# Comprehensive Needs Assessment
# 2024 - 2025 School Report



# Bulloch County
# Portal Middle/High School

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

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

Leadership Team

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | Principal | Julie Blackmar |
| Team Member # 2 | Assistant Principal | Justin Chester |
| Team Member # 3 | Assistant Principal | David Elmore |
| Team Member # 4 | Middle School Teacher | Angela Hicks |
| Team Member # 5 | Middle School Teacher | Amber Stewart |
| Team Member # 6 | Middle School Teacher | Julie Riggs |
| Team Member # 7 | School Special Education Coordinator | Chrissee Thompson |

Additional Leadership Team

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | Middle School Teacher | Shannon Davis |
| Team Member # 2 | Middle School Teacher | Lisa Toole |
| Team Member # 3 | High School Teacher | Maggie Dent |
| Team Member # 4 | High School Teacher | Debra Fallin |
| Team Member # 5 | High School Teacher | Sandy Johnson |
| Team Member # 6 |  |  |
| Team Member # 7 |  |  |
| Team Member # 8 |  |  |
| Team Member # 9 |  |  |
| Team Member # 10 |  |  |

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

Stakeholders

|  | Position/Role | Name |
|---|---|---|
| Stakeholder # 1 | Work-Based Learning Coordinator | Joe Bettinger |
| Stakeholder # 2 | Instructional Coach | Jennifer Motes-Yates |
| Stakeholder # 3 | 6th-9th Counselor | Dee Dee Thompson |
| Stakeholder # 4 | 10th-12th Counselor | Andrea Grant |
| Stakeholder # 5 | BCSS Director | Chad Prosser |
| Stakeholder # 6 | BCSS Instructional Support | Charesse Clark |
| Stakeholder # 7 |  |  |
| Stakeholder # 8 |  |  |

| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | The capacity of the team to engage in meaningful dialogue and provide useful feedback has been developed over time during monthly Leadership Team meetings. Specifically during the needs assessment process, stakeholders are able to ask questions, voice concerns, and make comments freely. At times during the process, stakeholders work in small groups giving them more of an opportunity to share and have in-depth dialogue with one another. The use of tools such as fishbone diagrams and strategies such as the Five Whys method also help facilitate and organize the meaningful feedback of stakeholders. In addition, stakeholder groups are asked to offer feedback in a variety of ways over the course of each school year. Members of the School Council are a part of the process each year. |
|---|---|

## 2. DATA COLLECTION ANALYSIS

## 2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

| Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards | | |
|---|---|---|
| 1. Exemplary | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.<br><br>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.<br><br>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.<br><br>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).<br><br>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.<br><br>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. | ✓ |

Coherent Instruction Data

| 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. | |

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

Coherent Instruction Data

| 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. | |

| 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.<br><br>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.<br><br>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. | |

Coherent Instruction Data

| 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.<br><br>Interventions are designed to meet the needs of each student.<br>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. | |

| 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.<br><br>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. | |

Coherent Instruction Data

| 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. | |

| 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.<br><br>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.<br><br>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.<br><br>The principal provides an appropriate balance of pressure and support to manage the change process for desired results. | |
| 3. Emerging | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both. | ✓ |
| 4. Not Evident | Administrators initiate few, if any, changes that impact staff performance and student learning. | |

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

| 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. | |

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.3 Professional Capacity

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

Professional Capacity Data

| Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving | | |
|---|---|---|
| 1. Exemplary | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.<br><br>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).<br><br>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).<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>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. | |

Professional Capacity Data

# 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.<br><br>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.<br><br>Structures are continuously monitored for reliable and interactive communication. | |
| 2. Operational | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. | ✓ |
| 3. Emerging | Some structures that promote clear and open communication between the school and stakeholders exist. | |
| 4. Not Evident | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. | |

Family and Community Engagement Data

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

Family and Community Engagement Data

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

| 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 Data

| 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. <br><br> 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). <br><br> 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.<br><br>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.<br><br>These rules, practices, and procedures are continually monitored and revised as needed. | |
| 2. Operational | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | ✓ |
| 3. Emerging | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. | |
| 4. Not Evident | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. | |

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.6 Data Analysis Questions

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

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|---|---|
| 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] | FY24 Georgia Student Health Survey & FY24 GaDOE Parent Survey, Past GaDOE Parent Survey (satisfaction, communication, rigor, etc.) and Georgia School Personnel Survey (satisfaction, self efficacy, needs, etc.); Spring 2022 BCSS Parent & Staff Input Surveys |

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| 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?") | In the past, perceptions of both students and parents were fairly aligned with one another. The staff's perceptions were slightly more positive than that of the students and parents. Poor attendance and social-emotional issues were perceived by all as negatively affecting student performance. All groups perceived the positive effects of strong support by school coaches/mentors and strong family support on helping students to graduate. In general, parents were satisfied that the school's special programs (SpEd, Gifted, etc.) adequately met their children's needs. The Spring 2024 BCSS Parent Input Survey reflected that a main strength of our school continued to be our personnel providing a family-like atmosphere and being supportive/caring. The need to expand course offerings (AP, electives, fine arts, etc.) and extracurricular offerings were cited as needs. |

| | |
|---|---|
| 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) | ● Student participation in sports, band, clubs, organizations, academic competitions, special school events, etc.<br>● Parent participation in booster club meetings and functions, special school events, parent workshops, etc.<br>● Faculty/Staff participation in committees, teams, coaching, leading a club, etc.<br>● Master Schedule<br>● Safety Drills<br>● Communication with stakeholders through social media, website, email, etc. |

| | |
|---|---|
| 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?") | Students participate in multiple sports, activities, and clubs. Opportunities exist to meet the needs of a variety of student interests-- sports, band, TSA, etc. We need to continue to work on how these opportunities can be expanded. Parent participation is higher for sports-related activities and student performances. There is lower participation for parent workshops and other activities that do not include student performances or recognitions. With a small faculty/staff, all faculty/staff are involved in coaching, leading a club, or serving as a member of a committee. The master schedule is created to maximize instructional time and to allow most connection/elective teachers to teach both middle school and high school. The master schedule includes time for intervention. Safety drills and emergency procedures are well-established. A safety plan is in place. School communication occurs through our school website, social media site, and weekly school-wide emails. Teachers communicate with parents via parent conferences, Google Classroom, Remind, etc. |

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|---|---|
| What achievement data did you use? | ● Georgia Milestones Assessment System (EOG & EOC)<br>● i-Ready (Middle School) |

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|---|---|
| What does your achievement data tell you? | Middle School-<br>GMAS EOG:<br>% of Proficient and Distinguished Learners (2021-Preliminary 2024): Reading scores have improved from 32.5% to 38.9%; Science scores had been declining since 2021, but preliminary data shows an increase from 30.3% in 2023 to 36.2% in 2024; SS scores continue to decline steeply with scores decreasing from 44.1% in 2021 to 21.7% in 2024 (preliminary); Math scores have fluctuated slightly since 2021 but showed an increase from 32.5% in 2022 to 36.6% in 2023. Mathematics data from 2024 is not yet available.<br><br>Areas of Concern: SS scores had been on an upward trajectory beginning in 2017, but beginning Spring 2021 scores have steadily decreased from 44.1% to 21.7% in 2024 (preliminary); Based on Spring 2024 i-Ready scores, 2024 EOG mathematics scores are projected to be lower than in previous years<br><br>Domains of greatest concern include: Reading/Vocabulary, Writing and Language, Statistics and Probability<br><br>The Black subgroup has the lowest percentage of proficient and distinguished learners across all subject areas in comparison to White, Hispanic, and Other Learners.  Students in the SWD subgroup (compared to all other subgroups) have the lowest percentage of proficient and distinguished learners across all subject areas.<br>iReady:<br>Overall mathematics trend data (2022-2024) shows that the percent of students scoring at Tier 1 (On or Above Grade Level) has fluctuated slightly over time from 43% in 2022 to 42% in 2024. Students scoring at Tier 2 (One Grade Level Below) has shown a slight decrease over time |

from 32% in 2022 to 28% in 2024. The percent of students scoring at Tier 3 (Two or More Grade Levels Below) significantly increased in 2024 (30%) as compared to the previous two years (2022-25%, 2023-23%.) In looking at progress from Fall 2023 to Spring 2024, however, the percent of students scoring at Tier 3 decreased from 40% to 30%.

Overall Reading trend data (2022-2024) shows that the percent of students scoring at Tier 1 (On or Above Grade Level) has increased over time from 42% in 2022 to 48% in 2024. Students scoring at Tier 2 (One Grade Level Below) has shown a steady decrease from 23% in 2022 to 17% in 2024. The percent of students scoring at Tier 3 (Two or More Grade Levels Below) has remained fairly steady, however, from 36% in 2022 to 35% in 2024.

High School-
GMAS EOC:
American Literature- % of Proficient and Distinguished Learners over time from FY18- FY21 showed a marked decline and scores were below that of the district. In FY21, only 18.2% of students scored in the proficient/distinguished range. In FY22, however, that percentage rebounded to 28.6% and then further increased to 31.5% in FY23. Am. Lit. remains an area of concern as less than 1/3 of all students taking Am. Lit. are scoring in the prof./dis. range. There is also a large disparity between the two largest subgroups with 44.1% of White students scoring prof./dis. while only 8% did so in the Black subgroup in FY23.

Algebra I- % of Proficient and Distinguished Learners from FY18- FY21 has fluctuated but remained in the range of 20% to 30%. In FY22, the percentage increased significantly to 37.2%. In FY23, however, the percentage decreased to 26.3%. Algebra I remains an area of concern as performance over time has tended toward only 1/4 of students scoring in the prof./dis. range. While not as large as the disparity in Am. Lit., there is still a disparity between the two largest subgroups in Algebra I with 37.2% of White students scoring prof./dis. and only 15.3% of Black students doing so in FY23.

Biology- % of Proficient and Distinguished Learners in FY17 was only 21.9%. Scores since then have improved significantly (FY18-44.8%; FY19-52.6%; FY21-41%; FY22-48.8%) although scores are still lower than those of the district. FY23 saw a drop in performance with only 32.5% scoring in the prof. and dis. range. The Black and the SWD subgroups performed well below that of the White subgroup in FY23.

US History- % of Proficient and Distinguished Learners from FY18- FY21 has fluctuated but remained in the range of 25% to 34%. In FY22, the percentage decreased significantly to 18.6%. In FY23, the percentage rose slightly to 23.9%. US History is an area of concern as only around 1/5 of all students taking US History are scoring in the prof./dis. range.

The SWD subgroup has had the lowest percentage of prof./dis. across all EOC subject areas as compared to the White, Hispanic, and Black subgroups. In FY23, however, the SWD subgroup slightly outperformed that of the Black subgroup in Biology and US History.

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| | Graduation Rate:<br>Since FY19, the overall graduation rate has steadily increased. Preliminary FY24 results indicate the rate will slightly decrease, however, from FY23. Our data show drop-outs increased during the 2020-2021 and 2021-2022 school years for the 2024 Cohort which we posit were the years most impacted by the COVID pandemic. The graduation rates for our Black and our ED subgroups are typically high. In some years, these subgroups (Black & ED) have outperformed all other subgroups. |

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| What demographic data did you use? | We examined data by grade, gender, ethnicity, income (Economically Disadvantaged), and by program (Students with Disabilities, gifted, etc.) |

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| What does the demographic data tell you? | Overall academic performance across all subject areas continues to be generally lower for students in the following subgroups: Black, Economically-Disadvantaged, and Students with Disabilities. These subgroups have performed comparatively well in regards to graduation rate, however. |

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

| Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | ● Strengths: Curriculum documents that are aligned with the standards are utilized in instructional planning; priority standards have been identified; assessments are aligned with standards; supportive environments conducive to learning have been created; teachers have access to appropriate technology and most are able to use it to enhance learning <br><br> ● Trends and patterns suggest a need for improvement in the following areas: Differentiation; effective collaboration in regards to curriculum planning; providing     specific, individual feedback to students; teaching students to self-monitor     their progress; and regularly using data to guide instruction. |
|---|---|

| 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? | ● Strengths: Strong relationships that foster the success of students and teachers have been established as have protocols for ensuring that the school environment is safe and conducive to learning. The resources needed to support continuous improvement are provided in a timely manner. Evaluation     of staff is ongoing and systematic. <br><br> ● Trends and patterns suggest a need for improvement in the following areas: Use of numerous processes to more frequently analyze data in order to improve student achievement; ensuring a more data-driven school leadership team focused on student learning, shared decision-making, and problem-solving; providing additional support for initiating and supporting change in regards to improving staff performance and student learning; and avoiding interruptions to the learning environment. |
|---|---|

Strengths and Challenges Based on Trends and Patterns

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|---|---|
| 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? | ● Strengths: We are able to find and retain quality teachers. Professional learning needs are identified through an analysis of a variety of data (TKES evaluations, surveys, PLCs, etc.) Adequate resources are available to support and foster varied professional development opportunities.<br><br>● Trends and patterns suggest a need for improvement in the following areas: define expectations for implementing professional learning more effectively; routinely monitor and evaluate the impact of professional learning on staff practices and student learning; and ensure professional learning adequately meets the specific needs of each staff member. |

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|---|---|
| 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? | ● Strengths: School environment is welcoming and encourages parents to be involved; clear and open communication between the school and its stakeholders is provided; school staff assist parents in accessing needed resources (counseling, health services, community resources/agencies, etc.); school staff foster strong, productive partnerships with community businesses and organizations (local colleges, manufacturing plants and other businesses, local churches, etc.)<br><br>● Trends and patterns suggest a need for improvement in the following areas: Providing regular communication to parents related to the current achievement level and progress of their child(ren); and providing a system for two-way, meaningful communication about student learning |

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|---|---|
| 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? | ● Strengths: School environment is supportive and well-managed; environment is safe and orderly; respect and a sense of community are fostered on a daily basis; achievements (academic, behavioral, sports, etc.) are celebrated; school staff support the college and career-readiness of students; wrap-around services are available to help ensure the needs of the whole child are met<br><br>● Trends and patterns suggest a need for improvement in the following areas: Clearly and routinely communicating rules and     procedures; providing an academically-challenging learning environment for all; promoting student engagement; and assisting students to actively monitor their own progress. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| 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? | ● The majority of students at PMHS identify as White (60.4%) or African American (30.7%). A smaller percentage of students (38.4%) are identified as Economically Disadvantaged than in years past, but this may be due to a drop in certifications as all students received free breakfast/lunch from 2020-2022. The percentage of Students with Disabilities is identified as 15%. Due to the small number of students enrolled at PMHS (508), our average per pupil expenditure is higher than that of the district as a whole and the state.<br><br>● PMHS serves a population that is largely comprised of economically disadvantaged students. Our school faces the issues and needs     that are typical of children and families in poverty (chronic absenteeism, apathy, low parental engagement, trauma-related issues, etc.) |

| | |
|---|---|
| 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? | Middle School:<br>● A higher percentage of students in the ED and Black subgroups are performing below the level of proficient on the GMAS across all subject areas over time as compared to the White subgroup.<br><br>●According to Spring 2023 iReady scores, Informational Text is an area of weakness across all grade levels. GMAS scores support this with weaknesses identified in the areas of Reading/Vocabulary. Spring 2023 math iReady scores indicate Algebra as a weakness across all grade levels with the GMAS showing Statistics and Probability as the lowest-performing domain.<br><br>High School:<br>● A higher percentage of students in the SWD and in the Black subgroup are performing below the level of proficient on the GMAS across all subject areas as compared to the White subgroup.<br><br>● Literacy: continues to persist in Am. Lit.<br><br>● Mathematics: Although overall math scores increased slightly from 2018 to 2019, 26.51% of students scored in Level 1 (Beginning Learner) in 2019; Although the Achievement Score increased from 2019 to 2021 on the GMAS Algebra I EOC, 29% of students scored at Level 1 (Beginning Learner) and 38% at Level 2 (Developing Learner).on the Algebra I EOC over time.<br><br>● |

Strengths and Challenges Based on Trends and Patterns

|  |  |
|---|---|
|  |  |

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 | ● Maximize number of segments served for students in special education (SpEd)<br>● Provide co-teacher or para support in majority of classes for SpEd students<br>● Build student intervention and advisement time into master schedule<br>● Schedule time for collaboration for middle school and high school teachers<br>● Communicate effectively with parents throughout the school year |
|---|---|

| Challenges | ● Implementing Professional Learning Communities<br>● Utilizing data analysis processes effectively to aid in making data-driven decisions<br><br>● Implementing Multi-tiered System of Supports (MTSS)<br>● Chronic student absenteeism<br>● Affects of trauma-related issues on learning<br>● Limited amount of instructional time to address multi-year deficits in skills/prerequisite knowledge<br>● Lack of access for students to resources such as laptops and internet at home<br>● Providing timely, effective professional learning |
|---|---|

# 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 | Improve middle and high school student performance in all content areas (math, reading, science, & social studies.) |
| 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 | Literacy has a major impact on student performance in all other core content areas. Students who lack foundational skills in math tend to struggle and fallbehind academically. As math courses become more advanced, the more studentsstruggle. Poor performance in mathematics has been an indicator at PMHS forstudents at risk of dropping out of high school. |

Overarching Need # 2

| | |
|---|---|
| Overarching Need | Increase 4-year graduation rate. |
| 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 | Poor attendance has been a consistent issue, but it became even more so after the COVID pandemic. Poor attendance appears to be having a negative affect on our students' academic performance. Although our 4-year graduation rate has continued to increase from year-to-year, preliminary 2024 data indicates that the rate will decline slightly as the cohorts most affected by COVID begin to enter their expected senior year. |

# 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 - Improve middle and high school student performance in all content areas (math, reading, science, & social studies.)**

Root Cause # 1

| Root Causes to be Addressed | A need for consistent and effective Tier 1 classroom instructional practices. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title III - Language Instruction for English Learners and Immigrant Students |

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

**Overarching Need - Increase 4-year graduation rate.**

Root Cause # 1

| Root Causes to be Addressed | A need for a more systematic process for early identification of, and intervention for, students at-risk for chronic absenteeism, behavior issues, and/or academic difficulties. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program |

Root Cause # 1

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

# School Improvement Plan
# 2024 - 2025



# Bulloch County
# Portal Middle/High School

<div align="center">SCHOOL IMPROVEMENT PLAN</div>

# 1 General Improvement Plan Information

General Improvement Plan Information

| District | Bulloch County |
|---|---|
| School Name | Portal Middle/High School |
| Team Lead | Julie H. Blackmar |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| ✓ | Free/Reduced meal application |
| | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Improve middle and high school student performance in all content areas (math, reading, science, & social studies.) |
|---|---|
| Root Cause # 1 | A need for consistent and effective Tier 1 classroom instructional practices. |
| Goal | Portal Middle School will increase its overall weighted content mastery score by 3% from 59.1% in 2022 to 60.9% in 2023; to 62.7% in 2024; to 64.6% in 2025 by implementing Teacher Clarity. 

Portal High School will increase its overall weighted content mastery score by 3% from 61.5% in 2022 to 62.7% in 2023; to 63.8% in 2024; to 64.9% in 2025 by implementing Teacher Clarity. |

Action Step # 1

| Action Step | All core content area teachers of state tested subjects will receive professional development on Teacher Clarity. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Coherent Instruction 
Professional Capacity |
| Method for Monitoring Implementation | % of core content teachers participating in Teacher Clarity PD each nine weeks. |
| Method for Monitoring Effectiveness | Professional Development (PD) Attendance Documentation, 
PD Agendas |
| Position/Role Responsible | District Clarity Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 2

| Action Step | Collaborative PLCs will deconstruct standards to include Tiered Vocabulary and the creation of progressive learning targets. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | % of PLCs with at least four deconstructed standards with Tiered Vocabulary and progressive learning targets per quarter |
| Method for Monitoring Effectiveness | PLC Summarizer with Deconstructed Standards, Teacher Clarity Monitoring Document |
| Position/Role Responsible | District Clarity Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 3

| Action Step | Teachers will display and reference in instruction the Learning Targets |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | % of walkthroughs with displayed and referenced learning targets each nine weeks |
| Method for Monitoring Effectiveness | Teacher Clarity Walkthrough Data Collection Sheet |
| Position/Role Responsible | District Clarity Personnel<br>Teachers<br>Administrators |

Action Step # 3

| Position/Role Responsible | Instructional Coach |
|---|---|
| Timeline for Implementation | Others : 2nd-4th Quarters |

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

Action Step # 4

| Action Step | Collaborative PLCs will deconstruct standards to include Tiered Vocabulary and the creation of progressive learning targets with aligned success criteria. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | % of PLCs with at least four deconstructed standards with Tiered Vocabulary, progressive learning targets and success criteria per quarter |
| Method for Monitoring Effectiveness | PLC Summarizer with Learning Targets and Success Criteria, Teacher Clarity Monitoring Document |
| Position/Role Responsible | District Clarity Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 5

| Action Step | Teachers will display and reference in instruction the Learning Targets and Success Criteria |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | % of walkthroughs with displayed and referenced learning targets and success criteria |
| Method for Monitoring Effectiveness | Teacher Clarity Walkthrough Form, Teacher Clarity Walkthrough Data Collection Sheet |
| Position/Role Responsible | District Clarity Personnel<br>Teachers<br>Administrators<br>Instructional Coach |
| Timeline for Implementation | Others : 2nd-4th Quarters |

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Increase 4-year graduation rate. |
|---|---|
| Root Cause # 1 | A need for a more systematic process for early identification of, and intervention for, students at-risk for chronic absenteeism, behavior issues, and/or academic difficulties. |
| Goal | Portal Middle High School will increase its 4-year graduation rate by 3% from 90.38% in 2022 to 90.7% in 2023; to 91.0% in 2024; to 91.3% in 2025 by implementing a comprehensive MTSS/School Climate plan to ensure students are supported, engaged, and successful. |

Action Step # 1

| Action Step | Refine and implement High School Grade Level Advisement process. (Outline of topics, resources to support teaching of topics; grades, attendance, discipline checks; hold grade level meetings) |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | % of Advisement Checklist tasks completed |
| Method for Monitoring Effectiveness | 100% of Advisement Checklist tasks completed each quarter |
| Position/Role Responsible | Teachers<br>Administrators<br>Counselors<br>Instructional Coach |
| Timeline for Implementation | Monthly |

Action Step # 1

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

Action Step # 2

| Action Step | MS and HS grade level teams will hold semi-monthly meetings to review student data (academic, behavioral, and attendance), identify students who are at-risk, and determine what action(s) need to be taken |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | % of identified students with confirmed parent contact |
| Method for Monitoring Effectiveness | 95% of identified students with confirmed parent contact each quarter |
| Position/Role Responsible | Teachers<br>Administrators |
| Timeline for Implementation | Others : Semi-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)? | |
|---|---|

Action Step # 3

| Action Step | Attendance Support Team (AST) will meet semi-monthly to monitor attendance data and address attendance concerns |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | # of meetings |
| Method for Monitoring Effectiveness | AST Meeting Minutes & Student Priority List |
| Position/Role Responsible | Attendance Clerk<br>Attendance Support Team |
| Timeline for Implementation | Others : Semi-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)? | |
|---|---|

# 3. REQUIRED QUESTIONS

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

Required Questions

| | |
|---|---|
| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). | The school leadership team and other faculty/staff worked together to develop the SIP during SIP PD sessions which were supported by district personnel, These included data digs and SIP development based upon the data digs. Input is sought at faculty meetings with staff as well as through staff survey data. Input is also sought from parents and community leaders at school council meetings as well as through parent and student survey data. |

| | |
|---|---|
| 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. | Professionally qualified teachers are sought for teaching positions. If a teacher is not professionally qualified, they are monitored on a remediation plan to ensure they become professionally qualified. |

| | |
|---|---|
| 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). | Portal Middle High School (PMHS) is on a four period block schedule for high school and a six period schedule for middle school. An additional period (REP) is built into the school day designated for remediation, intervention, and enrichment. Students are assigned to classes during this period based on teacher request and student data. Data from state and school testing (iReady, Illuminate, etc.) are used to make REP assignments. PHS students also have additional choices of opportunities for electives, CTAE pathways, and dual enrollment college courses off campus. PMHS students identified in special education are served through their IEP in co-teaching classes. PMHS students in Tier 2 and Tier 3 of Multi-Tiered System of Support (MTSS) are identified by their teachers in MTSS meetings. Each month student data is reviewed and interventions based on need are applied. The MTSS Coordinator monitors Tier 2 and Tier 3 student data and conducts progress assessment, as needed. Student interventions occur during regular class periods and in REP periods. During middle school REP, identified students are served by a reading interventionist and a math interventionist, as appropriate. Professional development is provided to faculty/staff to help support the effective implementation of our school's professional learning |

communities (PLCs). Our school PLCs facilitate ongoing collaboration between our faculty/staff with the goal being that of increasing student success--academically, behaviorally, and socially.

Funding will be used to supplement certified and non-certified positions and to assist in providing supplemental mental health care counselors to serve our students. Funds will be used to supplement our purchase of curriculum resources such as consumables, novel sets, manipulatives, calculators, and web-based programs. Funding will supplement the purchase of classroom supplies (paper, laminating film, printer ink, science lab materials, computer headphones, etc.) It will also be used to purchase supplemental equipment. Funds will be used for professional development opportunities as well (travel, lodging, substitutes, registrations, etc.)

| | |
|---|---|
| 4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service.  Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | N/A |

# 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | Middle school students go to two exploratory classes per day / per semester. These include:  Keyboarding/Computer Science, Exploring Agricultural Education, Robotify, Career Development, Family/Consumer Sciences, PE, Band, Engineering, and Art. This gives them experience to help them better choose pathways when they become high school students. Middle school students also participate in business and industry field trips during their middle school years. Rising 9th graders participate in high school transition activities each spring. A transition meeting is held for parents of rising 9th graders in the spring as well. Students in both middle and high school take YouScience assessments to help identify their interests and aptitudes. This is part of our school's career counseling efforts. High school students participate in work-based learning as well as dual enrollment opportunities to help prepare them for post-secondary options. High school students attend college fairs and take field trips to tour various technical colleges and universities. The high school counselor leads several parent sessions on college enrollment, completing the FAFSA, and other topics pertinent to transitioning from high school to post-secondary education. |

| | |
|---|---|
| 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. | PMHS has implemented PBIS for the past six years. A comprehensive review and revision of our school's implementation of PBIS began in the spring of 2022. Our newly-revised PBIS plan was first implemented in Fall 2022. PBIS focuses on preventative as well as restorative practices. Five to ten minute scripted lessons were developed for each behavior expectation on the PBIS matrix. Lessons were presented by teachers at the beginning of the school year and revisited at various times throughout the year, as needed. In regards to consequences for discipline infractions, the in-school-suspension (ISS) option provides the opportunity for students to continue to learn and complete their schoolwork even when they are unable to be in their regular classroom. The leadership team as well as the PBIS committee analyze discipline data (including by subgroup) monthly. |

ADDITIONAL RESPONSES

| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | Title Funding Expenses<br>● Personnel<br><br>● Student Support Services (outside counseling)<br><br>● Professional Development (substitutes, travel, lodging, registrations, etc.)<br><br>●Curriculum Supports (consumables, novel sets, web-based programs, etc.)<br><br>●School Supplies (paper, laminating film, poster ink, etc.)<br><br>●Resources to Foster Student Engagement (alternative seating, resources to make spaces inviting, manipulatives, brain break games, science tools/supplies, etc.)<br><br>●Chromebooks and other Technology-Related Supplies |