Teachers will participate in routine climate meetings to address concerns. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged |
| Systems | Supportive Learning Environment |
| Success Criteria for Implementation | meeting sign in sheets, agendas, minutes Effectiveness: action steps from climate meeting minutes |
| Success Criteria for Impact on Student Achievement | positive survey data and teacher feedback/input |
| Position/Role Responsible | IC, AP, Principal, Teachers |
| Timeline for Implementation | Quarterly |

Action Step # 3

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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 # 4

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| Action Step | 5th grade students will participate in the CHAMP program lead by the School Resource Officer. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged |
| Systems | Supportive Learning Environment |
| Success Criteria for Implementation | lesson plans and schedule |
| Success Criteria for Impact on Student Achievement | student survey |
| Position/Role Responsible | SRO |
| 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)? | The office of the Sherriff supports this initiative. |
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3. REQUIRED QUESTIONS

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

Required Questions

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| <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>At Midway Elementary, we have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school improvement program. Stakeholders involved include faculty members, parents, community members and business leaders. Faculty members were involved in school-wide planning through surveys and round table discussions. Community members, families, and business representatives were involved in the school-wide planning process during school council meetings and by completing surveys. Additionally, our Better Seeking Team (leadership committee) participated in providing feedback and plan development during routine meetings. Committees participate in ongoing improvement planning throughout the year. These meetings offer opportunities for all stakeholders to identify barriers to student achievement and time to discuss interventions needed to overcome those barriers. During the past school year, there were some limitations in face-to-face interactions due to COVID restrictions. Through Living Tree, Google Meet, and other online options, Midway was able to share information and stakeholders were able to provide feedback in a virtual and safe format through family engagement opportunities. These meetings assist administrators in determining the particularly unique needs of Midway Elementary students.</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>During the summative TKES conferences 0% of teachers were given a Needs Development rating. All teachers at MES are effective and are certified in field with the exception of one teacher who is teaching below her certified grade band.</p> <p>Students are scheduled each year through an effective process that involves analyzing student needs and prioritizing student services such as Special Education, ESOL, and GATE. Students are strategically placed with teachers each year to make sure they are not continuously placed with inexperienced or out of field teachers for consecutive years.</p> <p>Midway Elementary hosts student teachers for local college programs in order to help build the education profession and develop effective teachers.</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</p> | <p>MES addresses student needs (especially those furthest away from demonstrating proficiency) in a variety of ways. All students benefit from standards-based classrooms, instructional technologies and Flexible Skills Groups. Additionally, many teachers tutor before and after school, and assist with test prep sessions. Students that do not demonstrate proficiency are given additional opportunities to master content; however, if problems persist, then the RTI process begins.</p> <p>Two full time intervention specialists work with those students in RTI. Student</p> |

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| <p>for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>are identified for RIT based on a collaborative team data analysis after each universal screening window. The team is comprised of the Math and Reading Interventionists, Instructional Coach, and all grade level teachers. Each grade level meets individually to discuss the data and focus on the needs of the bottom 10-20% of students in the areas of reading and math. As a team, students are placed and moved through the tiers of intervention. The interventionists then make sure the interventions for students are implemented effectively and progress monitoring is recorded for those students. If progress despite interventions is not being made, students then are referred for special education testing.</p> <p>Special services at MES include Early Intervention Program (EIP) which serves students through an innovative model. Teachers monitor those students in this program closely and meet with parents regularly to discuss student progress and concerns.</p> <p>As barriers to learning become apparent, MES addresses issues quickly. One such issue was the limited time classroom teachers have for systematic standards review. As a result of research and collaboration, MES uses skills grouping so teachers have greater flexibility to work with students or small groups of students who need remediation of specific skills. Additionally, students benefit from Extended Learning Time (ELT) as part of the master schedule for the same reason.</p> <p>MES makes every effort to serve students in their area(s) of giftedness. GATE students are served in various ways and models. Some are served through a cluster model within their regular classes, while others are served through the Advanced-Content Model during Extended Learning Time (ELT). All gifted students are served through a resource model, where they receive individualized instruction to meet their academic needs and to expand their talents.</p> <p>During the 2022-2023 school year, Midway will employ five 49% teachers to meet the needs of learners based on data trends. These teachers will work with small group instruction in grades K-5. Support will be provided based on student achievement and screening data.</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>All students participate in standards-based educational learning (Tier 1). Students requiring interventions to meet individual learning expectations receive support through a systematic and purposeful process. The number of students requiring interventions decreases as the level of intensity or frequency of the intervention increases.</p> <p>Pierce County Schools currently use Scholastic Reading Inventory, DIBELS Next&reg;, and MAP Growth assessments as part of our screening processes. Screenings are used to test all students in a grade level with common assessments, or probes. Testing is administered in the fall, winter, and spring of each year. Comparative reports are generated to determine how students perform in relation to their grade level peers. Students who are unsuccessful according to triangulated data are moved into Tier 2, and possibly later Tier 3 depending on subsequent student data. Teachers implement various interventions in efforts to increase student achievement. Interventions occur</p> |
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| | <p>during Extended Learning Time (ELT), depending on the grade level of the students. Monitoring occurs after an intervention has been used for a two-week period. Tier 2 students are progress-monitored bimonthly, and Tier 3 students are progress monitored weekly to determine the success of intervention(s) implemented in the classroom and/or with the interventionist. Interventionists are responsible for the administration of all progress monitoring probes for Tier 2 and Tier 3 students. Additionally, interventionists import all student data into the software program system.</p> <p>MES has a full time ESOL teacher. In addition to our ESOL resource teacher, six other MES faculty members have ESOL endorsements on their teaching certificates. The effectiveness of these changes will be evaluated according to data provided by ACCESS[®] scores, classroom data, benchmark assessments, Georgia Milestones, and CCRPI.</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>In the spring of each year, fifth graders, along with their teachers, visit Pierce County Middle School for an overview of the programs, academics, and activities offered. This transitional activity is known as Jump Start. In addition, the PCMS counselors visit all fifth grade classes to detail a typical academic middle school day. Letters are sent home with report cards at the end of the school year with a summer transitional calendar packet. A transition night is offered for fifth grade parents. Prior to the transition night, fifth grade teachers contact parents to assess needs related to middle school transition. This helps make the transition between elementary and middle school smooth.</p> <p>The Midway Elementary School faculty and staff make extra efforts to welcome new students to our campus. Upon enrollment in the school, each student is given a tour of the school before being introduced to his/her teacher(s) and classmates. Our counselor or administrative secretary conducts the tour with the student and parents. Peer students from the student's new class assist with academic orientation. A general fact sheet for parents with grade level information including teacher names, email addresses, and school supply information is given to each enrollee's family. Teachers discuss any questions concerning the academics of the grade level with the parents. Translation services are provided by either our system translator or our migrant liaison (MSSP) when a non-English speaking family enrolls a child.</p> |
| <p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>not applicable</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>During the 2016-2017 academic year, MES implemented PBIS. PBIS is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.</p> <p>We have adopted a unified set of classroom rules. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:</p> <p>Rule #1: Be Respectful Rule #2: Be Responsible Rule #3: Be Engaged</p> <p>At the end of each 9 weeks, if a student has not had an office discipline referral (Major) then they are invited to participate in a 9 weeks PBIS celebration/Reward party. Students who do not participate in the PBIS celebration are offered an alternate activity.</p> <p>Each student will be assigned to a house. The house names all mean "BEAR" in different languages. The house names and colors are as follows: Kubeba (Swahili) White, Madala (Filipino) Blue, Oso (Spanish) Grey, and Xiung (Chinese) Black.</p> <p>The PBIS leadership team consists of teacher representatives from all grade levels as well as the administration team. The PBIS team will meet regularly to discuss data, practices, and initiatives.</p> |
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ADDITIONAL RESPONSES

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| <p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p> | <p>not applicable</p> |
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