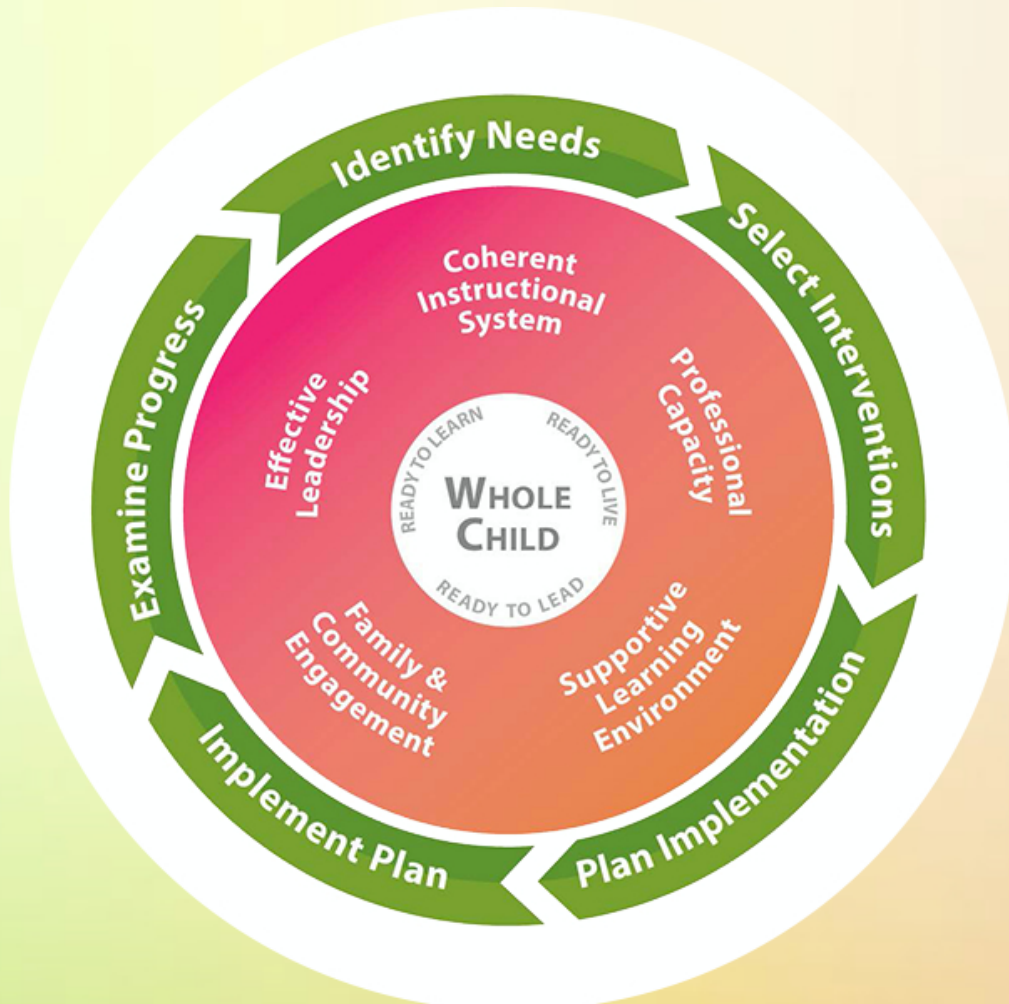




Comprehensive Needs Assessment 2018 - 2019 School Report



**Muscogee County
Downtown Elementary Magnet Academy**

1. PLANNING AND PREPARATION

1.1. Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Dr. Tujuana Wiggins	Principal
Team Member # 2	Courtney Thornton	Academic Dean
Team Member # 3	Jill Steinhauer	Academic Coach
Team Member # 4	Kimberly Wiggins	Intervention Teacher
Team Member # 5	Telsa Jones	General Education Teacher
Team Member # 6	Patricia (Allison) Sanders	General Education Teacher
Team Member # 7	Lacie Haynes	Special Education Teacher

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Chreee Quinn	Paraprofessional
Team Member # 2	Candies Jackson	Parent
Team Member # 3	Susan Sibary	Parent
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2. Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	TSYS PIE Liasion	Karen Mobley
Stakeholder # 2	TSYS Student Buddy Coordiator	James Madison
Stakeholder # 3	School Council Member	Antonio Byrd, Sr.
Stakeholder # 4	Kiwanis Club PIE Liasion	Steven Griffin
Stakeholder # 5	Parent	Candies Jackson
Stakeholder # 6	Parent	Susan Sibary
Stakeholder # 7	River Center Educational Coordinator	Rick McKnight
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	
---	--

2. DATA COLLECTION ANALYSIS

2.1.Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2.Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3. Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4. Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>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.</p>	
2. Operational	<p>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.</p>	
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5.Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

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?	
-----------------------------------	--

What does the perception data tell you?	
---	--

What process data did you use?	
--------------------------------	--

What does your process data tell you?	
---------------------------------------	--

What achievement data did you use?	
------------------------------------	--

What does your achievement data tell you?	
---	--

What demographic data did you use?	
------------------------------------	--

What does the demographic data tell you?	
--	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1.Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

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?

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?

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

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
---	--

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
---	--

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
---	--

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
---	--

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

<p>Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.</p>
--

Strengths	
-----------	--

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

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

Strengths	
-----------	--

Challenges	
------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2. Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Vertical and Horizontal Planning for Rigor
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	
---------------------------	--

Overarching Need # 2

Overarching Need	Decrease the number of office discipline referrals
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3.Root Cause Analysis

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

Overarching Need - Vertical and Horizontal Planning for Rigor

Root Cause # 1

Root Causes to be Addressed	Teachers lack a clear definition and common understanding of rigor within lessons
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Teachers need to see rigor modeled within the classroom
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	There has been a lack of professional learning aligned to the meaning of rigor
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes

Root Cause # 3

Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged
-------------------	--

Additional Responses	
----------------------	--

Overarching Need - Decrease the number of office discipline referrals

Root Cause # 1

Root Causes to be Addressed	Teachers need a clear understanding of office managed vs. classroom managed offenses (majors and minors)
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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Teachers need additional support in classroom management and de-escalation strategies.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Teachers are seeing a decline in the positive classroom environments, therefore a school wide matrix needs to be created
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--



School Improvement Plan 2018 - 2019



**Muscogee County
Downtown Elementary Magnet Academy**

SCHOOL IMPROVEMENT PLAN

1. General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County School District
School Name	Downtown Elementary Magnet Academy
Team Lead	Dr. Tujuana Wiggins

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1.Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Vertical and Horizontal Planning for Rigor
Root Cause # 1	Teachers lack a clear definition and common understanding of rigor within lessons
Root Cause # 2	Teachers need to see rigor modeled within the classroom
Root Cause # 3	There has been a lack of professional learning aligned to the meaning of rigor
Goal	By May 2019, 100% of the teachers will be trained on the planning and implementation of differentiated instruction as it relates to rigor in the classroom with 85% of the teachers effectively planning and implementing differentiated instruction in their lessons.

Action Step # 1

Action Step	Review curriculum resources to ensure teachers understand the rigor of standards and know how to differentiate instruction through the use of research based instructional strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Leaders will conduct: focus walks, walk throughs, and evaluations
Position/Role Responsible	Administration, Academic Coaches, Teachers, District Level, Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 2

Action Step	Differentiated Professional Learning Communities (PLC) for the K-5 Teachers
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Classroom Lessons. • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE Partners and other district and community support to reach our school improvement goal.
---	---

Action Step # 3

Action Step	Enhance critical thinking with a written open response in which students demonstrate mastery of the content through the high levels of Bloom’s Taxonomy (application, analysis, synthesis, and evaluation)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Instruction • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools’ School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 4

Action Step	Differentiated strategies that relate to effective teaching content continually discussed during collaborative planning and noted in teacher’s lesson plans
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Instruction • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools’ School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 5

Action Step	Implement the Gradual Release Instructional Framework
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Instruction • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 6

Action Step	Implement student data notebooks in grades K-5 (student ownership of data) and student led parent conferences
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Instruction • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 7

Action Step	Implement writing rubrics and graphic organizers to support writing across the curriculum
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release Instructional Format *Plan and Implement Differentiated Instruction • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 8

Action Step	Teach and access lesson plans aligned to national and state standards (constructed response)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 9

Action Step	Utilize Achieve 3000 in grades 3-5 to analyze, scaffold, monitor, increase Lexile levels, and strengthen students' responses to open response assessment questions.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 10

Action Step	Utilize and monitor SMARTY Ants in grades K-2 to build fundamental reading skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Focus Walks • Walk Throughs • Evaluations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Implementation of Gradual Release • Integrate Writing Across the Curriculum • Monitor Lexile Scores • Depth of Knowledge Level 3 or Above in Instructional Delivery <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Application/Mastery of the Standards • Ability to Articulate their Learning through Data Notebooks • Ability to Use Complete Sentences with Constructive Response Questions <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Articulate the Schools' School Improvement Plan Goal • Involvement in Title Workshops, Open House and School Programs • Regularly Checking Parent Portal for Teacher Feedback on Assignment
Position/Role Responsible	Administration Academic Coaches Teachers District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the number of office discipline referrals
Root Cause # 1	Teachers need additional support in classroom management and de-escalation strategies.
Root Cause # 2	Teachers need a clear understanding of office managed vs. classroom managed offenses (majors and minors)
Root Cause # 3	Teachers are seeing a decline in the positive classroom environments, therefore a school wide matrix needs to be created
Goal	By May 2019, 100% of the teachers will be trained on the use and implementation of de-escalating strategies, with 85% of the teachers effectively and properly utilizing de-escalation strategies.

Action Step # 1

Action Step	Monthly PBIS meetings will be held to review and analyze data to inform PBIS action plan.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Migrant Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 1

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 2

Action Step	Provide meaningful training on PBIS to the faculty and staff
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 2

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 3

Action Step	Obtain and follow through with faculty feedback throughout the year
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 3

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 4

Action Step	Review PBIS data with faculty and staff at least monthly to highlight top behaviors, locations and positive outcomes due to school wide system change and efforts
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 4

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 5

Action Step	Implement a schedule for rewards and incentives throughout the year
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 5

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 6

Action Step	Provide orientation to new staff members and students throughout the year
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 6

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 7

Action Step	Implement monthly PBIS lessons on Morning Broadcast
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 7

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 8

Action Step	Clearly define "majors and minors" regarding student discipline
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 8

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships 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)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

Action Step # 9

Action Step	Provide targeted counseling to "repeat offenders" aligned to research based strategies for improvement
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Monitor implementation of PBIS Framework • Provide rewards and recognition to students & teachers • Provide teachers with PL and support on classroom management • Analyze discipline and attendance data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce PBIS Expectations • Give specific positive feedback • Implement PBIS lesson plans • Communicate & collaborate with parents to develop strategies that support positive behaviors. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulate school wide PBIS expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Support and reinforce PBIS school expectations • Ensure students are present and punctual each day • Communicate and collaborate with teachers & school personnel to develop strategies that support positive behaviors.

Action Step # 9

Position/Role Responsible	PBIS Team, Administration, Teachers & Faculty, District Level Support Personnel
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	We will continue to utilize our PIE partners and other district and community support to met our school improvement goals.
---	--

SCHOOL IMPROVEMENT PLAN

3.Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The plan was developed based on feedback from stakeholders via a survey.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Teachers are required to be highly qualified prior to being hired. After being hired they are required to maintain their certification status within the field they are working.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>There is a school wide instructional plan aligned to the needs of at risk students. This plan is in the form of our School Improvement Plan.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses</p>	<p>The school is Title I school wide. All services apply to all students.</p>

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

<p>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.</p>	<p>We are in continual communication with our TSYS PIE partner's preschool program. Each year we have kindergarten orientation for our upcoming students (pre-school transition students).</p>
--	--

<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Middle transition orientation is held each year with our rising 6th graders.</p>
---	---

<p>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.</p>	<p>A school climate goal with specific strategies are included in our school improvement plan.</p>
--	--

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

The School Improvement Team will continue to meet throughout the school year to discuss and monitor the school improvement plan.