Comprehensive Needs Assessment
2024 - 2025 School Report



Effingham County
Effingham County Middle School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Travis Dickey
Team Member # 2	Instructional Supervisor/Asst. Princ.	Holly Scott
Team Member # 3	Assistant Principal	Carrie Radford
Team Member # 4	Assistant Principal	Bilinda Sikes
Team Member # 5	Math Department Head	Qurkeresseria Ellison
Team Member # 6	ELA Department Head	Shelly Graham
Team Member # 7	Science Department Head	Jessica Flowers

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Social Studies Department Head	Leah Perkins
Team Member # 2	Special Education Department Head/Student Support Coach	Ta'Ree Driggers
Team Member # 3	6th Grade Leader	Taylor Johnson
Team Member # 4	7th Grade Leader	Cary Zeigler
Team Member # 5	8th Grade Leader	Helen Ward
Team Member # 6	Connections Hallway Leader	Kristen Watts
Team Member # 7	Parent	Jennifer Peavy
Team Member # 8	Instructional Coach	Kristina Baranowski
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	Students (6th - 8th grades)	Students (6th - 8th grades)
Stakeholder # 2	Parents of Students (6th - 8th grades)	William Gruber and Sarah Iwanski
Stakeholder # 3	Administrators	Dickey, Radford, Scott, and Sikes
Stakeholder # 4	Teachers, Paras, Specialized Inst. Support	
Stakeholder # 5		
Stakeholder # 6		
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 team will continue to gather input from stakeholders in various ways throughout the year to help develop our plan. First, Parent Input meetings will be scheduled at the end of each year to provide feedback for inclusion in determining the needs for the upcoming school year. This session is made available to parents and guardians at the Title I Year End meeting. In addition, the team will gather stakeholder feedback through parent, teacher and student surveys, school council meetings, as well as having team members collaborate with others during their department meetings. These types of communications will be targeted at helping us to gain a broader perspective when completing the needs assessment.

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

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

Coherent Instruction Data

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

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

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. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
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. 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. 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 progress	Establishes a learning environment that empowers students to actively monitor their own	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

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

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

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

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

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

Effective Leadership Data

Leadership Standard 3 Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. 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. 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. 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. 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. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. 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. 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. 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. 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. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. 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. 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. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. 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. 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. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	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. 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). 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. 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. 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. 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. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. 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. 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. 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. 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. 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. 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. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. 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. 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).

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]	Teacher Measurable Results Assessment (MRA); Student Health Survey; Parent School Climate Survey

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?")	The data gathered from the Teacher Inventory reflected that our participation in professional collaboration was frequent and regular. Our dedication to giving teachers a protected time to plan with each other has benefited all in the building. Teachers also base their classroom decisions on the strategic direction of the school and align their actions, inside and outside the classroom, with that direction. The data also showed that teachers did not have different learning goals for each of their students and that students were not really provided an opportunity to express their own individual creativity. The data gathered from the Student Health Survey reflected that 64% of the students felt like the behaviors in their classroom allowed the teacher to teach so that they could learn. When students do not understand what is being discussed in their class, 84% felt comfortable asking for help or finding a classmate who could help them. 58% of our students felt like they were recognized for good behavior. Overall 73% of student felt connected to their school, 80% felt that they had peer social support, and 73% of students felt that they had adult social support. We hope that our Leader in Me and SEL component that we are working on will help students feel more positively about coming to school and help students build relationships with their peers and adults.

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)	Observational data from focus walks, TKES observations, rosters from intervention classes, and the MTSS spreadsheet.

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?”)	Teachers are starting to see the connection between our Instructional Framework and the initiatives within our building (literacy, Leader in Me, and SEL) instead of seeing them as separate. Literacy and SEL are woven throughout our framework. Teachers are doing a great job of providing learning targets and success criteria to students which provides clarity for learning. The ECMS Literacy Block, is a school-wide tier one intervention that has helped to improve the reading comprehension of our students by the time they exit 8th grade. We monitor the progress of all students throughout the year and while they are a student at ECMS to provide the appropriate services for students. The MTSS spreadsheet contains the RIT scores for all students. We use this information along with teacher input to place students in Literacy Block and place those who need to be served in the intervention classes.

What achievement data did you use?	2019, 2021, 2022, 2023, and 2024 GMAS data; 23-24 NWEA MAP data for Reading and Math

What does your achievement data tell you?	According to the GMAS data, from 2018 - 2019 we had an increase in students scoring proficient or better in the areas of 6th grade ELA and Math and 8th Grade ELA, Math, and Science. We did not give the GMAS due to Covid during the Spring of 2020. After looking at the GMAS data from 2021, we continued to have increases in the number of students who scored proficient and distinguished in 7th grade ELA and 8th Grade ELA, Math, and Social Studies. The GMAS data from 2022 shows that we we increased or stayed the same for students who score proficient and distinguished in 6th grade ELA and Math, 7th grade ELA and Math, and 8th grade Science. The GMAS data from 2023 shows that we increased in 6th grade ELA and Math, 7th grade ELA, 8th grade ELA, Math, Science and High School Algebra. The GMAS data from 2024 shows that we increased in 6th Math, 7th grade ELA and Math, 8th grade ELA, Math, Science, Social Studies, High School Algebra, and High School Physical Science. Students with disabilities continue to perform below the level we would like them to perform. During the GMAS in the Spring of 2024 the majority of our special education students were beginning learners in all areas, but they did show growth from the previous year. Our Student Support Coach and Instructional Coach will continue to perform classroom observations of Resource and Co-teach classrooms in order to provide teachers with valuable feedback so that they can increase their impact on student learning. Our PLC process allows teachers to identify errors and misconceptions before beginning a unit and choosing high impact strategies to address them.

What demographic data did you use?	We used data we pulled from Infinite Campus.

What does the demographic data tell you?	ECMS continues to qualify for Title I services through the number of students who receive free/reduced meals. In addition to the ED population, the school continues to have an increase in SWD and transient students. Historically, the SWD sub-group and ED have performed below peer groups, although beginning in 2018 there were gains in most areas of the GMAS. Our number of EL students has also slightly increased, which initiated a change in the way were serve our EL students (providing more segments.)

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?	ECMS' strengths lie in the ability and willingness of faculty members to actively engage in the collaborative process with respect to unpacking standards, aligning assessment to the rigor of standards, and using student data to inform instruction. ECMS faculty are committed to maintaining a well-managed environment that is conducive to student growth. Technology is consistently used across grade levels and content areas to support instruction and assess student progress. Teachers work together to identify the criteria for success for priority and secondary standards to ensure all student have a guaranteed and viable curriculum. Areas for improvement in 24-25 are feedback, differentiation for students, and an emphasized focus on the development of a tool to allow students to self-monitor. To address the weaknesses identified, the following steps have been taken: ● Data teams work together weekly to assess and track student data and develop an action plan to differentiate for students based on their individual performance. Performance Matters program will be used to provide accurate data. ● ECMS students, as a part of their participation in our school-wide literacy block, will also engage in regular self-assessment and goal-setting during our scheduled advisement sessions. Teachers will also develop goal setting sheets to use with students in class for each unit of study and facilitate progress monitoring of goals along the way. ● During PLC teachers will learn strategies for providing specific, descriptive feedback using the language of the standards.

Strengths and Challenges Based on Trends and Patterns

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?	One important trend that was noticed was that all areas under "Effective Leadership" were rated above "Not Evident". Data shows that all of the markers for Effective Leadership are being met at ECMS in one capacity or another. In 2021-2022, all but one of the areas had been marked as Operational or Exemplary. The one area, Standard 4, that was marked as Emerging was an area we worked on and is now Exemplary. We still have a process in place to use data to improve student achievement. Our updated PLC process kept us focused on increasing student achievement by focusing on errors and misconceptions early on in the process. We will use a coaching tool that helps us to monitor our implementation of this PLC process.

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?	After evaluating the self-ratings, it was deduced that professional capacity was primarily in the operational state. The collaborative infrastructure, availability of resources, the communal identification of learning needs, as well the shared implementation of effective teaching practices foster collaboration and build leadership capacity among staff members. ECMS will have 12 new teachers (3 brand new to teaching) during the 24-25 school year. All 12 teachers have a mentor to guide and work with them during their first year at ECMS. The 3 brand new teachers will have their mentor for 3 years.

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?	Effingham County Middle School has a well-established, inviting learning environment, that welcomes, encourages, and connects family and community members to the school through events, such as Building Bridges, which is open to students as well as their families. In addition to this family engagement activity, ECMS hosted several other engagement activities such as Rising 6th Grade Night and "Open House" opportunities. ECMS conducts parent teacher conferences throughout the year. Although students are typically not in attendance, the school's SpEd Department has the ASPIRE IEP process with students. During the IEP meetings of these students, the students prepare and lead their own IEP meetings. We do try to encourage all students who have an IEP to be apart of the process. On our school website in our Family Engagement section, we have our School Improvement Plan posted so that anyone who visits our website can easily access it.

Strengths and Challenges Based on Trends and Patterns

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?	Using the PLC/Data Teams process, teachers will increase proficiency in identifying and targeting high impact strategies that increase ALL student learning. Administrators and many teachers in the building have been trained to facilitate the PLC process and will lead all academic PLCs in a formalized and structured weekly PLC/Data Teams meeting. Teachers will create learning targets and success criteria before teaching the learning units and communicate those criteria to students before learning begins and throughout the lesson. The ECSD will continue redelivering "The Instructional Framework" process through general information, brochures, and posters to all teachers in the district. All initiatives at ECMS are embedded through the Instructional Framework. One trend noted again in the area of Supportive Learning Environment is the need for students to develop in the ability to set manageable goals (long and short-term) as well as self-monitor. Communication of clear learning targets and criteria for success will aid students in being able to self monitor. We will be using the Leader in Me curriculum with students each Monday. Students were introduced to all 7 habits and each month, we will focus on one of the habits which will be emphasized throughout the week. Through the implementation of the Leader in Me principles this year, the Leadership Team will analyze behavior data to determine general behavior supports as well as targeted supports for students in T2 and 3. Positive incentives, principal's incentive and student of the month, will be awarded to students who display targeted habits. Continued targeted SEL lessons will be delivered each Friday to students to help reduce the number of behavior incidents and improve student attendance from the 23-24 school year. There were 1833 behavior incidents and 97 students that were chronically absent.

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?	Enrollment at ECMS has increased each year. Part of the rise in enrollment several years ago was a result of redistricting and the others now continue to be transient students. Many of our new students have transferred into the district with IEPs and we have added special education positions to staff due to an increase in need for different settings for students. This trend increased numbers of SWD at ECMS.

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?	While the achievement data has shown gains over the last few years, the beginning of the year reading proficiency data obtained from NWEA MAP shows that reading interventions are still a necessity for all grade levels (46% of 8th grade students read below the 60th percentile on the MAP Reading, 58% of 7th grade , and 54% of 6th grade students read below the 60th percentile on the MAP Reading). We will use the NWEA MAP as our math screener for the 2024 - 2025 school year. The screener allows teachers to see the concepts that students struggle with and the teacher can use the information to

Strengths and Challenges Based on Trends and Patterns

	assign specific concepts for students to practice. The achievement trends in ELA/Math continue to show a need for school-wide literacy for any students who are not advanced readers and ILearn for students showing deficits in Math.

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	ECMS uses a schedule that allows for a "flex time" where Special Education Case Managers can offer additional academic support to the students on their caseloads. They are given the resources to provide additional support in the areas of literacy and math, as well as focused interventions for behavior and goal-setting. In addition, Special Education Program Managers are available to new SpEd teachers who need help with IEP and BIP writing, as well as to assist in compliance paperwork. Our Student Support Coach will help in this area as well.

Challenges	Several special education teachers at ECMS are either brand new teachers, or are new teachers to the system. Providing support to these adults will be imperative to the success of SWD at ECMS.

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	ECMS has 61.0 % of 6th grade students, 58.0 % of 7th grade students, and 52.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG ELA assessment.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	ECMS 60.0 % of 6th grade students, 48.0% of 7th grade students, and 43.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG Mathematics assessment.
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	

Overarching Need # 3

Overarching Need	ECMS had 1833 behavior incidents and 97 chronically absent students during the 23-24 school year.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

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 - ECMS has 61.0 % of 6th grade students, 58.0 % of 7th grade students, and 52.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG ELA assessment.

Root Cause # 1

Root Causes to be Addressed	43% of the students at ECMS reads/writes at or above grade-level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	We began the 24-25 school year with 12 new teachers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	We will continue to support teachers in 24-25 with our Instructional Coach (Title 1 funded) and our Student Support Coach (Title 1 funded). They will provide assistance with instructional strategies and co-teaching techniques.

Root Cause # 3

Root Causes to be Addressed	Students experience difficult transitions from elementary to middle school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Our counseling department is fully staffed and we have a designated administrator monitoring progress to assist students. They will use You Science with students.

Root Cause # 4

Root Causes to be Addressed	Limited understanding of data teams, learning targets, and success criteria due to the number of new teachers on campus.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	All teachers will participate in PLC. We have already trained our new teachers on the PLC/Data Teams process. We will continue to train and work with them throughout the year. The Instructional Coach (Title 1 funded position) and the Student Support Coach (Title 1 funded position) will assist teachers in this process as well.

Overarching Need - ECMS 60.0 % of 6th grade students, 48.0% of 7th grade students, and 43.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG Mathematics assessment.

Root Cause # 1

Root Causes to be Addressed	50.0 % of the students in the school have a below basic/basic proficiency in math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students lack middle school entry level math skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	To support classroom instruction, the district has provided funding for Imagine Math for students with math deficits. Students will use this product in class with Chromebooks (some of which were purchased with Title 1 funding) to practice critical math skills. Use of this technology during the school day will be beneficial to economically disadvantaged students. It will identify weaknesses and plan lessons to support those weaknesses. It can also be practiced at home if technology is available there.

Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Difficult transitions from elementary to middle school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	We held Open House on August 9, 2024. We also held Building Bridges Night on August 22. These activities encourage parents to participate in their child's education.

Root Cause # 4

Root Causes to be Addressed	Limited understanding of data teams, learning targets, and success criteria due to the number of new teachers on campus.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	All teachers will participate in PLC. We have already trained our new teachers on the PLC/Data Teams process. We will continue to train and work with them throughout the year. The Instructional Coach (Title 1 funded position) and the Student Support Coach (Title 1 funded position) will assist teachers in this process as well.

Overarching Need - ECMS had 1833 behavior incidents and 97 chronically absent students during the 23-24 school year.

Root Cause # 1

Root Causes to be Addressed	There has been an increase in behavior incidents and the number of chronically absent students compared to previous years.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students lack conflict management skills and anger management skills to help them help them navigate through social interactions in a responsible manner.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Targeted SEL lessons based on behavior data will be provided to students so that they will learn conflict resolution skills and anger management strategies to use inside and outside of school. The Leader in Me lessons that will focus on the 7 Habits will help to build the leadership skills in all students.

Root Cause # 3

Root Causes to be Addressed	Students not wanting to come to school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Additional Responses	Teachers will purposefully build relationships with students by engaging with students during the SEL lessons and Leader in Me lessons. Positive interactions and meaningful discussions will help teachers connect with students in hopes of making students want to come to school.

School Improvement Plan
2024 - 2025



Effingham County
Effingham County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Effingham County
School Name	Effingham County Middle School
Team Lead	Travis Dickey
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

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	ECMS has 61.0 % of 6th grade students, 58.0 % of 7th grade students, and 52.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG ELA assessment.
Root Cause # 1	43% of the students at ECMS reads/writes at or above grade-level.
Root Cause # 2	Limited understanding of data teams, learning targets, and success criteria due to the number of new teachers on campus.
Root Cause # 3	Students experience difficult transitions from elementary to middle school.
Root Cause # 4	We began the 24-25 school year with 12 new teachers.
Goal	The percentage of students scoring proficient or higher in ELA will increase from 39% to 42% for 6th grade, 42% to 45% for 7th grade, and 48% to 51% for 8th grade by the end of the 2024-2025 school year as measured by GMAS.

Action Step # 1

Action Step	Continue implementation of school-wide flex time (35 minutes each morning to incorporate high impact literacy strategies, i.e. PALS, reciprocal teaching, including writing development). Lexia will be used with students who have significant deficits in reading. Orton-Gillingham will be used with students who struggle with phonemic awareness, phonological understanding, and morphological applications.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly monitoring walk-throughs; RIT data; student exemplars; data analysis-data team minutes
Method for Monitoring Effectiveness	Weekly monitoring walk-throughs; RIT data; student exemplars
Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, Teachers, Paras, and Interventionist
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step # 2

Action Step	Incorporation of literacy in all content areas (reading and writing in all classes).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Writing exemplars; Constructed Response Data from Unit Tests; Literacy PLC agendas; sign-ins.
Method for Monitoring Effectiveness	Writing exemplars; Constructed Response Data from Unit Tests
Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, and Teachers,
Timeline for Implementation	Quarterly

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

Action Step # 3

Action Step	Dedicated Instructional Coach to build capacity of existing faculty and support new faculty in utilizing high-impact literacy strategies in content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Coach weekly schedules; agendas; professional learning sign-ins; Inst. Coach anecdotal notes; administration walk-through data
Method for Monitoring Effectiveness	Walk-throughs; progress on TKES goals
Position/Role Responsible	Instructional Coach
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 # 4

Action Step	Purchase of 1 "reduction in numbers" teacher to reduce class sizes of 7th grade ELA content area and create "smaller school community" in that grade-level.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Master schedule; Class Size Report; parent/student survey data; behavior data
Method for Monitoring Effectiveness	Behavior data, GMAS data
Position/Role Responsible	Instructional Supervisor
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	Engage all academic teachers in weekly "Data Team PLCs" which are highly structured and use the data process to plan common formative assessments, adjust instruction (differentiation), and develop clarity for learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data team minutes; TKES unit planning documents; CFA and CIA data
Method for Monitoring Effectiveness	CIA performace and GMAS performance

Action Step # 5

Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, and Teachers
Timeline for Implementation	Monthly

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

Action Step # 6

Action Step	Dedicated Student Support Coach to provide support for co-teaching faculty members as well as special education teachers with IEP documentation, and the monitoring of IEP goal setting and monitoring.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Planning and meeting calendar provided by SSC; Notes from classroom observations; Review of IEP meeting minutes.
Method for Monitoring Effectiveness	CIA performance, GMAS performance, IEP compliance
Position/Role Responsible	Administrators and Student Support Coach
Timeline for Implementation	Monthly

Action Step # 6

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	ECMS 60.0 % of 6th grade students, 48.0% of 7th grade students, and 43.0 % of 8th grade students are designated as beginning and/or developing learners on the GMAS EOG Mathematics assessment.
Root Cause # 1	50.0 % of the students in the school have a below basic/basic proficiency in math.
Root Cause # 2	Difficult transitions from elementary to middle school.
Root Cause # 3	Limited understanding of data teams, learning targets, and success criteria due to the number of new teachers on campus.
Root Cause # 4	Students lack middle school entry level math skills.
Goal	The percentage of students scoring proficient or higher in Math will increase from 40% to 43% for 6th grade, 52% to 55% for 7th grade, and 57% to 60% for 8th grade by the end of the 2024-2025 school year as measured by GMAS.

Action Step # 1

Action Step	The use of Imagine MyPath to target areas of need for students in Math Connections. The Math Connections teachers will meet with grade-level Math teachers to provide intensive intervention to address significant math deficits.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MyPath progress monitoring; Unit Tests; walk-through observational data
Method for Monitoring Effectiveness	RIT data to show growth and GMAS performance
Position/Role Responsible	Administrators, Instructional Coach, Teachers, and Interventionist
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step # 2

Action Step	Engage all academic teachers in weekly "Data Team PLCs," which are highly structured and use the data process to plan common formative assessments, adjust instruction (differentiation), and develop clarity for learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data team minutes; TKES unit planning documents; CFA and CIA data.
Method for Monitoring Effectiveness	CIA performance and GMAS performance
Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, and Teachers
Timeline for Implementation	Quarterly

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

Action Step # 3

Action Step	Dedicated instructional coach to build capacity of existing faculty and support new faculty in utilizing high-impact instructional practices in content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Coach's weekly schedule; agendas; professional learning sign-ins; walk-through data; coach's anecdotal notes
Method for Monitoring Effectiveness	Walk-throughs; progress on TKES goals
Position/Role Responsible	Instructional Coach
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 # 4

Action Step	Purchase of 1 "reduction in numbers" teacher to reduce class sizes of 6th grade Math content classes and create a "smaller school community" in that grade level.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Master schedule; class-size report; parent/student survey data; behavior data
Method for Monitoring Effectiveness	Behavior data and GMAS data
Position/Role Responsible	Instructional Supervisor
Timeline for Implementation	Yearly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	ECMS had 1833 behavior incidents and 97 chronically absent students during the 23-24 school year.
Root Cause # 1	Students lack conflict management skills and anger management skills to help them help them navigate through social interactions in a responsible manner.
Root Cause # 2	Students not wanting to come to school.
Root Cause # 3	There has been an increase in behavior incidents and the number of chronically absent students compared to previous years.
Goal	The number of behavior incidents and the number of chronically absent students will reduce by 10% by the end of the 24-25 school year.

Action Step # 1

Action Step	Based on behavior data and the school wellness survey, counselors will provide weekly SEL lessons to the teachers to deliver to students through the Reallyville platform.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Focus walks
Method for Monitoring Effectiveness	Weekly focus walks, teacher and student engagement in the lessons, and progress toward TKES goal
Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, Counselors, and Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Our family engagement specialist will provide several opportunities throughout the school year for families to be involved with activities within the school and community.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agendas and sign-in sheets
Method for Monitoring Effectiveness	Google form survey
Position/Role Responsible	Administrators and the Family Engagement Specialist
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	All teachers will facilitate instruction related to the Leader in Me curriculum and identify students monthly for recognition for demonstrating the 7 Habits.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Focus Walks
Method for Monitoring Effectiveness	Weekly focus walks, teacher and student engagement in the lessons, and progress toward TKES goal
Position/Role Responsible	Administrators, Instructional Coach, Student Support Coach, Counselors, and Teachers
Timeline for Implementation	Weekly

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

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).	In developing this plan, we enlisted the help of representatives across all stakeholders. The Development Team included all administrators, the ELA, Math, Science, and Social Studies Department Heads as well as Connections, and Special Education Department Head, a parent representative, and the Family Engagement Specialist. Information was also gathered from Title I Parent Input Meeting, GMAS data, Teacher MRA, and the Student Health Survey. Our plan will be revised as necessary, according to data and information gathered from surveys and input meetings, to ensure continuous improvement of students.

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.	ECMS continues to seek professionally qualified and experienced teachers by joining with the ECSD Job Fair, as well as actively supporting existing teachers in development of Professional Learning Goals (and/or) Plans that meet their needs. Before the school year begins, ECSD will host a New Teacher Orientation. This day-long orientation session will provide teachers with information about human and informational resources available to them, instructional expectations, and an opportunity to meet their school assigned mentor. ECMS will offer a half day school level orientation so that new teachers can meet one another and get acquainted with our school before pre-planning. During the school year, we will continue to utilize our Instructional and Student Support Coach to support teachers, provide modeling in best practices, and offer a variety of professional development sessions in areas identified by teachers as most needed. In addition to the Instructional Coach and a District-Level Induction Teacher Specialist, all new teachers will receive a school-level mentor who will meet with their protégé regularly, observe in classes, and provide feedback for support.

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).	Title I federal funds are used to enhance the instructional program by providing an additional core content teacher to reduce class size in the 6th grade Math and 7th grade ELA. Students benefit from a reduced class size and a feeling of a "smaller community" during this difficult years of middle school. By reducing the teacher/student ratio, teachers are able to provide smaller groups, differentiate instruction as well as progress monitor to assist at-risk students in meeting rigorous state standards. Title I funds allow the school to increase the instructional capacity through professional development training and funding the position of our Instructional Coach. The Instructional Coach facilitates the development of curriculum units; monitors fidelity of implementation practices for all teachers; collaborates with new and experienced teachers to analyze student data, effectively adjusts instructional

	strategies, classroom management/assessment techniques to ensure student achievement. In addition, the Instructional Coach facilitates Professional Learning Communities at ECMS and supports implementation of Professional Learning Goals/Plans. We also have a Title 1 funded Student Support Coach. She provides support for special education teachers by monitoring and providing assistance in data collection, IEP documentation, timelines and legal requirements, and leading professional development for co-teaching faculty members. She will also work with the special education teachers during the flex time making sure that literacy initiatives are being carried out as well as goal setting and monitoring. The acquisition of researched based technology programs (Lexia and Imagine MyPath) have been proven to engage and increase student achievement. These programs also provide the highly sought after meaningful data that continuously drives our instruction. Lexia is a reading program that helps struggling readers. Reading is in every content area. Imagine MyPath is used to meet each child where they are and remediate/extend their knowledge of math concepts. Providing all students with access to high interest/rigorous texts (both online and in print) and engaging learning resources is a priority at ECMS.

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.	Students are assessed using a school-wide universal screener in Reading and Math (NEWA MAP), unit test scores in ELA/Math, and prior GMAS scores to determine the most at-risk in ELA and Math. Those students who are determined to need additional assistance will be served through the Title I Interventionist and Remedial Education teachers. Remedial Reading classes utilize the Lexia software and Remedial Math classes utilize Imagine MyPath software to provide intensive, high impact interventions to these struggling students.

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.	All 8th graders at ECMS will participate in an interest inventory (You Science) that will be used to guide students' pathway choices for high school. In addition, all 8th graders participate in Counselor led informational sessions about high school, Career Academy, and STEM Academy during the 2nd semester of their 8th grade year. Middle and High School Counselors and Administration have an Orientation at the middle school regarding transition to high school (including course opportunities). Middle school students and their parents complete high school course registration with the assistance of case managers, as well as participate in a "Rising 9th grader Night" at the high school. ECMS Connections classes expose students in all grades (6-8) to pathways in agriculture, careers, computer science, engineering, and transportation. Curriculum taught in those classes allows students to develop technical skills, learn to solve problems, think critically, communicate, and collaborate.

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.	Having a safe and orderly learning environment is valued highly by our school administration team, leadership team, teachers, parents, and school board. Administrators are present in the hallways (during transitions, lunchroom, bathroom breaks), as well as consistently communicating behavior/dress-code expectations. In addition, ECMS will be using Leader in Me which utilizes evidence-based strategies to build leadership and life skills in students which lays the foundation for academic achievement. Providing appropriate and targeted behavior supports is a priority for our school. Our administrative team and counseling department have planned multiple exposure opportunities for these supports. Teachers will deliver classroom guidance based on the behavior data in hopes to reduce the number of referrals.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	In order to increase parental involvement in the school, the Family Engagement Specialist is utilized in the coordination of school events and family involvement (Building Bridges Night, Rising 6th Grade Night, etc.). She also holds Title I awareness trainings for faculty/staff and acts as another liaison for parents.