# Comprehensive Needs Assessment
# 2026 - 2027 School Report




## Pierce County
## Midway Elementary School

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

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

Leadership Team

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

Additional Leadership Team

| | Position/Role | Name |
|---|---|---|
| Team Member # 1 | Kindergarten Teacher | Mysti Clough |
| Team Member # 2 | 1st Grade Teacher | Tracie Johnson |
| Team Member # 3 | 2nd Grade Teacher | Sierra Daniels |
| Team Member # 4 | 3rd Grade Teacher | Kim Morgan |
| Team Member # 5 | 4th Grade Teacher | Karly SImonin |
| Team Member # 6 | 5th Grade Teacher | Tessa Carden |
| Team Member # 7 | Special Education Teacher | Nicole DeLoach |
| Team Member # 8 | Instructional Assistant (IA) | Emma Thomas |
| Team Member # 9 | | |
| Team Member # 10 | | |

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

Stakeholders

| | Position/Role | Name |
|---|---|---|
| Stakeholder # 1 | Parent | Amy Shadron |
| Stakeholder # 2 | Parent | Carmen Griffis |
| Stakeholder # 3 | Business/Community Representative | Amber Hart |
| Stakeholder # 4 | Parent | Lisa Batten |
| Stakeholder # 5 | Parent | Cheston Hyers |
| Stakeholder # 6 | | |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
|---|---|
| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | The Comprehensive Needs Assessment was completed by stakeholders and staff. Needs were identified and data was shared with School Council members (business members, parents/family representatives, leadership, and staff). Meaningful feedback was discussed during these meetings which guided the assessment process. Participants provided valuable feedback discussing the strengths, areas of improvement, instructional programs, and future needs. |

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

# 2. DATA COLLECTION ANALYSIS

## 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 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 | Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).<br><br>Professional learning includes extensive follow-up with descriptive feedback and coaching. | |
| 2. Operational | Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.<br><br>Professional learning includes follow-up with feedback and coaching. | ✓ |
| 3. Emerging | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | |
| 4. Not Evident | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. | |

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

Professional Capacity Data

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

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

# 2. DATA COLLECTION ANALYSIS

## 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 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 | Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.<br><br>A pervasive commitment to promoting positive interactions and a sense of community is evident. | |
| 2. Operational | Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.<br><br>A sustained commitment to promoting positive interactions and a sense of community is evident. | ✓ |
| 3. Emerging | Some evidence exists that a culture of trust and respect has been established.<br><br>A limited commitment to promoting positive interactions and a sense of community is evident. | |
| 4. Not Evident | Little or no evidence exists that a culture of trust and respect has been established.<br><br>Unresolved conflicts interfere with a sense of community. | |

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

# 2. DATA COLLECTION ANALYSIS

## 2.6 Data Analysis Questions

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

| | |
|---|---|
| What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | The following perception data was used:<br>● School Climate Survey Results<br>● Title I Parent and Family Engagement Survey Results<br><br>● Staff Perception Feedback/Discussion |

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| What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?") | School Climate Survey ResultsStaff Response Count = 18 (62% response rate)Teacher Response Count = 33 (85% response rate)<br><u>Strengths</u><br>● Safety (3.85/4.0 staff rating and 3.70/4.0 teacher rating)ul<br>● staff and teachers feel safe (3.94/4.0)<br>● know the steps to follow in an emergency (3.94/4.0)<br><br>Support and Communication (3.54/4.0 staff rating and 3.63/4.0 teacher rating)● leaders ensure staff meetings are a good use of time (3.89/4.0)<br>● leaders follow through on addressing staff concerns (3.72/4.0)<br><br><u>Challenges/Suggestions</u><br>● Professional Learning (2.87/4.0 staff rating and 3.21/4.0 teacher rating)ul<br>● input is used to plan professional learning (2.82/4.0)<br>● the professional learning you received helpful for your work (3.06/4.0)<br><br>Working Conditions (3.14/4.0 staff rating and 2.88/4.0 teacher rating)● how often has your work been stressful (1.45/4.0)<br>● how overwhelmed are you due to your job (2.58/4.0)<br><br>Title I Parent and Family Engagement Survey -(7 responses)<br><u>Strengths</u><br>● 100% of those surveyed reported that the school creates a welcoming environment for parents.<br>● the school provided information in a format and language that was easy to understand (100%)<br>● stakeholders received information in a variety of ways that were useful (letters, parent square, text messages, phone calls) |

| | |
|---|---|
| | ● Open House and Parent Teacher Conferences were the most beneficial activities the school provided<br><br><u>Challenges/Suggestions</u><br>● have parent teacher conferences at least twice during the year where parents can speak directly to teachers<br>● meetings offered at a variety of times would allow more participation (suggestions of afternoon lunch hours and 5:00pm or later in the evening)<br>● Title I funds should be spent on transition materials, curriculum guides, for PFE 1% set aside<br><br>Perception Feedback/Discussion<br>The perception feedback presented below reflects the strengths and challenges identified through grade-level PLC discussion. These statements were collaboratively generated by staff and are intended to provide qualitative insights; they are not associated with percentages or quantitative measures.<br><u>Strengths</u><br>●Teaching and Learning:ELT, whole group reading, strong relationships, Heggerty BTR, Study Island, Scholastic STоryworks<br>●Student Support & Intervention:supportive in school relationships, administration support, small group intervention/talent development support for low and high learners<br>●Professional Learning & Collaboration:ELA Professional Learning, PL and collaboration have enhanced teaching practices<br>●Resources, Tools, & Systems: Study Island, Google Classroom, Happy Numbers, Pear Assessment, reading eggs, smart boards, lady bug projectors,<br>●Climate, Culture & Communication:thankful for the administrator's trust, monthly teacher incentives, respecting time and protecting planning, Midway Messages -always know what is going on, admin are easily accessible<br><br><u>Challenges/Suggestions</u><br>●Teaching and Learning:improve small group instruction, the rigor of the core ELA curriculum is a challenge<br>● Student Support & Intervention: lack of family supports, monitoring behaviors in the classroom, students enrolling from other districts that aren't as rigorous, parent expectations of graded work<br>●Professional Learning & Collaboration:minimal math PL currently while the focus is on ELA, PL in ELA does not seem to mirror real classroom practices, the PL is overwhelming,<br>●Resources, Tools, & Systems:aligning resources to mirror GMAS, limited access to challenging questions, additional early intervention for struggling students<br>● Climate, Culture & Communication: consistency between grade levels and open communication |

| | |
|---|---|
| What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops) | The following process data was used:<br>● Parent Family Engagement Activities<br>● RTI Student Identification and Intervention Process<br>● Student Enrichment Activities<br>● Student Recognition Programs<br>● Extended Learning Opportunities<br>● Early Intervention Program |

| | |
|---|---|
| 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?”) | Process data demonstrate that the school provided a broad range of academic, enrichment, recognition, and family engagement opportunities designed to meet the diverse needs of students and families. High levels of family participation and communication were evident, while students received both targeted supports based on identified needs and opportunities for enrichment, leadership, competition, recognition, and authentic life-skill development. Overall, the data reflect intentional processes that provide universal opportunities for all students while also delivering specialized and individualized supports for students with specific academic, developmental, or learning needs.<br><br>Parent Family Engagement Activities<br>Families were provided opportunities to participate in eventions and informational activities designed to strengthen family-school partnerships and provide resources for supporting student learning.<br>● 99% of families participated in at least one Family Engagement Activity (Annual Title I Extravaganza, Open House, Table Talks, Parent Teacher Conference, etc.)<br>● Parent Square Postings engaged families by providing them with strategies to support their learners at home. 100% of the survey participants indicated that they prefer to receive communication via the Parent Square Platform or phone/text.<br>● Newsletters were sent weekly to communicate with parents. - 100% of families were provided this in all grade levels.<br>● There were 62.6K interactions on social media (Facebook) - interactions are defined as: The number of post likes or reactions, saves, comments and shares. This was an increase of 390.9% from the prior year.<br><br>RTI Student Identification and Intervention Process<br>All students participate in universal screening three times a year. Students demonstrating academic needs were identified through established screening, data-review, and referral processes and provided targeted intervention with a Reading or Math specific interventionist and progress monitoring based on individual needs.<br>READING<br>● A total of 73 students were served in the RTI Reading program.<br>● 15 students returned to Tier 1<br>● 7 students were referred for additional special education testing. (1 |

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|---|---|
| | student qualified/ 6 pending)<br><br>MATH<br>● A total of 39 students were served in the RTI Math program.<br>● 4 students returned to Tier 1<br>● 1 student was referred for additional special education testing. (qualification pending)<br><br>Student Enrichment Activities<br>Students were provided opportunities to participate in enrichment experiences in a variety of ways.<br>●Field Trips: All students had the opportunity to participate in at least one off campus field trip to extend learning outside of the traditional classroom.<br>●Fine Arts Club:All students have the opportunity to sign up for the Fine Arts Club based on interest. During this past school year, 132 (Kindergarten - 5th grade) students participated in the Fine Arts Club where they collaborated in advanced art/chorus activities.<br>●GATE:Students meeting gifted eligibility are identified based on the state criteria and requirements. This past year, 42 identified students (2nd - 5th grade) participated in the Gifted and Talented Program where they extended their learning through project based activities that were shared with the community.<br>●Fun Runs:All students participated in 2 fun runs during the year where they were challenged to race grade level peers and track personal times for a 1 mile run.<br>●GA Quiz Bowl:Students in grades 2 through 5 have the opportunity to sign up and participate in the GA Quiz Bowl. All that sign up are eligible for participation and this past year 20 students participated in GA Quiz Bowl where they competed against other area teams to test their knowledge in a fun academic way beyond the regular classroom instructional program.<br>●BETA Club:Students in grades 4 and 5 who have an overall grade average of 93 the year prior are eligible to participate in the BETA Club. 50 students in 4th and 5th grade met this eligibility and were inducted into BETA Club. Students participated in leadership development, service activities, and school/community involvement through BETA Club. Additionally, participants competed in the local, state, and national level of the BETA Competition in a variety of categories such as photography, design, engineering, etc.<br>●Bear Brews:Students receiving services in the self-contained education program (6) participated in a weekly school based vocational and life skills experience by preparing and delivering specialty drinks and coffee for faculty and staff. Students practiced functional skills such as communication, counting money, and authentic independent living skills in a meaningful setting.<br><br>Student Recognition Programs<br>Students are recognized quarterly through the Shining Stars Awards Ceremony for accomplishments across multiple areas, including academics (All A/AB Honor Roll), perfect attendance, citizenship |

| | |
|---|---|
| | (teacher-selected for being most helpful), behavior (demonstrating positive behavior expectations through PBIS), art (best artwork), intervention program progress (meeting identified goals), highest average in ELA/Math/Science/Social Studies, highest growth in Lexile score, and PE (best athlete). The program celebrates diverse forms of student success and achievement through a school-wide ceremony that engages families and community members through in-person attendance and off-campus livestream viewing. All students are eligible for recognition based on the criteria established for each award, and every student is recognized at least once during the school year.<br><br>Extended Learning Opportunities<br>All students in grades 2 through 5 participated in a dedicated Extended Learning Time (ELT) based on identified academic needs. Needs are identified through the triangulation of data from universal screeners, classroom performance, and benchmark assessments. Students requiring additional support received targeted remediation and intervention, while students demonstrating mastery participated in enrichment and extension opportunities designed to deepen learning and extend application beyond grade-level standards.<br><br>Early Intervention Program<br>Students are eligible to participate in the EIP program based on two qualifying data points as defined by the state EIP guidelines. Families are notified of eligibility and provided student specific information on how their student is eligible and what services are provided for them. All eligible students are served through the innovative model where they receive individualized small group instructional support from an EIP teacher targeting identified deficit skills. During the 2025-2026 school year, 29 students received EIP services in Reading only, 18 students received EIP services in Math only, and 26 students received EIP services in BOTH Reading and Math. (73 students received services overall) |

| | |
|---|---|
| What achievement data did you use? | The following achievement data was used:<br>● GA Milestones Assessment Data<br>● Universal Screening Data - NWEA Map Growth<br>● Amira Screening Data<br>● Lennections - Assesslet Writing Data<br>● ESOL Access Test Results<br>● After School Tutoring Program Summary Data |

What does your achievement data tell you?

GA Milestones Assessment Data

ELA GMAS WEIGHTED ACHIEVEMENT by grade and subgroup

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| 3rd Grade ALL STUDENTS | 90.00 | 75.78 | 81.70 |
| 4th Grade ALL STUDENTS | 90.97 | 94.03 | 81.85 |
| 5th Grade ALL STUDENTS | 83.72 | 96.58 | 95.55 |
| All Grades ALL STUDENTS | 89.24 | 88.98 | 88.65 |
| All Grades - ECON. DISADVANTAGE | NA | 88.98 | 88.65 |
| All Grades - HISPANIC | NA | 69.58 | 69.66 |
| All Grades - STUDENTS WITH DISABILITIES | NA | 61.54 | 50.00 |
| All Grades - WHITE | NA | 93.49 | 93.06 |

- 3rd grade improved (75.78 → 81.70)
- 4th grade declined ( 94.03→ 81.85).
- 5th grade declined (96.5→95.55)
- White students maintained high achievement levels (93.49 → 93.06).

●Overall ELA performance remained relatively stable across all students with a small decline in performance (89.24 → 88.98→ 88.65)

ELA – Areas Needing Attention

●Students with Disabilities (SWD):Low performance (50.00).

●Hispanic Students:Low performance (69.66)

●4th Grade:Sharp drop in performance in 2025 (94.0.3 → 81.85).

MATH GMAS WEIGHTED ACHIEVEMENT by grade and subgroup

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| 3rd Grade ALL STUDENTS | 105.00 | 89.84 | 108.38 |
| 4th Grade ALL STUDENTS | 97.92 | 99.25 | 90.95 |
| 5th Grade ALL STUDENTS | 86.63 | 94.52 | 84.55 |
| All Grades ALL STUDENTS | 97.77 | 94.86 | 95.96 |
| All Grades - ECON. DISADVANTAGE | NA | 94.86 | 95.96 |
| All Grades - HISPANIC | NA | 82.61 | 89.30 |
| All Grades - | NA | 67.31 | 72.73 |

| | | | |
|---|---|---|---|
| STUDENTS WITH DISABILITIES | | | |
| All Grades - WHITE | NA | 97.93 | 98.62 |

- 3rd grade achievement increase (89.84 → 108.38).
- 4th grade achievement decreased (99.25 →  90.95).
- 5th grade achievement decreased (94.52 → 84.55 ).
- Students with Disabilities achievement is low (72.73).
- Hispanic subgroup achievement is above average (89.30).
- White students achievement shows very high performance (98.62).
- Overall math scores improved across all students (94.86 → 95.96).

Math – Areas Needing Attention
- 5th Grade:Notable drop (94.52 → 84.55)

- Overall Achievement for SWD:(72.73), this subgroup performs significantly below peers.

Universal Screening Data - NWEA Map Growth
Students take the NWEA MAP Growth Assessment three times a year to measure reading and math growth using a RIT score. The following tables show the percent of students at or above the 50th percentile at each grade level.
NWEA MAP Growth READING End of Year RIT Scores - (ALL STUDENTS)

| Grade Level (RIT Score) | 2023-2024 Percent of Students AT or ABOVE mean RIT | 2024-2025 Percent of Students AT or ABOVE mean RIT | 2025-2026 Percent of Students AT or ABOVE mean RIT |
|---|---|---|---|
| 2nd Grade (182) | 73.77% | 68.35% | 68.60% |
| 3rd Grade (194) | 51.51% | 69.49% | 81.43% |
| 4th Grade (202) | 74.24% | 70.49% | 83.87% |
| 5th Grade (208) | 76.00% | 77.61% | 93.33% |

- The percent of students scores at or above the mean was higher for all students in all grade levels for the 2025-2026 school year.
- When looking at cohorts of students, 3rd Grade, 4th Grade, and 5th Grade increased from the previous year.
- Kindergarten and 1st grade students completed the AMIRA screener to measure literacy skills. This is the first year using this assessment.

NWEA MAP Growth MATH End of Year RIT Scores - (ALL STUDENTS)

| Grade Level (RIT Score) | 2023-2024 Percent of Students AT or ABOVE RIT | 2024-2025 Percent of Students AT or ABOVE RIT | 2025-2026 Percent of Students AT or ABOVE RIT |
|---|---|---|---|
| Kindergarten (158) | 81.01% | 77.78% | 82.05% |
| 1st Grade (175) | 61.33% | 74.70% | 78.26% |
| 2nd Grade (187) | 80.33% | 67.53% | 79.07% |
| 3rd Grade (199) | 74.24% | 88.33% | 90.00% |
| 4th Grade (210) | 63.64% | 72.13% | 82.54% |

| | | | |
|---|---|---|---|
| 5th Grade (216) | 60.00% | 61.54% | 80.33% |

- The percent of student scores at or above the mean was higher for the 2025-2026 for all grade levels.
- The lowest percentage of students at or above the mean was 1st grade.

AMIRA Universal Reading Benchmark and Dyslexia Screener
Students in Kindergarten through 3rd grade completed the AMIRA Reading Benchmark for the first time during the 2025-2026 school year. The assessment is a multifaceted evaluation that assesses decoding foundations, phonological processes, working memory, and Rapid Automatized Naming for dyslexia. The chart below shows the percent of students in each grade level scoring at or above the 50th percentile.

AMIRA Universal Reading Benchmark
End of Year

| Grade Level | Percent of Students AT or ABOVE the 50th %ile |
|---|---|
| Kindergarten | 76.92% |
| 1st Grade | 77.43% |
| 2nd Grade | 79.07% |
| 3rd Grade | 85.07% |

- The percent of students AT or ABOVE the 50th percentile increases with each grade level. This indicates a continuation of improvement in foundational reading skills across grades.

Lennections Assesslet Writing Scores - GA Center for Assessment
Students in grades 3 through 5 were administered the writing assesslet three times this school year. The assessment is structured to mirror the expectations of the GA Milestones End of Grade ELA Section 1 Assessment for each grade level. The first administration was used to establish a baseline to measure growth after the remaining two administrations. Teachers use each assessment results to inform instruction by analyzing the standards and the types of assessment items that were the weakest. Teachers developed lessons to address these weaknesses in each grade level.
The average scores for each administration and grade level are reported below:

Lennections ELA Assesslet Average Score

| | Administration 1 | Administration 2 | Administration 3 |
|---|---|---|---|
| 3rd Grade | 48.0% | 38.9% | 57.4% |
| 4th Grade | 42.6% | 66.7% | 59.3% |
| 5th Grade | 55.7% | 59.3% | 60.0% |

- Overall, each grade level improved by the 3rd administration with 3rd grade showing a decline in performance during the second administration.

Special attention is given to the 3rd and 5th grade Extended Writing Response on the Assesslet (Item number 4). This item is important to monitor for improvement and measures the majority of the skills necessary for mastery in those grade levels. The chart below shows the percent of student by administration who received zero credit, partial credit, or full credit for their responses.

Extended Response (Item Number 4) Performance Percentages

| | Administration 1 | Administration 2 | Administration 3 |
|---|---|---|---|

| | 3rd Grade | 5th Grade | 3rd Grade | 5th Grade | 3rd Grade | 5th Grade |
|---|---|---|---|---|---|---|
| zero credit | 23% | 10% | 33% | 3% | 9% | 1% |
| partial credit | 74% | 90% | 66% | 97% | 91% | 97% |
| full credit | 1% | 0% | 1% | 0% | 0% | 2% |

- The percentage of students receiving partial or full credit in 3rd grade increased from administration 1 to administration 3 (75% --91%)
- The percentage of students receiving partial or full credit in 5th grade increased from administration 1 to administration 3 (90% --99%)

ESOL ACCESS Test Band Movements

The WIDA ACCESS test is taken annually by all identified English Learners in Kindergarten through 5th grade. Proficiency levels are measured with bands and growth is determined based on movement within that framework. The table below shows the percent of student movement between these bands as well as the overall weighted percentage that can be used to understand the overall performance from year to year.

ESOL ACCESS Test Band Movement

| | 2024 | 2025 | 2026 |
|---|---|---|---|
| No Positive Movement | 8.70% | 12.50% | 6.67% |
| Moved Less Than One Band | 17.39% | 8.33% | 16.67% |
| Moved One Band | 8.70% | 25.00% | 13.33% |
| Moved More Than One Band | 65.22% | 54.17% | 63.33% |
| Total Band Movement Weighted Percentage | 115.23% | 110.42% | 116.67% |

- The overall weighted percentage increased from 2025 to 2026 (110.42% --116.67%) and was overall the highest rate for the past three years.
- The percentage of students showing no positive movement decreased from 12.50% in 2025 to 6.67% in 2026, indicating improvement in the proportion of English Learners demonstrating measurable proficiency growth.

After School Tutoring Program Summary Data

Program impact was measured by analyzing student growth using NWEA Map Growth winter and spring administrations as a pretest/posttest measure. The results are in the table below:

| Grade Level | Reading RIT % Increase AFTER SCHOOL TUTORING | Reading RIT % Increase NO AFTER SCHOOL TUTORING |
|---|---|---|
| 2nd Grade | 80.95% | 80.0% |
| 3rd Grade | 87.88% | 71.79% |
| 4th Grade | 53.85% | 82.0% |
| 5th Grade | 80.0% | 67.74% |

The percentage of students maintaining or increasing the Reading RIT Score from the Winter to Spring administration for students who attended after school tutoring was higher for students in 2nd, 3rd, and 5th grade. Students who participated in the after school tutoring program for 4th grade were only students identified for

| | |
|---|---|
| | ESOL or Special Education services. Their overall percentage of students who maintained or increased Reading RIT was lower than those students who did not participate in after school tutoring. Overall, the program was effective with targeting students who were at risk of not maintaining or increasing their reading RIT scores. |

| | |
|---|---|
| What demographic data did you use? | The following demographic data sources were used:<br>● Student Enrollment Data<br>● Personnel/Employment Data<br>● Attendance Data<br>● Student Behavior Data |

What does the demographic data tell you?

Student Enrollment by subgroup and Total Enrollment Trends (FTE)

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|
| Total Student Count | 476 | 466 | 472 |
| | Enrollment % | Enrollment % | Enrollment % |
| Minority | 18.5 | 19.3 | 19.5 |
| American Indian/Alaskan | TFS | TFS | TFS |
| Asian | TFS | TFS | TFS |
| Other Pacific Islander | NA | NA | NA |
| Black | TFS | 1.7 | 1.6 |
| Hispanic | 12.3 | 13.3 | 11.8 |
| Multi-Racial | 4 | 3.4 | 5.2 |
| White | 81.5 | 80.7 | 80.5 |
| Economically Disadvantaged (Directly Certified) | 29.89 | 50.34 | 50.23 |
| English Language Learner | 6.9 | 8.6 | 7.9 |
| Students with Disabilities | 14.3 | 18.0 | 14.4 |

The student enrollment by subgroup shows that Midway's enrollment is generally stable with a slight increase during the 2025-2026 school year.

Inexperienced Teachers

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|
| Inexperienced Teachers Percentage | 8% | 10% | 8.57% |

The experience of the teachers at MES is diverse with an increase in teachers with 20+ years experience according to employment data. The Inexperienced Teacher Rate for Midway Elementary School will increase as newly retired positions are filled.

During the upcoming school year (2026-2027) There are new teachers in grades K, 3, 4, and GATE that will need support as they navigate the school year.

<u>Attendance Data</u>

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|
| Zero Absences | 3.2% | 7.4% | 4.3% |
| 1 - 5 Absences | 27.0% | 45.3% | 41.7% |
| 6 - 10 Absences | 32.7% | 28.5% | 30.6% |
| > 10 Absences | 37.1% | 18.8% | 23.4% |
| Chronic Absenteeism Rate- MIDWAY | 11.0% | 2.8% | 8.6% |
| Chronic Absenteeism Rate - STATE | 21.3% | 19.5% | 17.7% |

- The percentage of students withzero absencesdecreased from 7.4% to 4.% which is closer to the rate during the 2023-2024 school year.
- Less than half (41.7%) missed 1-5 days, which is a decrease from the previous year.
- Chronic Absenteeism Rate increased from 2.8% to 8.6% but continues to remain well below the state average (17.7%).

Student Behavior Data

| School Year | Total Referrals | Minor Referrals | Major Referrals |
|---|---|---|---|
| 2023-2024 | 349 | 297 | 52 |
| 2024-2025 | 377 | 341 | 36 |
| 2025-2026 | 430 | 368 | 62 |

Behavior referrals include minor and major referrals. Minor referrals are for incidents that result in a reflection form where the student reflects on their behavior and parent contact is made. Major referrals are a result of repeated minor incidents of the same behavior or other behaviors warranting administrative interventions. Behavior data indicate an overall increase in referrals across the three-year period, with total referrals increasing from 249 in 2023-2024 to 430 in 2025-2026, an overall increase of 23.21%.
When compared to the previous year, during the 2025-2026 school year, there was a 14.06% increase in total referrals and a 7.92% in minor referrals. Major referrals increased from 36 to 62, representing a 72.22% increase; however, 50% of the numerical increase in major referrals can be attributed to one newly enrolled student with significant behavioral needs.
Highest Rate of Minor Referrals by Location

| School Year | Highest Rate of Referrals by Location |
|---|---|
| 2023-2024 | Classroom - 64.9% |
| 2024-2025 | Classroom - 65.69%% |
| 2025-2026 | Classroom - 67.93% |

According to the recorded behavior data, the highest rate of minor referrals by location is the classroom. Primarily, the behavior noted during these incidents was defiance which can be defined as refusing to follow directions or complete work.
Count of Referrals (Major and Minor) by Grade Level

| School Year | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|---|---|---|---|---|---|---|
| 2023-2024 | 53 | 38 | 57 | 75 | 79 | 47 |
| 2024-2025 | 53 | 61 | 77 | 87 | 58 | 41 |
| 2025-2026 | 81 | 26 | 116 | 122 | 33 | 52 |

According to the total behavior referrals, 3rd grade had the overall highest rate of recorded total referrals.

# 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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| Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Strengths:<br>● Most teachers demonstrate a repertoire of effective, research based strategies to support student learning.<br>● Nearly all students are provided with appropriate learning support through the established RTI process based on screening data and other inputs in a systematic approach. This system is monitored and adjustments are made routinely based on data and needs through collaboration.<br>● Extended Learning Time allows for students to receive individualized instruction in a smaller group setting across all domains in grades 2-5.<br>● Use of multiple data sources to use the data to drive instructional practices.<br>● Teachers have common grade level planning.<br>● Benchmarks have been successfully implemented and align/correlate to the GMAS EOG Assessments at high levels.<br>● Technology is used appropriately to support instruction and assessment practices.<br>● Afterschool tutoring is targeted and effective for students needing additional support in reading and math grade level content.<br><br>Challenges:<br>● New ELA standards and HQIM continue to be implemented during the next school year.<br>● New ELA standards will continue to require the revision of teacher created benchmarks in ELA in grades 1st through 5th.<br>● There is an apparent transition difficulty from 2nd to 3rd grade in all contents.<br>● Minimal built in planning time for teachers across grade levels<br>● The rigor of questioning in mathematics was noted for 5th grade |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Strengths:<br>● The Leadership Team consistently builds and sustains relationships to foster the success of students and staff and initiates change to improve performance and learning.<br>● There is a consistent and common school vision and mission evident through the culture of the school. The team allows for the sharing of data, ideas and team decisions to be agreed upon through voicing of opinions and consideration of diverse ideas.<br>● All available resources are maximized to ensure the effective use of personnel, time, materials, and equipment.<br>● The leadership team is intentional.<br><br>Challenges:<br>● Support for teachers and staff needs to be targeted to meet their individual needs through professional development and coaching.<br>● Whole team SIP monitoring throughout the year.<br>● The administrative staff is new to their positions, but not new to the school (Principal, Assistant Principal, Instructional Coach) and will need to continuously develop within their new roles. |

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| Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Strengths:<br>● Staff members routinely collaborate to improve performance and data is analyzed in a variety of ways.<br>● Staff members collaboratively plan in vertical meetings across grade levels to improve the consistency of pedagogical practices and content expectations.<br>● Common planning for grade levels.<br>● Effective support from resource teachers for diverse learners.<br><br>Challenges:<br>● Reading K-5ul<br>● Consistency in teaching reading and Science of Reading<br>● Implementing new ELA standards K-5<br>● Implementing year two of new High Quality Instructional Materials - Benchmark Advanced.<br>● New to content and new to school ELA teachers in grades K, 3, and 4.<br><br>● Math K-5ul<br>● Continued implementation of math standards at the rigor of the grade level expectations<br>● Minimal built in planning time - (approximately 45 mins)<br>● The transition for students from 2nd grade to 3rd grade is difficult and the curriculum needs to be bridged. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Strengths:<br>● The school has a well-established inviting environment that welcomes and encourages connections between families and community members to the school.<br>● There is clear and open communication between stakeholders and the school through Parent Square, Newsletters, Social Media, and real time settings.<br><br>Challenges:<br>● Academic expectations and achievement is communicated but not in a structured way consistently for all screeners and student data.<br>● The school utilizes parent training opportunities in many capacities but not consistently across grade levels.<br>● Families of English Language Learners participate in family engagement opportunities at a lower rate than Non-EL peers.<br>● Families state they would like more face-to-face opportunities. |

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| Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Strengths:<br>● Rules, expectations, and procedures are maintained and proactively developed, communicated, and implemented consistently across the school in order to ensure the safety and orderly learning environment for all learners through the implementation of PBIS.<br>● The school culture supports addressing individual achievement needs and strengths to prepare students for success.<br>● Achievements are celebrated for staff and students routinely and consistently in many areas of excellence.<br><br>Challenges:<br>● There is a high incident rate of classroom managed discipline issues according to the discipline data at a Tier I Level.<br>● School safety is consistently at the forefront of decisions and continues to be addressed to ensure safety of all students.<br>● There is an increase in the percent of students who are absent10 days, and an increase in chronic absenteeism. |

| | |
|---|---|
| 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? | Strengths:<br>● The demographics of the enrolled student population remains consistent and steady within the past 5 years.<br>● Teacher retention rate has remained consistent and steady within the past 5 years.<br><br>Challenges:<br>● EL students continue to score below the regular population in math and reading.<br>● SWD students continue to score below the regular population in |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| | math and reading |

| | |
|---|---|
| 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? | Strengths:.<br>● Overall, student achievement as measured on the NWEA Map Assessments has increased in performance. .<br><br>Challenges:<br>● Writing continues to be an area of concern.<br>● When looking at each grade level, student achievement is the lowest in 5th grade for math and 3rd grade for ELA.<br>● Student growth continues to be a concern for 4th grade and 5th grade math. |

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

| | |
|---|---|
| Strengths | IDEA - Special Education:Students with disabilities receive small-group instruction, co-taught classes, and pull out services based on their IEPs. These services provide specialized instruction in the least restrictive environment, including alongside nondisabled peers. Teachers use progress-monitoring data to adjust instruction. GMAS mathematics weighted achievement for students with disabilities increased from 67.31 in 2024 to 72.73 in 2025, exceeding their target score of 67.99.<br>In self-contained classrooms, instruction addresses academic subjects and IEP goals, with hands-on activities that build communication, social skills, and independence.<br><br>Economically Disadvantaged Children:Because the school operates under the Community Eligibility Provision (CEP), all students are included in the economically disadvantaged (ED) subgroup. Students benefit from a comprehensive schoolwide system of academic instruction and support, including core classroom instruction, EIP services, reading and mathematics specialists, RTI interventions, and extended learning opportunities. Common planning, multiple assessment measures, and ongoing progress monitoring allow instructional supports to be adjusted based on identified student needs. |

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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|---|---|
| | Positive outcomes are evident within these schoolwide systems. Fifteen students receiving reading interventions and four students receiving mathematics interventions successfully returned to Tier 1. GMAS weighted achievement results for economically disadvantaged students mirror the overall school performance, while schoolwide MAP results demonstrate growth across reported grade levels. Family engagement opportunities and consistent school-home communication further support student learning by providing families with information and resources to reinforce learning outside of school.<br><br>English Language Learners - ESOL:English learners receive targeted language-development support through both push-in and pull-out ESOL services based on identified language needs. ESOL teachers collaborate with classroom teachers to integrate WIDA standards with grade-level instruction, while the presence of ESOL-endorsed content teachers across grade levels provides additional capacity to support language development throughout the instructional day. Students also consistently use Imagine Learning language-acquisition software to provide additional individualized practice and reinforcement.<br><br>ACCESS results demonstrate positive progress in English language development. In 2026, 63.33% of English learners increased by more than one proficiency band, while the percentage of students demonstrating no positive movement decreased from 12.50% in 2025 to 6.67% in 2026. These results indicate continued growth in language proficiency and provide evidence of the effectiveness of the multiple layers of language support available to EL students. Multiple communication methods, including Language Line and weekly newsletters in home languages, further support the program by providing families with accessible communication and opportunities to remain informed and engaged in their child's education. |

| | |
|---|---|
| Challenges | IDEA - Special Education:Students with disabilities continue to perform below their peers in reading and mathematics. Theri GMAS weighted achievement declined from 61.54 in 2024 to 50.00 in 2025. They also did not meet their performance target of 62.50. Fourth grade special education students attending after-school reading tutoring did not match reading gains of general education participants.<br>The reading data indicate a need for continued focus on identifying and addressing the specific skill deficits of students with disabilities. Instructional supports should remain responsive to individual student needs while maintaining access to grade-level content and using |

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.

| | |
|---|---|
| | ongoing progress monitoring to determine the effectiveness of interventions. Teachers need targeted professional learning and collaborative planning to strengthen instruction in grade-level content.<br><br>Economically Disadvantaged Children:Because the school operates under the Community Eligibility Provision (CEP), all students are included in the economically disadvantaged (ED) subgroup. In FY26, 50.23% of students were directly certified, indicating that approximately half of the student population met direct certification criteria, a rate comparable to 50.34% in FY25. Because GMAS and CCRPI results for the ED subgroup reflect the full student population under CEP, achievement outcomes for directly certified students cannot be separately compared to overall school performance.<br><br>Schoolwide areas of need affecting the ED subgroup include writing achievement, fourth-grade ELA, fifth-grade mathematics, and consistent implementation of the new ELA standards and instructional materials. Teachers need targeted coaching and protected collaborative planning time to strengthen teacher clarity, support consistent implementation of instructional practices, and build collective teacher efficacy around these identified areas of need. Families need clear explanations of assessment results, practical strategies for supporting learning at home, and flexible opportunities to meet and collaborate with teachers. Attendance also remains an area of concern, as chronic absenteeism increased from 2.8% to 8.6%, reinforcing the need for continued monitoring and targeted attendance supports.<br><br>English Language Learners - ESOL:Despite positive growth in English language proficiency as measured by ACCESS, academic achievement gaps persist between English learners and the overall student population. EL students are expected to engage with grade-level standards while simultaneously developing English proficiency, creating a continued need for intentional scaffolding that provides access to rigorous grade-level content without reducing academic expectations. Classroom and ESOL teachers need coordinated planning and targeted professional learning to effectively use students' ACCESS proficiency levels to differentiate language supports, integrate academic vocabulary and writing, and provide meaningful opportunities for students to develop and demonstrate proficiency across all four language domains—listening, speaking, reading, and writing.<br><br>While multiple communication supports are available to EL families, including Language Line and school communications provided in home |

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. |
|---|

| | |
|---|---|
| | languages, family engagement and successful two-way communication remain areas for continued growth. Participation in ESOL-specific family events remains low, and staff sometimes experience difficulty making direct contact with families when immediate communication is needed. Continued efforts should focus on increasing family participation, strengthening two-way engagement, and identifying additional strategies for connecting with families through the communication supports already in place. |

# 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 | Increase literacy performance for K-5 students. |
| 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 | 1 |

| | |
|---|---|
| Additional Considerations | Teachers need to continue to vertically plan in order to establish consistent instruction between grade levels. Continued benchmark/screening data analysis needs to guide instructional practices and the identification of student needs. There is a need for an interventionist and Instructional Coach to support these efforts. New ELA standards will continue to be implemented in the upcoming school year alongside the High Quality Instructional Materials (Benchmark Advanced). |

Overarching Need # 2

| | |
|---|---|
| Overarching Need | Increase math performance for K-5 students. |
| 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 | Based on the data analysis, there are weaknesses in consistent vocabulary and understanding of the academic standards. Rigor and expectations need to be defined across grade levels through planning processes. Continued benchmark/screening data analysis needs to guide instructional practices and the identification of student needs. There is a need for an Interventionist and Instructional Coach to support these efforts. |

Overarching Need # 3

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

| | |
|---|---|
| Additional Considerations | Although attendance remains above state comparison levels, it continues to be an area of concern and should remain a focus to maintain and promote positive attendance patterns and reduce chronic absenteeism. Teachers and students need motivation and support with innovative ideas and engagement. |

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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 - Increase literacy performance for K-5 students.

Root Cause # 1

| | |
|---|---|
| Root Causes to be Addressed | Need for consistent and systematic support through the use of an interventionist, instructional coach, and after school tutoring opportunities for K-5 students to increase achievement. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title III - Language Instruction for English Learners and Immigrant Students |

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| Additional Responses | EL and SWD subgroups need specific focus as they continue to underperform compared to prior cohorts and peers. |

Root Cause # 2

Root Cause # 2

| | |
|---|---|
| Root Causes to be Addressed | Need for teacher professional development in the science of reading, new ELA standards, and new HQIM-Benchmark Advance implementation. |
| 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>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title III - Language Instruction for English Learners and Immigrant Students |

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

Overarching Need - Increase math performance for K-5 students.

Root Cause # 1

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

| | |
|---|---|
| Additional Responses | State math standards will continue to be implemented and instructional practices will need to be adjusted based on EOG data. |

Root Cause # 2

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

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

Root Cause # 3

| | |
|---|---|
| Root Causes to be Addressed | Need for consistent and systematic support through the use of an interventionist, instructional coach, and after school tutoring opportunities for K-5 students to increase achievement. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|---|---|
| Additional Responses | EL and SWD subgroups need specific focus as they continue to underperform compared to prior cohorts and peers. |

Overarching Need - Positive school culture needs to be maintained and developed throughout the academic year in order to minimize classroom discipline and promote positive attendance.

Root Cause # 1

| | |
|---|---|
| Root Causes to be Addressed | High rate of Tier I minor behavior issues recorded. |
| 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>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title III - Language Instruction for English Learners and Immigrant Students |

| | |
|---|---|
| Additional Responses | The classroom level continues to be the area where a high rate of minor behaviors are documented. |

Root Cause # 2

| | |
|---|---|
| Root Causes to be Addressed | Student attendance rates saw an improvement during the 2024-2025 school year, however in the 2025-2026 school year there was a decline. Attendance needs to be a continued focus to address chronic absenteeism. |
| 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>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program |

| | |
|---|---|
| Additional Responses | Support for monitoring attendance needs to take place. |

# School Improvement Plan
# 2026 - 2027




# Pierce County
# Midway Elementary School

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| | |
|---|---|
| District | Pierce County |
| School Name | Midway Elementary School |
| Team Lead | Dr. Cole Walsh |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase literacy performance for K-5 students. |
| Root Cause # 1 | Need for consistent and systematic support through the use of an interventionist, instructional coach, and after school tutoring opportunities for K-5 students to increase achievement. |
| Root Cause # 2 | Need for teacher professional development in the science of reading, new ELA standards, and new HQIM-Benchmark Advance implementation. |
| Goal | By the end of the 2026-2027 school year, the weighted achievement for all students on the ELA end of grade state assessment will meet or exceed the target of 89.14. |

Action Step # 1

| | |
|---|---|
| Action Step | Teachers and students will utilize a variety of technology (computers/software programs), physical resources, and books to plan, implement, and assess learning. |
| 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 |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | purchase orders<br>documentation of defined expectations of use<br>software report with analysis |
| Method for Monitoring Effectiveness | software report analysis of usage/growth/requirements/goals |
| Position/Role Responsible | K-5 teachers, interventionists, students |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

Action Step # 2

| | |
|---|---|
| Action Step | Provide an Instructional Coach to support and assist teachers with effective strategies that increase student learning. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | documentation of provided PD, collaborative PLCs, teacher observations and feedback |
| Method for Monitoring Effectiveness | Contributing Professionals TKES Evaluation |
| Position/Role Responsible | Principal, AP, District Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 3

| | |
|---|---|
| Action Step | Provide an Intervention Specialist to support at-risk students and increase student achievement. |
| 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>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | intervention schedule<br>intervention data summary |
| Method for Monitoring Effectiveness | student movement/growth and identification of needs of services |
| Position/Role Responsible | Principal, AP, IC |
| Timeline for Implementation | Quarterly |

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

Action Step # 4

| | |
|---|---|
| Action Step | Provide after school tutoring opportunities for students. |
| 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 |
| Systems | Coherent Instruction |

Action Step # 4

| | |
|---|---|
| Method for Monitoring Implementation | student attendance reports<br>invitation letter<br>qualifier data |
| Method for Monitoring Effectiveness | increase in student achievement as measured on a pre and post assessment |
| Position/Role Responsible | afterschool tutoring teachers |
| Timeline for Implementation | Quarterly |

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase math performance for K-5 students. |
| Root Cause # 1 | Need for consistent and systematic support through the use of an interventionist, instructional coach, and after school tutoring opportunities for K-5 students to increase achievement. |
| Root Cause # 2 | Need of continued vertical planning and alignment of state standards in all grade levels. |
| Root Cause # 3 | Student mathematics fluency levels are inconsistent across grade levels. |
| Goal | By the end of the 2026-2027 school year, the weighted achievement for all students on the Math end of grade state assessment will meet or exceed the target of 90.00. |

Action Step # 1

| | |
|---|---|
| Action Step | Teachers and students will utilize a variety of technology (computers/software), physical resources, and books to plan, implement, and assess learning. |
| 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 |
| Systems | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | purchase orders<br>documentation of defined expectations of use<br>software reports with analysis |
| Method for Monitoring Effectiveness | software report analysis of usage/growth/requirements/goals |
| Position/Role Responsible | K-5 math teachers, Interventionists |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

Action Step # 2

| | |
|---|---|
| Action Step | Provide an Instructional Coach to support and assist teachers with effective strategies that increase student learning. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | documentation of provided PD, collaborative PLCs, teacher observations and feedback |
| Method for Monitoring Effectiveness | Contributing Professionals TKES Evaluation |
| Position/Role Responsible | Principal, AP, District Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 3

| | |
|---|---|
| Action Step | Provide Intervention Specialist to support at-risk students and increase student achievement. |
| 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 |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | intervention schedule<br>intervention data summary |
| Method for Monitoring Effectiveness | movement/growth of students and identification of needs and services |
| Position/Role Responsible | Principal, AP, IC, District Personnel |
| Timeline for Implementation | Quarterly |

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

Action Step # 4

| | |
|---|---|
| Action Step | Provide after school tutoring opportunities for students to increase student achievement. |
| 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 |
| Systems | Coherent Instruction |

Action Step # 4

| | |
|---|---|
| Method for Monitoring Implementation | student attendance reports<br>invitation letter<br>qualifier data |
| Method for Monitoring Effectiveness | increase in achievement data based on pre and post tests |
| Position/Role Responsible | afterschool tutoring teachers |
| Timeline for Implementation | Quarterly |

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Positive school culture needs to be maintained and developed throughout the academic year in order to minimize classroom discipline and promote positive attendance. |
| Root Cause # 1 | High rate of Tier I minor behavior issues recorded. |
| Root Cause # 2 | Student attendance rates saw an improvement during the 2024-2025 school year, however in the 2025-2026 school year there was a decline. Attendance needs to be a continued focus to address chronic absenteeism. |
| Goal | By the end of the 2026-2027 school year, Midway Elementary School will maintain a 5-Star School Climate Rating and positive stakeholder perceptions as measured by survey data. |

Action Step # 1

| | |
|---|---|
| Action Step | Student attendance will be monitored, communicated timely, positively rewarded, and issues effectively addressed by administrators. |
| 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 |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | attendance data tracking sheet<br>parent/family contacts<br>documentation of systematic rewards<br>meeting agenda, notes, and sign in sheets. |
| Method for Monitoring Effectiveness | decrease in student absences |
| Position/Role Responsible | all staff |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

Action Step # 2

| | |
|---|---|
| Action Step | Continue to implement PBIS to decrease overall behavior incidents. |
| 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 |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | PBIS monitoring checklist<br>meeting agendas, notes, and sign in sheets |
| Method for Monitoring Effectiveness | decrease in overall student behavior incidents |
| Position/Role Responsible | PBIS School Coordinator, K-5 teachers, PBIS team members, IC, AP, Principal |
| Timeline for Implementation | Quarterly |

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

Action Step # 3

| | |
|---|---|
| Action Step | Teachers will participate in routine climate meetings to address concerns. |
| 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 |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | meeting sign in sheets, agendas, minutes<br><br>Effectiveness: action steps from climate meeting minutes |
| Method for Monitoring Effectiveness | survey data and teacher feedback/input |
| Position/Role Responsible | IC, AP, Principal, Teachers |
| Timeline for Implementation | Quarterly |

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

# 3. REQUIRED QUESTIONS

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

Required Questions

| | |
|---|---|
| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). | At Midway Elementary, we have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school improvement program. Stakeholders involved include faculty members, parents, community members and business leaders. Faculty members were involved in school-wide planning through surveys and discussions. Community members, families, and business representatives were involved in the school-wide planning process during school council meetings. Additionally, our Better Seeking Team (leadership committee) participated in providing feedback and plan development during routine meetings. Committees participate in ongoing improvement planning throughout the year. These meetings offer opportunities for all stakeholders to identify barriers to student achievement and time to discuss interventions needed to overcome those barriers. |

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| 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. | During the summative TKES conferences 0% of teachers were given a Needs Development rating, All teachers at MES are effective and are certified in field.<br>Students are scheduled each year through an effective process that involves analyzing student needs and prioritizing student services such as Special Education, ESOL, and GATE. Students are strategically placed with teachers each year to make sure they are not continuously placed with inexperienced or out of field teachers for consecutive years. Midway Elementary hosts student teachers for local college programs in order to help build the education profession and develop effective teachers. |

| | |
|---|---|
| 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). | Midway Elementary follows the Learning-Focused Instructional Framework, which enables teachers to integrate high-impact teaching strategies such as differentiation, collaborative learning, multiple exposures to content, explicit instruction, and feedback into the curriculum. Heggerty's Bridge to Reading is used in K-2 for phonemic awareness and phonics instruction. Teachers in K-3 use strategies founded in the Science of Reading as learned through the Language Essentials for Teachers of Reading and Spelling (LETRS). Additionally, new HQIM Core Program Benchmark Advanced was implemented this past school year. The State Mathematics Units and resources from Eureka Math are used to teach the mathematics standards in K through 5th grade. Teachers use formative assessment to provide remediation to students struggling to master the content. Instruction consistently aligns with the standards and assessments generally reflect the rigor of the standards. A variety of software programs support instruction in grades K-5. |

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|---|---|
| | The Title I instructional program at this school is designed to provide academic support to the most at-risk students, ensuring equitable access to high-quality instruction and interventions that promote proficiency in core academic areas. The primary subject areas addressed include reading and mathematics, as both were identified through school-wide data as areas of critical need for improvement.<br>To strengthen instruction and close achievement gaps, a full-timeInstructional Coachhas been employed. The coach works collaboratively with teachers to enhance instructional practices, analyze student data, and support the implementation of evidence-based strategies, including differentiated instruction and small-group reading and math lessons.<br>To further support teaching, learning, and assessment, the school purchases severalsoftware programsthat offer adaptive instruction and progress monitoring. These digital tools personalize learning pathways for students, provide real-time feedback, and allow teachers to identify skill gaps quickly.<br>In addition to classroom instruction, the school employsintervention specialists in both reading and mathwho deliver Tier 2 and Tier 3 support through targeted small-group interventions. These specialists work closely with classroom teachers and the instructional coach and administration to ensure students receive individualized instruction aligned with their specific learning deficits.<br>To extend learning opportunities beyond the school day, students participate inafter-school tutoring. These sessions are held multiple times per week and provide focused academic support in reading and math for students who are at risk for performing below grade level. |

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

# 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. | In the spring of each year, fifth graders, along with their teachers, visit Pierce County Middle School for an overview of the programs, academics, and activities offered This transitional activity is known as Jump Start. In addition the PCMS counselors visit all fifth grade classes to detail a typical academic middle school day. Letters are sent home with report cards at the end of the school year with a summer transitional calendar packet. A transition night is offered for fifth grade parents. Prior to the transition night, fifth grade teachers contact parents to assess needs related to middle school transition.. This helps make the transition between elementary and middle school smooth. Students entering Kindergarten for the first time attend Kindergarten Transition night with their families. The teachers outline the routines and expectations for their students. Additionally, they address transportation, lunches, and other workings of the school building. Throughout the year, students participate in Child Safety Matters, 5th grade participates in the CHAMPS program, and students have the opportunity to see and visit with local professionals during community helper day. All of these activities help support college and career readiness at the Elementary level.<br><br>The Midway Elementary School faculty and staff make extra efforts to welcome new students to our campus. Upon enrollment in the school, each student is given a tour of the school before being introduced to his/her teacher(s) and classmates. Our counselor or administrative secretary conducts the tour with the student and parents. Peer students from the student's new class assist with academic orientation A general fact sheet for parents with grade level information including teacher names, email addresses, and school supply information is given to each enrollee's family. Teachers discuss any questions concerning the academics of the grade level with the parents. Translation services are provided by either our system translator or our migrant liaison (MSSP) when a non-English speaking family enrolls a child. |

| | |
|---|---|
| 6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or | NA |

| | |
|---|---|
| career counseling to identify student interest and skills. | |

| | |
|---|---|
| 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. | During the 2016-2017 academic year, MES implemented PBIS. PBIS is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.<br><br>We have adopted a unified set of classroom rules. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:<br>Rule #1: Be Respectful<br>Rule #2: Be Responsible<br>Rule #3: Be Engaged<br>At the end of each 9 weeks, if a student has not had an office discipline referral (Major) then they are invited to participate in a 9 weeks PBIS celebration/Reward party. Students who do not participate in the PBIS celebration are offered an alternate activity.<br>Each student will be assigned to a house. The house names all mean "BEAR" in different languages. The house names and colors are as follows: Kubeba (Swahili) White, Madala (Filipino) Blue, Oso (Spanish) Grey, and Xiong (Chinese) Black.<br>The PBIS leadership team consists of teacher representatives from all grade levels as well as the administration team. The PBIS team will meet regularly to discuss data, practices, and initiatives. |

ADDITIONAL RESPONSES

| | |
|---|---|
| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | NA |