



Comprehensive Needs Assessment 2023 - 2024 School Report



**Walker County
Chattanooga Valley Middle 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	Wade Breeden
Team Member # 2	AP	Sara Dickson
Team Member # 3	AP	Josh Forrester
Team Member # 4	Academic Coach	Julie Shaw
Team Member # 5	Counselor	Katelyn Crawford
Team Member # 6	Book keeper	Sarah Piersol
Team Member # 7	Family Engagement Coordinator	TBD

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Parent	Jodi Gregory
Team Member # 2	Parent	Gerald Collins
Team Member # 3	Teacher	Tammy Galyon
Team Member # 4	Teacher	Josh Mariakis
Team Member # 5	Parent	Heather Bednar
Team Member # 6	Business owner	Ashley Brown
Team Member # 7	Counselor	Cheryl Mathews
Team Member # 8	Teacher	Jennifer Hobbs
Team Member # 9	Connection teacher	Todd Zinkann
Team Member # 10	Teacher	Lauren Bruning

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	Assistant District Attorney	Melissa Pittman
Stakeholder # 2	Business Partner	Thomas Middlebrooks
Stakeholder # 3	Business Partner	Cliff Martin
Stakeholder # 4	Graduation Task Force	David Moore
Stakeholder # 5	Parent	Esther Wilhelm
Stakeholder # 6	Parent	Mary Goss
Stakeholder # 7	Mentor	Adam Stewart
Stakeholder # 8	Parent	Laura Dueitt

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?

Most stakeholders are able to attend regular meetings where they are given information and allowed opportunities to ask questions if they are not familiar with certain aspects of the process. Many of the team members and stakeholders will have opportunities to work in groups to discuss the elements of the Data Collection Analysis. Opportunities to observe the school's functions will also be available at such events as data night, transitions, council meetings, and open house so that the stakeholders are more informed and can simulate questions.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Family Engagement Surveys MAPS Data School Climate Survey Discipline Data Attendance Data SLD Teacher Survey</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The hybrid schedule Walker County schools were on the first semester allowed for a decrease in referrals over years without Covid with 89 total referrals for all three grades. Second semester, once a normal schedule was resumed, showed an increase to 173 as of May 9th. 109 students (21.3%) earned a referral. 401 students (78.6%) had zero referrals. Due to Covid, we were forced to postpone the Renaissance program for the 20-21 school year, however, the Renaissance program has been reinstated for the 21-22 school year. There was an increase in the number of students that earned privileges to participate during the previous year. 15% of the total student population maintain an A average for the first semester, 27% of the student population was on honor roll, and 19% of students maintained Cs or better. 41% of student population were on the honor roll after the first semester. There was a concerted effort to advertise the positive behavior and celebration throughout the year using social media. Teachers have expressed a positive report concerning the information going out and responses by parents. School Climate Survey Data indicates parents typically give Chattanooga Valley high ratings in the areas of school safety, cleanliness, overall satisfaction with teachers and administration.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Better Seeking Team (BST) input and feedback. Team collaboration on needs assessment. Teacher summative assessment data. Comparison of two years GA Milestone data, 2021 - 2022 and 2022 - 2023. School Council Feedback Peer counseling with high school students Student counselors MAP data</p>

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	<p>Teacher summative conferences revealed the following needs to improve instruction, engagement, and achievement.</p> <ul style="list-style-type: none"> ● Teacher devices: Chromebooks, teacher laptops to run software programs, calculators, and other technology. ● Resources: Updated workbooks with current standards, general supplies, and interactive tables/desks. ● Mentoring/counseling ● Collaboration: Cross-curricular, common expectations. ● Effective Leadership: More feedback, professional learning.
What achievement data did you use?	<p>GA Milestone data Lexile data (Rewards) Retention/Placement data MAPAssessment Student grades</p>
What does your achievement data tell you?	<p>Two students will be retained from 2022-2023 school year. The determination to do so was based on teacher input, overall scores, grades, and parent request. For 2020-2021 70.61% of students scored above beginning learner. For the year 21-22 73.2% of the students scored above beginning learner. For the 2022-2023 school year 76.76% of students scored above beginning learner in the area of ELA. This indicates that we are trending in the right direction in achievement and processes we have implemented are working.</p> <p>For the 2020-2021 school year 78.98% of students scored above beginning learner In the area of math. 74.1% of students scored above beginning learner for the 2021-2022 school year. In 2022-2023 79.5% scored above beginning learner. This indicates that the trend is moving in the right direction with a slight downturn in 21-22. Tactics that have been in place do indicate that they are working.</p> <p>Achievement levels are as follows in the area of reading: For 21-22 35% scored less than 40th percentile in achievement. For 2022-2023 33% scored less than 40th percentile in achievement.</p> <p>For the school year 21-22 in the area of math 47.7% of students scored less than the 40th percentile. For 22-23 school year, 38% scored less than the 40th percentile. This is a decrease in both areas, which is a positive trend.</p>
What demographic data did you use?	<p>Percentage of free and reduced lunch 67.01 Percentage of students with disabilities -17.6% male 253, female 236 6th grade 160, 7th grade 169, 8th grade 160 Asian-1, black-22, hispanic-19, Native American-0, multi racial-26, white-421</p>

What does the demographic data tell you?	<p>Math</p> <p>Met projected growth40% or less in achievement</p> <p>Black48%72%</p> <p>Hispanic29%37%</p> <p>Multi rac.33%52%</p> <p>White59%36%</p> <p>Reading</p> <p>Met Projected growth40%or less in achievement</p> <p>Black57%63%</p> <p>Hispanic35%16%</p> <p>Multi rac.71%32%</p> <p>White55%31%</p> <p>Our minority groups, particularly the black students, need improvement in the areas of math and reading. All areas should be performing at a higher level. 2021-2022 data shows students with disabilities 46.42% met projected growth from fall to spring in reading. 73.3% of students achieved in the 40th percentile or less.</p> <p>2022-2023 data shows students with disabilities 54% met projected growth from fall to spring in reading. 70% of students achjeved in the 40th percentile or less.</p> <p>2021-2022 data shows students with disabilities 49.4% met projected growth from fall to spring in math. 81.4% of students achieved 40th percentile or less.</p> <p>2022-2023 data shows students with disabilities 40% met projected growth from fall to spring in math. 83% of students achieved 40th percentile or less.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instruction: 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>There are several areas that were identified as weak areas for Chattanooga Valley using the survey. According to the surveys, there needs to be additional attention to aligning assessments with standards. Rituals and routines need to be better communicated and more consistent throughout the school. Also, it was determined that administration should be more visible and offer more feedback and an increase in professional learning. In all other areas of the survey indicate that we are functioning at an operational or exemplary level. Also, additional instruction will be given to all students, through Study Skills, concerning character development and the implementation of Seven Mindsets.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Administration needs to develop more effective ways to incorporate teachers input in the decision making processes, including professional learning communities. Information does show that in the areas of protocols such as safety drills, severe weather drills, lockdown drills are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. All other areas of the survey indicate that we are performing on an operational level. Information also indicates that feedback and more positive feedback would be appreciated.</p>

Strengths and Challenges Based on Trends and Patterns

<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>It has been determined that more personable communication between administrators and all staff members would be beneficial. Administrators and teacher leaders only occasionally define expectations for the implementation of professional learning. Therefore, it would be reasonable to more directly and often discuss and explain these expectations.</p>
<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>It was determined that the school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. That being said, it is still very difficult to get parents to actively participate in the educational process except in small numbers. CVMS rated itself as emerging in the area of developing the capacity of families to use strategies at home that will enhance academic achievement. Helping families to increase their ability in building the capacity for families to help their child at home.</p>
<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>The school only occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement. There should be more emphasis in the area of teaching parents how to be an active participant in their child's education.</p>
<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>Like the years previous, sub groups have had difficulty attaining learning goals set by the school and state, particularly in the areas of ELA and math. Some subgroups, black and economically disadvantaged, failed to meet their improvement target in both ELA and math.</p>

Strengths and Challenges Based on Trends and Patterns

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Over the past two years math scores have improved slightly on Milestones each year. Data from MAP indicate that that this trend is the same. For the 2022-2023 school year, there was improvement in all areas in comparison to previous year.
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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	<p>2021-2022 data shows students with disabilities 46.42% met projected growth from fall to spring in reading. 73.3% of students achieved in the 40th percentile or less.</p> <p>2022-2023 data shows students with disabilities 54% met projected growth from fall to spring in reading. 70% of students achieved in the 40th percentile or less.</p> <p>2021-2022 data shows students with disabilities 49.4% met projected growth from fall to spring in math. 81.4% of students achieved 40th percentile or less.</p> <p>2022-2023 data shows students with disabilities 40% met projected growth from fall to spring in math. 83% of students achieved 40th percentile or less.</p>
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Challenges	<p>Based on information from the 2022-2023 school year the following information can be applied.</p> <p>57.5% of students with disabilities scored a level 1 (beginning learner) on Milestone math.</p> <p>65% of students with disability scored below the Lexile Stretch Bands (level 1) on Georgia Milestone.</p> <p>52% met the projected growth rate for economically disadvantaged in reading.</p> <p>54% met the projected growth rate for students with disabilities in reading.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase comprehension in the area of informational text.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Students are entering our school below grade level in reading ability.
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Overarching Need # 2

Overarching Need	Improve in the areas of real and complex number systems.
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	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase comprehension in the area of informational text.

Root Cause # 1

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

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistency of instructional rigor
This is a root cause and not a contributing cause or symptom	No
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

Root Cause # 2

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Many parents lack the capacity to use strategies at home that will enhance academic achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - Improve in the areas of real and complex number systems.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Students' lack of understanding real and complex number systems (numerical reasoning).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	With the introduction of new math standards from the state of Georgia, there are concerns that scores may fluctuate with implementation of the new standards.
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Root Cause # 2

Root Causes to be Addressed	Parents lack the capacity to use strategies at home that will enhance academic achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of mathematical practices in classroom planing and instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title 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 Others :

Additional Responses	
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School Improvement Plan 2023 - 2024



**Walker County
Chattanooga Valley Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Chattanooga Valley Middle School
Team Lead	Wade Breeden
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside

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 comprehension in the area of informational text.
Root Cause # 1	Comprehension
Root Cause # 2	Inconsistency of instructional rigor
Root Cause # 3	Many parents lack the capacity to use strategies at home that will enhance academic achievement.
Goal	Implement reading instruction so that 45% of CVM students will score in the Proficient or Above category in the domain of Informational Text, based on Reading Spring 2024 NWEA/MAP data.

Action Step # 1

Action Step	Increase the expectations and use of the reading and writing programs known as "Write Score" and "Reading Plus" to improve reading proficiency and ensure that technology devices and supportive equipment are kept up to date to run the supplemental programs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Study Skills time on schedule; Purchase Order for supplemental program; Student Usage reports for program
Method for Monitoring Effectiveness	Student growth/progress reports for program
Position/Role Responsible	Academic coach, administration, classroom teachers.
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	CVMS will employ a Family Engagement Coordinator to help parents build their capacity to use strategies at home that will enhance academic achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	HR documents; CPI report; Sign In Sheets and Agenda for FE events
Method for Monitoring Effectiveness	Parent feedback pertaining specifically to building parent capacity and use at home
Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Monthly

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

Action Step	Professional development for teachers to use common assessments and analyze data to monitor student progress and inform instruction, including professional development through mentors (STIPENDS).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets and Agendas for PLCs
Method for Monitoring Effectiveness	TKES observations documenting the use of common assessments and students monitoring progress
Position/Role Responsible	Administration, academic coach, teachers
Timeline for Implementation	Weekly

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

Action Step	The action regarding project based learning is incorporated within all of our academic areas, more specifically Science and Social Studies. Within these specific academic areas, our teachers plan their lessons based upon project based learning to help incorporate ELA standards within their subject areas to help increase student development in understanding informational text.
Funding Sources	Consolidated Funding

Action Step # 4

Subgroups	Economically Disadvantaged Foster Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson plans showing ELA integration into content courses
Method for Monitoring Effectiveness	TKES observations documenting the use of ELA into content courses
Position/Role Responsible	Teachers and administration
Timeline for Implementation	Monthly

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

Action Step	Higher a class size reduction teacher for the 8th grade team to allow for smaller student count in ELA classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	HR paperwork; CPI report

Action Step # 5

Method for Monitoring Effectiveness	Student growth documented on 8th grade ELA MAP benchmark assessments
Position/Role Responsible	Admin. and HR department
Timeline for Implementation	Others : Ongoing

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve in the areas of real and complex number systems.
Root Cause # 1	Lack of mathematical practices in classroom planing and instruction.
Root Cause # 2	Parents lack the capacity to use strategies at home that will enhance academic achievement.
Root Cause # 3	Students' lack of understanding real and complex number systems (numerical reasoning).
Goal	Implement Mathematics instruction to increase the percentage of students scoring at the 50th Achievement percentile or Above on the Spring NWEA/MAP from 50% to 53% by the end of the 2023-24 school year.

Action Step # 1

Action Step	Continue development of Study Skills class designed to meet the specific academic needs associated with the deficiencies of students in the area mathematics and ensure that technology devises and supportive equipment are kept up to date to run the supplemental programs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Study Skills time on schedule; Purchase Order for supplemental program; Student Usage reports for program
Method for Monitoring Effectiveness	Student growth/progress reports for program
Position/Role Responsible	Academic coach, administrators, teachers.
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Higher a class size reduction teacher for the 8th grade team to allow for smaller student count in math classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	HR paperwork; CPI report
Method for Monitoring Effectiveness	Student growth documented on 8th grade Math MAP benchmark assessments
Position/Role Responsible	Admin. and HR
Timeline for Implementation	Others : Ongoing

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

Action Step	Professional development will be provided to support math instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign in sheets and agendas.
Method for Monitoring Effectiveness	TKES observations showing math skills learned from PD.
Position/Role Responsible	Academic coach and admin.
Timeline for Implementation	Others : Ongoing

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Specific meetings were held to include grade level, Better Seeking team, and school council to discuss specific needs, ideas, and plans. Also, all Walker County middle school principals shared information about ideas and direction. A "Better Seeking Team" meeting was held at the end of the 22-23 school year, which included representation consisting of parents, staff members, and community was held to discuss school improvement. Electronic documentation was provided ("BST suggestion summer 23") so that all participants could add necessary information as needed. Family Engagement Coordinator send out parent surveys to help determine changes that need to be made to fit their needs. The School Improvement Plan is posted on the school website with access for feedback.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers of Chattanooga Valley are professionally qualified in their area. Low income and minority children are equally dispersed among the general population with consideration for special needs as directed by IEP requirements.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The workshop model and OG instructional strategies are the preferred instructional design in the classroom. Google Classroom, IXL, Gallopade, Reading Plus and Write Score are online platforms used to supplement classroom instruction. Each classroom is provided a Chromebook cart to ensure appropriate development of technology use and keep students engaged. Project based learning will also encourage student growth in problem solving and critical thinking. Class size reduction teacher will benefit students and teachers by improving by allowing teachers to spend more time with individual students.</p>
<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</p>	<p>NA</p>

include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A
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.	All 8th grade students visit the local high school at the beginning and end of their 8th grade year. STEM and Honors teachers come to interview perspective candidates of which all students can participate. All 8th grade students develop a tentative plan of study for high school based on their interests. Vertical planning with middle school and high school teachers better ensure that middle school is preparing students for freshman year. Senior walks, planned by the high school, encourage students to continue their education. High school coaches visit to discuss possible extracurricular activities in high school.
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.	There are set expectations and requirements that teachers must complete prior to referral of any student. Conferencing, parent contact, and relationship building must occur before a referral is submitted. Rituals and routines outlining behavioral expectations are prominently displayed throughout the school and classrooms. The referrals for the previous year did not indicate any disproportionate issuance of referrals for any subgroup.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The school counseling program provides learning and strategies for students to improve students' skills outside the academic content area through classroom counseling and the 7 Mindsets curriculum. School counseling program also provides preparation and awareness of opportunities regarding careers and selecting career pathways in high school. CVMS' SIP is available to the LEA, parents, and the public, and the information shall be understandable and to the extent practicable, in a language parents can understand. This will be provided on our school website. This school annually evaluates the schoolwide
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ADDITIONAL RESPONSES

	<p>plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.</p> <p>The CVM School Improvement Plan will be made available to SEA, LEA, parents and public in an understandable and uniform format and to the extent practicable, provided in a language that the parents can understand.</p>
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BUILDING PARTNERSHIPS

There are many opportunities for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your students through some of the following events and programs:

- Parent Involvement Month, November
- Parent Tutor and Volunteer Program

To participate or learn more about these opportunities or other ways to volunteer, please contact Brittani Williams at 706-820-0735 or

brittaniwilliams@walkerschools.org.

[CUT AND RETURN THIS PORTION ONLY]

MY GOALS

My own personal goal is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:

Student Signature:

Parent Signature:

JOINTLY DEVELOPED

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students.

Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at any time during the school year. All feedback collected and reviewed during the annual revision meeting with parents.

COMMUNICATION ABOUT STUDENT LEARNING

Chattanooga Valley Middle School offers ongoing events and programs to provide parents and students with access to our staff:

- Open House
- School-Wide Remind
- PowerSchool
- Email teachers (teacher's first and last name@walkerschools.org or use the CVMS website's teachers' links)
- Teacher websites/blogs
- Parent Resource Center (Tuesday-Friday 9:00 am-2:00 pm)
- To make an appointment with your child's teachers, call 706-820-0735

Chattanooga
Valley

MIDDLE SCHOOL



2023-2024
SCHOOL YEAR



SCHOOL-FAMILY COMPACT

Wade Breedon, Principal

706-820-0735

www.cvm.walkerschools.org

Last Revised May 26, 2023

ACADEMIC ACHIEVEMENT GOALS

DISTRICT GOALS:

- Reading - At the end of the 2024 school year, we will see an increase on the NWEA MAP assessment Reading Median Achievement Percentile from a 49 to a 52.
- Math - At the end of the 2024 school year, we will see an increase on the NWEA MAP assessment Math Median Achievement Percentile from a 46 to a 49.

SCHOOL GOALS:

Based on student performance data, CVMS has determined our goal for 2023-2024 is to increase the percentage of students whose Lexile reading score is at or above grade level.

- 6th Grade Area of Focus: Establish relationships among ideas.
- 7th Grade Area of Focus: Read for comprehension and vocabulary
- 8th Grade Area of Focus: Read for comprehension and vocabulary

AS A SCHOOL WE WILL...

- Dedicate 20-30 minutes of classtime to instructional-level reading.
- Keep a current Google Classroom with daily lessons, assignments, and links to additional resources.
- Share family-friendly, educational websites to reinforce reading skills.

AS FAMILIES WE WILL...

- Listen to our student read 15-20 minutes a day at home or ensure our student dedicates that time to silent reading, based on our student's reading proficiency.
- Review our student Google Classroom as often as possible. Discuss the lessons, assignments, and resources with your students regularly.
- Visit the teacher-recommended, family-friendly, educational websites with your students often.

AS STUDENTS WE WILL...

- Read to a family member 15-20 minutes a day or dedicate 15-20 minutes to silent reading, based on my reading proficiency.
- Review the Google Classroom lessons, complete the assignments, and use the additional resources posted on Google Classroom by my teachers.
- Visit the educational websites my teachers recommend.

A SCHOOL- PARENT COMPACT

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and learning at home.

EFFECTIVE COMPACTS:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom



SCHOOL- FAMILY COMPACT



2023-2024
SCHOOL YEAR



2023-2024
SCHOOL YEAR



Wade Breeden,
Principal

706-820-0735
www.cvm.walkerschools.org

FOR SHARED STUDENT
SUCCESS

Last Revised May 26, 2023

FAMILY ENGAGEMENT PLAN

WHAT IS TITLE I?

Chattanooga Valley Middle School (CVMS) is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Any school with 40% or more of its students receiving free or reduced lunch qualifies as a Title I school. Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.

SCHOOL PLAN FOR SHARED STUDENT ACHIEVEMENT

What is it?

This is a plan that describes how CVMS will provide opportunities to improve family engagement to support student learning. CVMS values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that CVMS will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

CVMS invited all parents to attend our planning meeting last spring to review and revise this parent and family engagement policy, as well as the school wide plan, our school-parent compact, and the family engagement budget. Additionally, parent input and comments regarding this plan are welcome during the school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year.

Who is it for?

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. CVMS will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children. Residential facilities in our district are included in our parent and family engagement activities and correspondence.

Where is it available?

The plan is distributed to students, emailed or mailed to parents (families choose their preferred method of communication on the Stay Informed sheet distributed the first day of school), and posted on the CVMS website and social media. Parents can also retrieve a copy of the plan in the Parent and Family Resource Center.

2023-2024 DISTRICT GOALS

- Reading - At the end of the 2024 school year, we will see an increase on the NWEA MAP assessment Reading Median Achievement Percentile from a 49 to a 52.
- Math - At the end of the 2024 school year, we will see an increase on the NWEA MAP assessment Math Median Achievement Percentile from a 46 to a 49.

2023-2024 SCHOOL GOALS

Based on student performance data, CVMS has determined our goal for 2023-2024 is to increase the percentage of students whose Lexile reading score is at or above grade level.

- 6th Grade Area of Focus: Establish relationships among ideas.
- 7th Grade Area of Focus: Read for comprehension and vocabulary
- 8th Grade Area of Focus: Read for comprehension and vocabulary

SCHOOL-FAMILY COMPACTS

As part of this plan, CVMS and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the Spring Family Engagement Planning meeting and via the survey. The school parent compacts are kept in the Parent and Family Resource Center if families need a copy.

LET'S GET TOGETHER!

Chattanooga Valley Middle School will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. Based on the survey and planning meeting results, meetings for parents and family members will be held at 6:00 pm.

Open House

Meet your child's teachers and our friendly and helpful school staff for the year.
5:00pm-6:30 pm. Tuesday, August 1st, 2023

Annual Title I Meeting

We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the school wide plan, the school-parent compacts, and parents' requirements. Invitations will be sent home with students, emailed (or mailed depending on your choice), and on social media. Fall 2023

Georgia Milestones Curriculum Night

Understanding the Georgia Milestones and state adopted standards. Fall 2023

Google Classroom, PowerSchool & Remind

Catch up with the latest resources to help support your child's learning. Fall 2023

Reading Comprehension Nights

Families sharpen their reading comprehension skills while working together. Winter 2023

Career Pathways & Transition to High School

Learn about the career pathways that are available in Walker County and transitioning to RHS. Spring 2024

Spring Planning Meeting

A forum for parents and family members to participate in a discussion about the school wide plan, parent and family engagement policy, school-parent compacts, and the family engagement budget. Spring 2024

Transition to Middle School Tours & Information Night

Join your 5th grade CRE, CVE or FES student in a tour of our school. Also, parents and families are invited to meet with 6th grade teachers and administrators in preparation for the transition to middle school. Spring 2024

CVMS is committed to helping our parents and families attend the family activities listed in this policy. Please call or email us if you need assistance with child care or transportation in order to participate in our programs (Brittani Williams, (706) 820-0735 or brittaniwilliams@walkerschools.org).

PARENT AND FAMILY RESOURCE CENTER

Come visit the Parent and Family Resource Center (in the front office) to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore PowerSchool and educational resources. Tuesday-Friday, 9:00 am-2:00 pm.

PARENT AND FAMILY ENGAGEMENT

CVMS believes that family engagement means the participation of parents and family members in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

CVMS IS BRANCHING OUT!

CVMS will take the following measures to promote and support families as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- Ensure that all information related to school and parent programs, meetings, and other activities is posted on the school website, and included in the monthly school newsletter for all parents.
- Provide training for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement.
- Partner with elementary and high schools, college and career ready resources or organizations, parent resource centers, or other programs to help prepare parents and their children for successful school transitioning.
- Share information on the school web site and in the newsletter for parents to understand the school's academic standards and assessments and the ways parents can monitor their child's progress and work with educators.
- Communicate with all families and the community on a regular basis regarding school-wide events and activities, through phone messages, social media, and flyers in a language that parents can understand.
- Work with our parents to develop relevant training and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- Use our Partners in Education and School-Community Team to improve awareness of the activities and events listed in the school parental involvement policy.
- Offer literacy and computer classes for parents to help further enhance their various educational levels.
- Collect feedback from parents at all events, place input cards around the building,

PARENT AND FAMILY ENGAGEMENT STANDARDS

CVMS and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community

[OPTIONAL: CUT AND RETURN THIS PORTION ONLY]

SHARE YOUR THOUGHTS

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for the academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

(OPTIONAL)
NAME:

(OPTIONAL)
PHONE NUMBER: