



# Comprehensive Needs Assessment 2026 - 2027 School Report



Walton County  
Monroe Area High School

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

|                 | Position/Role               | Name              |
|-----------------|-----------------------------|-------------------|
| Team Member # 1 | Principal                   | Eddie Hood        |
| Team Member # 2 | Assistant Principal         | Lisa Weaver       |
| Team Member # 3 | Assistant Principal         | Patrick Carter    |
| Team Member # 4 | Assistant Principal         | Kimberly Brown    |
| Team Member # 5 | Title 1 Instructional Coach | Leatham Forrester |
| Team Member # 6 | PTSO President              | Toni Thomas       |
| Team Member # 7 | Parent                      | Rachael Holder    |

#### Additional Leadership Team

|                  | Position/Role | Name              |
|------------------|---------------|-------------------|
| Team Member # 1  | Teacher       | Amber Phelps      |
| Team Member # 2  | Teacher       | Ava Brooks        |
| Team Member # 3  | Teacher       | Christine Guske   |
| Team Member # 4  | Teacher       | Margaret Stephens |
| Team Member # 5  | Teacher       | Megan Caylor      |
| Team Member # 6  | Teacher       | Sarah Sapinski    |
| Team Member # 7  | Teacher       | Megan Calicott    |
| Team Member # 8  | Teacher       | Scott Hill        |
| Team Member # 9  | Counselor     | Kimberly Brown    |
| 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.

#### Stakeholders

|                 | Position/Role               | Name              |
|-----------------|-----------------------------|-------------------|
| Stakeholder # 1 | Principal                   | Eddie Hood        |
| Stakeholder # 2 | Assistant Principal         | Lisa Weaver       |
| Stakeholder # 3 | Assistant Principal         | Patrick Carter    |
| Stakeholder # 4 | Assistant Principal         | Kimberly Brown    |
| Stakeholder # 5 | Title 1 Instructional Coach | Leatham Forrester |
| Stakeholder # 6 | SSA Coordinator             | Stephanie Dixon   |
| Stakeholder # 7 | PTSO President              | Toni Thomas       |
| Stakeholder # 8 |                             |                   |

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                     |
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| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | Stakeholders will be provided the opportunity to provide feedback on the Needs Assessment by participating in the school's scheduled Title I Assessment review, Teacher Leadership Meetings, Principal Conversations with the community, and/or visiting the school's Title I website to review and provide electronic feedback that is reviewed by administration. |
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### Coherent Instruction Data

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

## Coherent Instruction Data

| Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                               | <p>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.</p> <p>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.</p> |   |
| 2. Operational                                                                                                             | <p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>                                                                                                         | ✓ |
| 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                                                                                      | <p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p> |   |
| 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 |                                                                                                                                                                                                                                                                                                                                                                    |   |
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| 1. Exemplary                                                                     | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).<br><br>Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking. |   |
| 2. Operational                                                                   | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).                                                                                                                                                                                    |   |
| 3. Emerging                                                                      | Some teachers create an academically challenging learning environment.                                                                                                                                                                                                                                                                                             | ✓ |
| 4. Not Evident                                                                   | Few, if any, teachers create an academically challenging learning environment.                                                                                                                                                                                                                                                                                     |   |

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

## Coherent Instruction Data

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

| Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction |                                                                                                                                                                                                                                  |   |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                    | Teachers extensively use a systematic, collaborative process to analyze assessment results.<br>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.<br>Instruction is routinely adjusted based on the analysis of assessment results.                                                                  | ✓ |
| 3. Emerging                                                                                                     | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results.                                                               |   |
| 4. Not Evident                                                                                                  | A collaborative process to analyze assessment results does not exist.<br>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 2.7) 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).

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

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



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

## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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



## Family and Community Engagement Data

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

| Family and Community Engagement 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 2.7) 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).

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

| Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process |                                                                                                                                                                                                                                                                                                                                                                        |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Exemplary                                                                                                                                         | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> |   |
| 2. Operational                                                                                                                                       | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>                                                                                                                             | ✓ |
| 3. Emerging                                                                                                                                          | 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?<br>[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] | Georgia Student Health Survey, School (Self-Assessment Survey, School Quality Factor Surveys (Student, faculty, stakeholders) MAHS Professional Learning Surveys Spring 2025, MAHS Title I Parent and Family Input Survey, WCSD Comprehensive Needs Assessment PARENT Title I Survey Spring 2025, Walton County Perception Survey - MAHS, Georgia School Personnel Survey |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does the perception data tell you?<br>(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 Student Inventory Survey also showed that 90% of learners have the materials, supplies, and technology necessary to be successful in school. Learners generally believe their instructors push them to do their best. Over 60% of learners stated they would rise to meet high expectations because they worked harder and strived to their best when engaged in challenging activities. About 40% of learners feel their level of participation was dependent on the grade they wanted to achieve. Based upon the survey, around 63% of students actually participate in before and/or after-school activities. Based upon this data, it is evident that students have the needed supplies and supports to be successful, but part of their success stems from the motivation of what grade he or she would like to receive from the class. However, data does reveal that students would like to be more engaged with instruction that includes more real-life connections. In addition, students are open to constructive feedback concerning the results of their work (classwork/homework/assessments). |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| What process data did you use?<br>(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) | Data used: 1. Attendance Data 2. Perception Survey Data 3. Staff Survey Data 4. Teacher and Student Feedback 5. Title 1 Parent Survey |
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| 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?") | 1. The Student Inventory Survey also showed that 90% of learners have the materials, supplies, and technology necessary to be successful in school. Learners generally believe their instructors push them to do their best. 2. Over 60% of learners stated they would rise to meet high expectations because they worked harder and strived to their best when engaged in challenging activities. 3. About 40% of learners feel their level of participation was dependent on the grade they wanted to achieve. 5. Based upon the survey, around 63% of students actually participate in before and/or after-school activities. Based upon this data, it is evident that students have the needed supplies and supports to be successful, but part of their success stems from the motivation of what grade he or she would like to receive from the class. However, data does reveal that students would like to be more engaged with instruction that includes more real-life connections. In addition, students are open to constructive feedback concerning the results of their work (classwork/homework/assessments) |
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|                                    |                                                                                                                                                  |
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| What achievement data did you use? | Data used: 1. Common Summative Assessment Data 2. End of Course Data 3. Course Pass Rate Data 4. Teacher and Student Feedback 5. Graduation Rate |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

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| What does your achievement data tell you? | <p>1. We need to stay on the course with our Professional Learning Communities plan to keep increasing collaboration among content area teachers.</p> <p>2. Provide PD for our teachers to understand data dig protocols to better break down data to inform teachers instructional practices and create more opportunities to share data with students during class time. *Must do better here.</p> <p>3. Continue to develop our teacher leadership team that uses an effective process to help teachers solve local school issues both operationally and instructionally.</p> <p>4. Continue to work on an avenue to support EOC and NON EOC teachers better and monitor student progress in those courses. While working to provide more enrichment and remediation opportunities to students.</p> <p>5. Create an observation framework that allows administrators and the instructional coach to provide teachers with quality feedback to increase teacher development and performance.</p> |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|------------------------------------|-----------------------------------------|
| What demographic data did you use? | 1. Infinite Campus School Data 2. CCRPI |
|------------------------------------|-----------------------------------------|

What does the demographic data tell you?

MAHS Data Based on CCRPI: AMERICAN INDIAN / ALASKAN  
NATIVE ASIAN / PACIFIC ISLANDER BLACK HISPANIC  
MULTI-RACIAL WHITE ECONOMICALLY DISADVANTAGED  
ENGLISH LEARNERS STUDENTS WITH DISABILITY MAHS Data  
based on IC: TBD

### 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 3.3.

##### Strengths and Challenges Based on Trends and Patterns

|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Strengths:</p> <ol style="list-style-type: none"> <li>1. Monroe Area has implemented Professional Learning Communities to increase teacher collaboration, student engagement through creative lesson planning, and data driven instructional practices.</li> <li>2. Monroe Area teachers have received extensive Professional Development for teachers to improve classroom rigor and instructional strategies to boost student achievement.</li> </ol> <p>Weakness:</p> <ol style="list-style-type: none"> <li>1. Improvement is needed in analyzing data, implementation of data driven instructional practices, and enrichment plans based on student achievement data.</li> <li>2. Need for consistency among teachers with implementing quality instructional strategies especially in Non-EOC courses.</li> <li>3. Consistency with providing teachers with quality feedback from teacher observations. *Framework Needed</li> </ol>                                                                                                                                                                   |
| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>            | <p>Strengthens:</p> <ol style="list-style-type: none"> <li>1. With the input of our teacher leadership team the administrative team created high expectations for all staff and students through Canes Culture.</li> <li>2. An increase in teacher observations occurred to better support teachers and to monitor expectations and achievement.</li> <li>3. Teachers and Students were provided opportunities to give feedback on both operational and instructional plans for the school.</li> <li>4. A Culture shift to more of an instructional focus and student center decision making focus continues.</li> <li>5. Teachers meet more to discuss school issues, celebrate with each other, and gain valuable school information.</li> </ol> <p>Weakness:</p> <ol style="list-style-type: none"> <li>1. Data dig protocols to help drive teacher's instructional practices.</li> <li>2. Need for more/better enrichment strategies to get more out of our honors and gifted students.</li> <li>3. Creation of an Observation Framework tool to help provide quality feedback for all teachers.</li> </ol> |

## Strengths and Challenges Based on Trends and Patterns

|                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p><b>Weakness:</b></p> <ol style="list-style-type: none"> <li>1. Consistent use of engaging instructional practice based on the Fundamental 5 or more of the Big 3 in classroom.</li> <li>2. Need for more mentoring groups to better support particular sub-groups of students at MAHS.</li> <li>3. Link data to teacher observation practices to help better support teachers.</li> </ol> <p><b>Strengthen:</b></p> <ol style="list-style-type: none"> <li>1. Teachers work together well, but more consistency and efficiency are needed for a few content team during PLC time.</li> <li>2. There are interventions in place to help students gain credits, but needs to streamline and more effective process for 5thBlock classes.</li> <li>3. There is strong district support for the local schools, and schools are allowed autonomy. The district is also make a strong instructional push for all schools.</li> </ol> |
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| <p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. The MAHS PTSO has been recreated and has gotten off to a strong start with a core group of parents supporting the school.</li> <li>2. There is a strong community willingness to support MAHS in a variety of ways, but we need more parent involvement in non-athletic events.</li> </ol> <p><b>Weaknesses/Challenges:</b></p> <ol style="list-style-type: none"> <li>1. Although Monroe Area has increased and improved the opportunities for parent involvement within the school, participation has only slightly increased. Student attendance remains a weakness although there has been a slight improvement from the 24-25 SY to 25-26SY. Student attendance will remain a focus until we see significant improvement.</li> </ol> |
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| <p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Monroe Area Administrators consistently monitoring, revising, and communicating school rules, procedures, and practices that maintain a safe and orderly learning environment. Monroe Area has also established a culture that supports the college and career readiness of students by creating more advisement that provide informative information about jobs, careers, and college requirements. In collaboration with local industry and various governmental agencies, the school has created a Career Center that specifically helps students prepare for the workforce. These initiatives allow the students to connect what is learned in the classroom with current and future life experiences.</li> </ol> <p><b>Weaknesses/Challenges:</b></p> <ol style="list-style-type: none"> <li>2. A continued concern is the lack of vision and motivation to succeed</li> </ol> |
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## Strengths and Challenges Based on Trends and Patterns

|  |                                                                                                                                                                                                                                                                     |
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|  | by some students. This continues to hamper their academic success in the classroom. There continues to be a disconnect between some students with the correlation of school rules, policies and procedures, and the soft skills required in most work environments. |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 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? | MAHS uses financial funds to support the learning needs of all our students regardless of their demographics. Using events such as: <ol style="list-style-type: none"> <li>1. Advance Placement Super Saturdays (Gifted)</li> <li>2. ELA and Math Intervention Support (Advisement)</li> <li>3. Credit Recovery/Study Skills Courses *Multiple Sections</li> <li>4. 5th Block</li> <li>5. EOC Bootcamps</li> <li>6. Professional Development for Teachers and Administrators</li> </ol> |
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| Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | <p>Based on recent teacher feedback and achievement data, our content mastery weighted proficiency scores for state-tested subjects are on the rise. Here is a quick snapshot of our current standing:</p> <ul style="list-style-type: none"> <li>● Areas of Growth: We are seeing steady gains in both Biology and Algebra 1.</li> <li>● Areas for Focus: We need to intentionally target and improve performance in U.S. History.</li> <li>● Pending Data: ELA 2 scores are scheduled for release late this fall.</li> </ul> <p>To sustain this momentum, we will continue to focus on strengthening our instructional framework</p> |
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

|           |                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengths | <p>According to CCRPI MAHS made the following improvements during the 25-26 School Year.</p> <ol style="list-style-type: none"> <li>1. Overall Graduation Rate up .08 to 95.2%.</li> </ol> |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

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|  | <p>2. SWD increased by 4.87%</p> <p>3. EL -Too few</p> <p>4. Economic Disadvantaged increased by 5.73%</p> <p>Readiness Score has increased by 2.4 points to 71.5. With Gains in the following areas:</p> <ol style="list-style-type: none"> <li>1. Literacy by 2.72 points</li> <li>2. Attendance by .24 points</li> <li>3. Accelerated Enrollment by 11.36 points</li> </ol> <p>/ol</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|            |                                                                                                                                                                                                                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenges | <p>According to CCRPI MAHS made the following improvements during the 25-26 School Year.</p> <ol style="list-style-type: none"> <li>1. Increase the US History EOC scores which took a 10pt drop from the 24-25 SY.</li> <li>2. ELA 2 is TBD.</li> </ol> <p>*Other school data will be investigated as CCRPI updates.</p> |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 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 3.2.

## Overarching Need # 1

|                                                 |                                                                             |
|-------------------------------------------------|-----------------------------------------------------------------------------|
| Overarching Need                                | Continue to increase the weighted proficiency rate in all EOC tested areas. |
| 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 | Create and environment that will increase data driven instructional practices, along with increasing teacher collaboration. Use extended day to add courses to reduce class sizes. |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Overarching Need # 2

|                                                 |                                                                                                                                        |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need                                | To ensure that all students, in all subgroups, have the opportunity to meet the State graduation requirements and to graduate on time. |
| How severe is the need?                         | High                                                                                                                                   |
| Is the need trending better or worse over time? | No Change                                                                                                                              |
| Can Root Causes be Identified?                  | Yes                                                                                                                                    |
| Priority Order                                  | 2                                                                                                                                      |

|                           |                                                                               |
|---------------------------|-------------------------------------------------------------------------------|
| Additional Considerations | Keep with our MTSS Plan to Support student Attendance, Behavior, and Credits. |
|---------------------------|-------------------------------------------------------------------------------|

## Overarching Need # 3

|                                                 |                                     |
|-------------------------------------------------|-------------------------------------|
| Overarching Need                                | Improve overall student attendance. |
| 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                                   |

|                           |                                                                        |
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| Additional Considerations | Stay consistant with our MTSS Plan, and work to improve our PBIS Plan. |
|---------------------------|------------------------------------------------------------------------|

## Overarching Need # 4

|                                                 |                                          |
|-------------------------------------------------|------------------------------------------|
| Overarching Need                                | Improve student achievement in literacy. |
| How severe is the need?                         | Unknown                                  |
| Is the need trending better or worse over time? | Better                                   |
| Can Root Causes be Identified?                  | Yes                                      |
| Priority Order                                  | 4                                        |

|                           |                                                                                                                                                                                                                                                                  |
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| Additional Considerations | 1. Assessment that can be used to measure the growth of student in the area of literacy before the 10th Grade ELA Exam.2. Need for Vertical Alignment with the Middle School.3.Use extended day to add courses to reduce class sizes and increase interventions. |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Continue to increase the weighted proficiency rate in all EOC tested areas.

## Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | 1. Students below level Lexile scores in reading.<br>2. Students below grade level math performance.<br>3. More of a mastery focus in our US History Classes.                                                                                                                            |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                                                                                                                      |
| This is something we can affect                              | Yes                                                                                                                                                                                                                                                                                      |
| Impacted Programs                                            | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title IV, Part A - Student Support and Academic Enrichment |

|                      |  |
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| Additional Responses |  |
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Overarching Need - To ensure that all students, in all subgroups, have the opportunity to meet the State graduation requirements and to graduate on time.

## Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | Lack of Student Attendance, Lack of Student Engagement, Non-School Related Roadblocks to success (Home, Socio-Economic issues).                                                                                                                                                                                                                                                                         |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                                                                                                                                                                                                                                     |
| This is something we can affect                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                     |
| Impacted Programs                                            | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

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| Additional Responses |  |
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Overarching Need - Improve overall student attendance.

## Root Cause # 1

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | 1. Student and parent lack of understanding of good attendance and the correlation of academic success and post-secondary opportunities.<br>2. Students and parents fail to recognize the importance of daily attendance and attending all classes.<br>3. Parent lack of understanding the importance of parental participation in the academic lives of their students at the high school level<br>Family Conflict.<br>4. Lack of transportation, child care, and time convenience (working hours vs school hours) |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| This is something we can affect                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Impacted Programs                                            | School and District Effectiveness<br>Title I, Part A - Parent and Family Engagement Program<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program                                                                                                                                                                                                                                                                                                                                  |

|                      |  |
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| Additional Responses |  |
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Overarching Need - Improve student achievement in literacy.

Root Cause # 1

|                                                              |                                                                                                                                                                                                   |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Causes to be Addressed                                  | Students below level Lexile scores in reading.                                                                                                                                                    |
| This is a root cause and not a contributing cause or symptom | Yes                                                                                                                                                                                               |
| This is something we can affect                              | Yes                                                                                                                                                                                               |
| Impacted Programs                                            | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title IV, Part A - Student Support and Academic Enrichment |

|                      |  |
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| Additional Responses |  |
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# School Improvement Plan 2026 - 2027



Walton County  
Monroe Area High School

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

|                                                                                           |                                                         |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------|
| District                                                                                  | Walton County                                           |
| School Name                                                                               | Monroe Area High School                                 |
| Team Lead                                                                                 | Eddie Hood                                              |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

|                                                   |                                                                                                                                                               |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need as identified in CNA Section 3.2 | Continue to increase the weighted proficiency rate in all EOC tested areas.                                                                                   |
| Root Cause # 1                                    | 1. Students below level Lexile scores in reading.<br>2. Students below grade level math performance.<br>3. More of a mastery focus in our US History Classes. |
| Goal                                              | MAHS will increase the weighted proficiency rate by at least 3% in all EOC tested areas.                                                                      |

## Action Step # 1

|                                      |                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | <ul style="list-style-type: none"> <li>• Vertical teaming (Math, ELA)</li> <li>• Scheduling students earlier (AP)</li> <li>• Tracking “advance” students</li> <li>• Improve enrichment practices</li> <li>• EOC Pulse checks, Beanstack</li> <li>• PLC (weekly), CSA</li> <li>• EOC pulse check (3x’s per semester)</li> <li>• Celebrate if we reach 70% content mastery</li> </ul> |
| Funding Sources                      | Title I, Part A                                                                                                                                                                                                                                                                                                                                                                     |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant                                                                                                                                                                                                                     |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment                                                                                                                                                                                                                                                                            |
| Method for Monitoring Implementation | <ul style="list-style-type: none"> <li>• EOC Pulse checks, Beanstack</li> <li>• PLC (weekly), CSA</li> <li>• EOC pulse check (3x’s per semester)</li> <li>• Celebrate if we reach 70% content mastery</li> </ul>                                                                                                                                                                    |
| Method for Monitoring Effectiveness  | <ul style="list-style-type: none"> <li>• EOC Pulse checks, Beanstack</li> <li>• PLC (weekly), CSA</li> <li>• EOC pulse check (3x’s per semester)</li> <li>• Celebrate if we reach 70% content mastery</li> </ul>                                                                                                                                                                    |

## Action Step # 1

|                             |                              |
|-----------------------------|------------------------------|
| Position/Role Responsible   | Teachers and Ast. Principals |
| Timeline for Implementation | Weekly                       |

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

## 2.2 Overarching Need # 2

## Overarching Need

|                                                   |                                                                                                                                        |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Need as identified in CNA Section 3.2 | To ensure that all students, in all subgroups, have the opportunity to meet the State graduation requirements and to graduate on time. |
| Root Cause # 1                                    | Lack of Student Attendance, Lack of Student Engagement, Non-School Related Roadblocks to success (Home, Socio-Economic issues).        |
| Goal                                              | Maintain the Overall Graduation Rate of 90% and above. MAHS will improve the Graduation Rate in All Sub-Groups.                        |

## Action Step # 1

|                                      |                                                                                                                                                                 |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step                          | Maintain MTSS Meeting and Data tracking sheets.                                                                                                                 |
| Funding Sources                      | Title I, Part A                                                                                                                                                 |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems                              | Effective Leadership<br>Family and Community Engagement<br>Supportive Learning Environment                                                                      |
| Method for Monitoring Implementation | MTSS Team                                                                                                                                                       |
| Method for Monitoring Effectiveness  | Monthly Meetings                                                                                                                                                |
| Position/Role Responsible            | Ast. Principal and MTSS Team                                                                                                                                    |
| Timeline for Implementation          | Monthly                                                                                                                                                         |

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

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

## 2.3 Overarching Need # 3

## Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Improve overall student attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Root Cause # 1                                    | 1. Student and parent lack of understanding of good attendance and the correlation of academic success and post-secondary opportunities.<br>2. Students and parents fail to recognize the importance of daily attendance and attending all classes.<br>3. Parent lack of understanding the importance of parental participation in the academic lives of their students at the high school level<br>Family Conflict.<br>4. Lack of transportation, child care, and time convenience (working hours vs school hours) |
| Goal                                              | Reduce the percentage of students that miss 10 or more days of school by 3%.                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Action Step # 1

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| Action Step                          | Monthly Meetings (MTSS) and Data Track Sheets.                      |
| Funding Sources                      | Title I, Part A                                                     |
| Subgroups                            | Economically Disadvantaged<br>Homeless<br>Student with Disabilities |
| Systems                              | Effective Leadership<br>Family and Community Engagement             |
| Method for Monitoring Implementation | Local School MTSS Plan                                              |
| Method for Monitoring Effectiveness  | Monthly Meeting with data tracking sheets.                          |
| Position/Role Responsible            | Ast. Principal and MTSS Team                                        |
| Timeline for Implementation          | Monthly                                                             |

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

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

## 2.4 Overarching Need # 4

## Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Improve student achievement in literacy.                  |
| Root Cause # 1                                    | Students below level Lexile scores in reading.            |
| Goal                                              | Improve students that read at or above grade level by 5%. |

## Action Step # 1

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| Action Step                          | 1. ELA Intervention for struggling students.<br>2. Find an Assessment that can help measure student growth in literacy.(Beanstack and Membean)                  |
| Funding Sources                      | Title I, Part A                                                                                                                                                 |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems                              | Coherent Instruction<br>Supportive Learning Environment                                                                                                         |
| Method for Monitoring Implementation | Using Advisement Periods to support literacy improvement.                                                                                                       |
| Method for Monitoring Effectiveness  | Software that monitors students reading hours and vocab use.                                                                                                    |
| Position/Role Responsible            | Teachers/ C&I Ast. Principal                                                                                                                                    |
| Timeline for Implementation          | Weekly                                                                                                                                                          |

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

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

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

##### Required Questions

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| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).                                                                                                                                                                                                                                  | The Title I plan was developed with the involvement of members from all stakeholder groups at meetings, by email, and through sharing of documents through Google.                                                                                                                                                                                                                                                                                                                                                                                       |
| 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.                                                                                                                                                                                                                                                                             | One hundred percent of teachers at the school meet Professional Qualifications requirements established by the Walton County School District. Principals will closely monitor teaching assignments to ensure that teachers are only teaching subjects in their field. Each school year, schedules of at-risk students, particularly low-income (ED) and minority (Black, Hispanic, Asian) will be reviewed to ensure these students are not repeatedly scheduled into classes taught by the least effective or least experienced teachers in the school. |
| 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 funds are used to employ additional staff (teachers and/or paraprofessionals) who support struggling learners in the areas of Reading and/or Mathematics. These staff members may pull students for small group or one-on-one tutoring or may push into classrooms to provide support. In the past, students participated in Read 180 to address decoding or comprehension issues. At present, the school has no students living in institutions for neglected or delinquent children.                                                           |
| 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 | N/A--- The district does not have any Targeted Assistance Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| system) that uses the objective criteria to rank all students. |  |
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## 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

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| 5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.                                                                                                                                                                            | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | MAHS coordinates with Carver Middle School to allow high school administration, teachers, and coaches to meet with rising 8th graders during 2nd semester to discuss the academic and behavior expectations for 9th graders. MAHS provides 8th graders the opportunity to tour Monroe Area High School at the end of the school year. During these tours, administration, counselors, coaches, and other faculty members address: academics, behavior, attendance, and club/sports participation at the high school level. Counselors and administrators host a Rising 9th Graders Parent Meeting that provides parents and students the opportunity to learn more about Monroe Area High School academic and behavioral expectations. Monroe Area High School also offer students a 9th Grade Transition class to help monitor student success during their first year. As students prepare to transition to post-secondary careers, Monroe Area High School offers students both 11th and 12th grade the opportunity to attend a college fair and a Probe fair (work in industry) during the school year. Students are encouraged to participate in dual enrollment with cooperating college and universities as well as WBL with local employers. Counselors meet with students throughout the school year to discuss financial aid, GPA, PSAT, SAT, and post-secondary options. In addition to providing individual meetings, counselors host 2-3 parent nights throughout the year specific to each grade level. Administration and counselors also conduct grade level meetings at the start of each semester to provide Juniors and Seniors with a checklist and priority list regarding graduation, FAFSA deadlines, ACT/SAT, application submission, and etc... |
| 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.                                                                                                                                                                                                                                                                      | Monroe Area High School provides students with the opportunity to earn PBIS points on a daily basis. Students and teachers have access to the PBIS Reward app. Teachers can reward students with points for choosing wisely, always being respectful, being responsible, entering ready, and being prepared. After students accumulate points, they are allowed to purchase items from the Monroe Market. Students are also rewarded monthly for attendance. We have implemented lunch 3.2 PQ,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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|  | Federally Identified Schools, CTAE, Discipline 1 REQUIRED QUESTIONS detention, behavioral interventions by SEIS supporting SPED students, and utilizing the county behavioral specialist. |
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## ADDITIONAL RESPONSES

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| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | We will utilize opportunities for students to make up classes needed toward graduation. We will all so utilize in school and after school programs to make up failing courses taken on-line. |
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