



Comprehensive Needs Assessment 2022 - 2023 School Report



**Walton County
Monroe Elementary**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Dr. Zeester C. Swint
Team Member # 2	Assistant Principal	Angel W. Long
Team Member # 3	Instructional Coach	Laci Autrey-Clark
Team Member # 4	School Counselor	Shana Adams
Team Member # 5		
Team Member # 6		
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Pre-K/Kindergarten Grade Chair	Rhonda Clark
Team Member # 2	1st Grade Chair	Natasha Kelly
Team Member # 3	2nd Grade Chair	Amy Allen
Team Member # 4	3rd Grade Chair	Renee Brown
Team Member # 5	4th Grade Chair	Carrie Groening
Team Member # 6	5th Grade Chair	Sarah Kinney
Team Member # 7	SED Grade Chair	Theresa Mills
Team Member # 8	EIP Grade Chair/PBIS Coach	Dorothy Neal
Team Member # 9	Specials Chair	Barbara Spurgeon
Team Member # 10	Media Specialist	Lisa Pauldo

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	Principal	Zeester C. Swint
Stakeholder # 2	Assistant Principal	Angel W. Long
Stakeholder # 3	Instructional Coach	Laci Autrey-Clark
Stakeholder # 4	Counselor	Shana Adams
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders will meet collaboratively to review, discuss, and analyze data from multiple sources: demographic data, student learning data, perceptions data, and school process data to determine our school's areas of strengths and areas of improvement.
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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	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

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

Instruction Standard 3 -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.	

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.	

Coherent Instruction Data

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.	

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

Coherent Instruction Data

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.	

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

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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

Effective Leadership Data

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

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>	

Effective Leadership Data

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.	

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

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	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

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	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

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	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement 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 Data

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

Family and Community Engagement 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.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<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>	

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).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Perception Data (staff, parent, and student) Data Sources: School climate surveys (Staff, Students, & Parents), End of year anecdotal feedback from teachers, Title I Parent Survey, AdvancEd Accreditation Review, Standards Assessment Inventory (Learning Forward), Self-Assessment Survey (SAS), Professional Learning Data from the Walton County Schools Spring 2022</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Staff survey data reveals that teachers believe they have high expectations for student learning. Survey data also revealed teachers reported that printed and technology resources are readily available to support teaching and learning. Teachers indicated they have received formal training in the interpretation and use of student assessment data to plan and adjust instruction. Although teachers indicated they participate in regular, targeted professional learning opportunities, data reveals a need to continue implement learned skills during professional learning to practice in the classroom. SAI survey data (Learning Designs) further indicates that teachers would like to have more input when planning school-wide professional learning and would like more opportunities to observe each other as a type of job-embedded professional learning. However, the SAI survey data (Implementation) reveals that teachers strongly agree that professional learning experiences are connected with their performance standards, professional learning opportunities focus on the curriculum and how students learn, and through professional learning, teachers are held to high standards to increase student learning. Teachers indicate that the Structure of Professional Learning (Learning Designs) must consider teachers' input when planning school-wide professional learning. Teachers also indicated that their backgrounds, experience levels, and learning needs should be considered when professional learning is planned and designed. Furthermore, our teachers indicated their desires to have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.</p> <p>Student survey data from the Georgia Student Health Survey 2.0 reveals that although more than 90% of our students believe that their school wants them to do well, almost 60% the students believe that they actually do well in school. On average, 80-90% of the students believe there is an adult at school who will help them if needed and that their teachers treat them with respect. Concerning students' perception of behavior, students indicated that their school has clear rules for behavior, they feel safe at school, and that good behavior is noticed at their school. This data also revealed that more students in grades three and 4th believe that students behave in class so teachers can</p>

	<p>teach, while fewer students in grade five share this perception. However, the teachers' perception of behavior as noted on the SAS items indicate 44% of teachers feel there is high need for options to exist in order to allow classroom instruction to continue when problem behaviors occur. The SAS item data (school-wide and classroom) also strongly indicates that teachers feel as though problem behaviors must receive consistent consequences and be clearly defined.</p> <p>Additional student survey data from the Student Engagement Survey reveals that students are actively engaged in the learning process by participating in challenging class discussions and activities. However, based upon students' responses, less than 30% of students indicated that they chose their own topics for their projects. Another area of concern was that only 36% of students indicated that they work on assignments requiring more than one day to complete. In addition, on the Student Engagement Survey, students indicated that 84% of them mostly listen to teachers and 58% complete worksheets. Approximately 40% feel challenged and interested with their school work as evidenced by the Climate & Culture Student Survey.</p> <p>Parent survey data reveals that overall parents feel respected, supported, and trust the school staff. Parents indicated they receive regular communication with teachers and staff using a variety of methods, such as phone calls, technology methods, school flyers, teacher newsletters, school messenger, emails, and etc. More than 30% of our parents surveyed are somewhat confident that their child is meeting his/her specific learning needs.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Process Data (school programs, instructional strategies, assessment strategies, and classroom practices)</p> <p>Data Sources: Title I School Improvement Plan, AdvancEd Accreditation Review, eleot data, 21st Century LEAP Program Data, ACCESS 2.0 student data, PBIS Discipline Data, Read 180 data, Wilson Reading Program data, Self-Assessment Survey Items Data</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Through school programs such as Gifted, Advanced Content, Early Intervention Program (EIP), Special Education, and English to Speakers of Other Languages (ESOL), students are provided challenging and equitable opportunities to foster student success. In addition to the academic programs, Monroe Elementary school students have opportunities to join or participate in the following extra-curriculum activities: 21st Century LEAP after school enrichment program (kindergarten-5th), chorus, beginning/advanced band (grades 3rd-5th), Helen Ruffin Reading Team (4th & 5th), BETA Club (grades 4th & 5th), and Beary Special Readers Club. Exclusive to 5th graders only includes Choosing Healthy Activities and Methods Promoting Safety Program (CHAMPS), 4-H, Safety Patrol, and Christian Learning Center (CLC).</p> <p>Positive Behavior Interventions and Supports (PBIS) started during the 2017-2018 school year with continued yearly implementation. The PBIS team has worked to make strides in promoting a healthy culture among learners, instructional staff, and other staff. Coupling Responsive Classroom strategies</p>
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with PBIS has helped to create social norms through explicitly teaching and reinforcing behavioral expectations to all students. According to the PBIS Self-Assessment Survey (SAS) results, MES has improved in the level of implementation from 32% in 2017-2018 to 66%. According to the PBIS Tiered Fidelity Inventory Walkthrough Tool, MES has continued to make positive improvements in all areas of PBIS implementation. The School-Wide portion of the SAS shows an increase in the level of school-wide support, teaching behavioral expectations, student rewards, and behavioral distinctions. MES used Read 180 to increase reading skills for 4th and 5th grade EIP students. The R180 rSkills and reading inventory test data tells us that students Lexile scores increased by an average of 60+%, fluency rates, vocabulary, and comprehension skills also increased. However, drill down data reveals that students continued to struggle with specific skills in the areas of cause/effect, sequencing, and identifying main ideas when inference is required to answer those types of questions.

21st Century LEAP Students

21st Century Programs serves MES students in grades kindergarten-5th grade. Its primary program goal is to support and increase students' learning by providing daily academic support and enrichment activities that engage students through various academically focused cultural, recreational, technological, and arts activities not normally offered during the regular school day. According to the EOG data, in reading and 80% students Met or Exceeded the objective target of 55% in Math. According to report card data,

PBIS Discipline Data (2022)

Suspension Report from 2021 to 2022:

ISS (#of Events) increased to 128 (+8); OSS (#of Events) increased to 64 (+29) Discipline data has increased in the number of behavior incidents from 2021-2022, the number of OSS days has increased as well. One factor may be due to the fact that discipline expectations have been clearly defined, resulting in higher referrals. According to the SAS Survey Items data, an average of 91% of staff members agree that expected student behavior and routines are clearly stated and defined school-wide, in non-classroom settings, and classroom settings. MES staff and the PBIS team will continue to monitor discipline referrals to assess the areas of need for support to decrease office referrals and increase students' time in classrooms. Another factor to consider resulting in an increase of behavior incidents is that over 65% of staff members indicated concerns with defining problem behaviors, as well as inconsistent consequences received as a result of problem behaviors. Finally, data from the SAS Survey Items indicated 61% of teachers indicated a high priority need for improvement for classroom-based options to allow instruction to continue when problem behaviors occur.

GIFTED, SED Data

A review of program data reveals that 90+% of our GIFTED students met or exceeded expectations in both ELA/Reading and Mathematics according to the Georgia Milestones EOG 2022 preliminary data. A continued emphasis is needed on increasing EL, EIP, and SED students' performance in ELA/Reading and Mathematics by targeting research-based instructional strategies related to achievement for these subgroups of students. In particular, data reveals a strong need to dig deeper into the use of current instructional practices for our SED students as indicated by the 78% of students scoring at a Level I in ELA/Reading and 60% scoring at Level I in Mathematics on EOG 2022

	<p>preliminary data. Comparing EL student growth from the 2021 to 2022 ACCESS 2.0 test data, English Language Learners showed significant progress. A continued effort will be placed on increasing EOG growth from Developing learners to Proficient and Distinguished learners.</p> <p>Students in grades 3-5 have one-to-one Chromebooks; however, eleot data reveals a need to increase students' usage of technology to engage students in authentic learning, problem solving skills, and critical thinking through real-life research. Vocabulary instruction is integrated into all content areas, which includes research-based activities such as the use of concept maps, Frayer models, word maps, concept webs, K-5 Fry words, word walls, and sound walls. All available staff work together to provide strategic instruction for targeted groups. The instructional staff utilizes a data wall to monitor and track the progress of student achievement based on NWEA MAP results.</p>
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What achievement data did you use?	Achievement Data (norm-referenced tests, criterion-referenced tests, standards assessments, teacher-assigned graders, and authentic assessments)
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What does your achievement data tell you?	<p>State Assessment Data- End of Grade Milestones</p> <p>Grade Level Lexile Data (students at or above the midpoint)</p> <ul style="list-style-type: none"> ● 3rd grade increased (2021-32.93% to 33.33%) ● 4th grade increased (2021-18.84% to 22.62%) ● 5th grade decreased (2021-38.57% to 38.20%) ● overall increase (2021-30.32% to 31.58%) <p>Grade Level ELA Data (students proficient at levels 3 and 4)</p> <ul style="list-style-type: none"> ● 3rd grade increased by 30 points (2019-30). This places us 19 points below the system, 16 points below our RESA, and 12 points below the state. ● 4th grade decreased by 8 points (2019-26). This places us 25 points below the system, 21 points below our RESA, and 16 points below the state. ● 5th grade increased by 6 points (2019-37). This places us 14 points below the system, 12 points below our RESA, and 8 points below the state. <p>Grade level Math Data (students proficient at levels 3 and 4)</p> <ul style="list-style-type: none"> ● 3rd grade increased by 7 points (2019-37). This places us 21 points below the system, 20 points below our RESA, and 15 points below the state. ● 4th grade decreased by 6 points (2019-34). This places us 27 points below the system, 22 points below our RESA, and 15 points below the state. ● 5th grade increased 16 points (2019-35). This places us 13 points below the system, 13 points below our RESA, and 6 points below the state. <p>Grade level Science and Social Studies data (students proficient at levels 3 and 4)</p> <ul style="list-style-type: none"> ● 5th grade science increased by 1 point (2019-26). This places us 18 points below the system, 19 points below our RESA, and 17 points below the state. ● 5th grade social studies decreased by 6 points (2019-20). This places us 14 points below the system, 13 points below our RESA, and 11 points below the
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	<p>state.</p> <p>According to the 2020-2021 NWEA MAP Assessment Data for Reading and Math, the student growth data from Fall 2020 to Spring 2021 are as follows:</p> <ul style="list-style-type: none"> ● 1st Grade Reading 35 out of 93 (38%); Math 49 out of 93 (53%) 2nd Grade Reading 15 out of 82 (18%); Math 29 out of 82 (35%) 3rd Grade Reading 18 out of 86 (21%); Math 27 out of 86 (31%) 4th Grade Reading 18 out of 81 (22%); Math 17 out of 81 (21%) 5th Grade Reading 10 out of 53 (19%); Math 15 out of 53 (15%) <p>5th grade Reading and Math STAR were the highest in the district; 3rd grade Reading was the 2nd lowest in the district; 4th grade reading was the lowest in the district.</p> <p><u>Preliminary EOG Data by Academic Programs (based upon the number of students scoring Distinguished IV, Proficient III, Developing II, Beginning I)</u></p> <p>ESOL ELA/Reading: Level 4= 0 out of 14 (0%); Level 3= 2 out of 14 (14.28%); Level 2= 9 out of 14 (64.28%); Level 1= 3 out of 14 (21.42%)</p> <p>EIP ELA/Reading: Level 4= 1 out of 56 (1.78%); Level 3= 10 out of 56 (17.85%); Level 2= 32 out of 56 (51.14%); Level 1= 13 out of 56 (23.21%)</p> <p>EIP Math: Level 4= 0 out of 78 (0%); Level 3= 11 out of 78 (14.10%); Level 2= 41 out of 78 (52.56%); Level 1= 26 out of 78 (33.33%)</p> <p>SED ELA/Reading: Level 4= 0 out of 28 (0%); Level 3= 1 out of 28 (3.57%); Level 2= 5 out of 28 (17.85%); Level 1= 22 out of 28 (78.57%)</p> <p>SED Math: Level 4= 0 out of 28 (0%); Level 3= 1 out of 28 (3.57%); Level 2= 10 out of 28 (35.71%); Level 1= 17 out of 28 (60.71%)</p> <p>GIFTED ELA/Reading: Level 4= 9 out of 15 (60%); Level 3= 6 out of 15 (40%); Level 2= 0 out of 15 (0%); Level 1= 0 out of 15 (0%)</p> <p>GIFTED Math: Level 4= 9 out of 15 (60%); Level 3= 6 out of 15 (40%); Level 2= 0 out of 15 (0%); Level 1= 0 out of 15 (0%)</p> <p><u>Preliminary ACCESS 2.0 (2020 to 2021 Comparisons)</u></p> <ul style="list-style-type: none"> ● 4 student(s) made no positive band movement ● 4 student(s) moved less than one band ● 11 student(s) moved one band ● 7 student(s) moved more than one band ● 6 student(s) exited the program
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What demographic data did you use?	Demographic Data (students, staff, the school, and surrounding community)
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What does the demographic data tell you?	<p>Student demographic data reveals that Monroe Elementary School serves a diverse population of 597 students. Our Free and Reduced lunch rate is 72% as last reported in 2019-2020.</p> <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> ● Hispanic - 12% ● American Indian -1% ● Asian - 4% ● Native Hawaiian or Other Pacific Islander-1%
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	<ul style="list-style-type: none">● Black - 45%● White - 32%● Two or more races - 6% <p>We have a total of 75 staff members at Monroe Elementary School.</p>
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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

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Monroe Elementary School teachers and leaders have the professional knowledge to meet the academic and social needs of our students. Effective research-based instructional strategies are evident in our daily practices and data is used to inform our instructional practices. Teachers and students agree that students are actively engaged in learning and adequate resources and technology are available to support instruction. Use of flexible student groups are operational in all grade levels, which allows for remediation and enrichment activities to increase student learning. Teachers collaborate to provide informal and formal assessments to monitor student learning. The master schedule has been created and monitored by school administrators to maximize instructional time.</p> <p>Challenges: A continued focus remains on the need to increase instructional practices that reflect high expectations for all students (EIP, SED, EL SWD, ED, and African American students). Engage students in more activities that develop their critical thinking and problem solving skills with a focus on real-life experiences. Although MES has updated technology available for all students, a focus on specific use of technology is needed to enhance student learning.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Monroe Elementary School leaders provide tools and resources needed to support student learning; communicates that school's mission and vision regularly with staff, students, and stakeholders; analyzes and uses student data to make educational decisions for students and staff; monitors and evaluates instructional practices; collaborates with staff to identify areas of strengths and areas for growth; supports, plans, and implements professional learning opportunities; provides regular communication with staff and stakeholders; models and communicates high expectations for student learning and professionalism; provides shared decision-making; actively monitors school protocols to maintain a safe and welcoming learning environment; supports and monitor student discipline; uses assessment data to make informed decisions about student and staff; open door policy which allows staff, students, and stakeholders the opportunity to discuss their concerns</p> <p>Challenges: Provide more time to allow teachers to collaborate across grade levels and teams; increase team building opportunities; support student discipline; continue to provide professional learning opportunities for staff;</p>

Strengths and Challenges Based on Trends and Patterns

	continue to plan professional learning based upon staff feedback
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?	<p>Strengths: MES staff continues to focus on increasing our pedagogical knowledge and skills to increase student achievement through targeted professional learning opportunities: grade level Professional Learning Communities, Growing Readers Grant participation, District ELA/Reading and Math Ambassadors, RESA training, individual professional learning with our Instructional Coach; WCSD professional training.</p> <p>Challenges: Increased time needed for professional development; staff's capacity/ability/access to use research from various sources such as educational periodicals, research findings, and educational conferences to make informed professional decisions for self-growth; continue to provide peer-to-peer observations</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>Strengths: Monroe Elementary School consistently communicates with parents and the community through print, technology, and school messenger; parents and guardians are provided accurate reports of students' progress; parents/guardians are welcomed and encouraged to participate in their child/ren's education through parent/teacher conferences and by attending monthly school events; parents/guardians are invited to attend academic data meetings to review student progress; parents/guardians who speak other languages have equal access to communication through district interpreter services and printed materials in their languages</p> <p>Challenges: Providing parents/guardians opportunities to share their method of participation that best supports them; flexible meeting times to attend school functions; fully operational PTO; Partners In Education</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>Strengths: MES staff and leadership maintains a safe learning environment that supports student learning; clear and consistent expectations have been developed with staff and students' input; routines and procedures for student learning and interactions are consistent and clearly visible throughout the school; MES has a welcoming and attractive campus; resources are readily available for staff, students, and parents/guardians; the master schedule is designed to maximize instructional time for all grade levels and resources classes</p> <p>Challenges: A focus on increasing academic rigor to encourage higher use of critical thinking and problem-solving skills is needed; provide students with specific use of technology to explore academic ideas in all content areas; increase student engagement and rigor for SED, EIP, EL, SWD, ED, and African American student to close academic gaps; continue professional learning opportunities targeted to address student emotional & behavioral concerns</p>

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Monroe Elementary School has worked to maximize the resources within our building. Through careful planning, the leadership team has been able to secure human, material, and fiscal resources to meet the needs of each learner. MES' SWOT Analysis shows technology resources, Title I funds, tutors, and an Instructional Coach as areas of strength. Resource management is also considered an area of strength with 96% of students indicating they have the resources necessary to be successful.</p> <p>Challenges: Decreasing achievement gaps between SWD, ED, EL, and African American students with White students; using and linking appropriate resources to increase student achievement; funding professional development beyond the school building</p>
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Strengths: On the Georgia Milestones, 22.93% of our students achieved in the Proficient and Distinguished categories in English Language Arts, with a Weighted Proficiency of 44.36%, 26.59% in Math, 21.43% in Science, with a Weighted Proficiency of 35.71. MES students are moving toward increasing their academic success. English Language Learners showed significant progress on both the 2022 Georgia Milestones and ACCESS tests. Our one-year proficiency changes and one-year weighted proficiency changes have increased in ELA, Math, and Science in grades 3, 4, and 5 (with the exception that Mathematics remained the same in grade 4; and decreased in 5th grade's weighted proficiency).</p> <p>Challenges: Increase CCRPI score; target professional learning to focus on increasing Tier 1 instructional practices in all content areas</p>
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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>
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Strengths	<p>SED students received individualized instruction to support their academic, social, and emotional needs in the general educational environment and/or in the special education classroom setting; SED, ED, and EL students received daily instruction on their grade level, instructional level, and according to their specific educational needs; SED, ED and EL teachers implemented instruction targeted to the meet the unique needs of each subgroup and aligned to meet the grade specific standards; district and state guidelines are followed to ensure fidelity in identifying and monitoring SED and EL students</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Challenges	A strong emphasis and focus is needed to continue to increase student achievement for our SED, ED, and EL students by adapting academic content to increase rigor, improve instructional delivery, and maintain current research-based best practices. Also, as our Free and Reduced lunch numbers increase (ED students), MES staff must continue to implement specially designed instruction consistent not only for ED students, but SED, EL, and all students. MES leadership must continue to monitor instructional practices to ensure achievement gaps are decreased among our SED, ED, and EL students.
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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	Increase student achievement in ELA/Reading (including Lexile and Writing)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	1. Increase academic rigor for all students by closing achievement gaps between SWD, ED, EL, African American students, and Whites 2. Professional learning with a focus on instructional practices, engagement, visible learning, and etc
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Overarching Need # 2

Overarching Need	Decrease student discipline
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 3

Overarching Need	Increase student achievement in Mathematics
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	
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Overarching Need # 4

Overarching Need	Decrease overall student absenteeism
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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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 - Increase student achievement in ELA/Reading (including Lexile and Writing)

Root Cause # 1

Root Causes to be Addressed	Focus has been on extended responses with limited attention to narrative writing
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	1. Ideas and organization skills are low; therefore, students must have strategies to teach them to organize their thoughts 2. Teachers must model the use of organizing thoughts using graphic organizers 3. Allow students to read fiction text and analyzing narrative stories
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Limited student experiences aligned with background knowledge, vocabulary development, and basic skills
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Decrease student discipline

Root Cause # 1

Root Causes to be Addressed	Lack of professional development targeted to understanding the social and emotional needs of students with discipline concerns
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 1

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of lessons with higher order DOK levels that provide opportunities for student engagement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Overarching Need - Increase student achievement in Mathematics

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Limited opportunities for students to use mathematical tools to support learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Limited opportunities to develop critical thinking skills to problem solve
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited knowledge of base ten and basic mathematical facts
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Overarching Need - Decrease overall student absenteeism

Root Cause # 1

Root Causes to be Addressed	Continued need to engage academics
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Root Cause # 1

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Continued need to address social/emotional needs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Continued need to involve and inform parents of the importance of school attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Student health related concerns
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 4

Additional Responses	
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School Improvement Plan 2022 - 2023



**Walton County
Monroe Elementary**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
School Name	Monroe Elementary
Team Lead	Zeester C. Swint
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in ELA/Reading (including Lexile and Writing)
Root Cause # 1	Focus has been on extended responses with limited attention to narrative writing
Root Cause # 2	Limited student experiences aligned with background knowledge, vocabulary development, and basic skills
Goal	By the Spring MAP administration, our school conditional growth index will increase to the 50%tile in Reading/Language Arts.

Action Step # 1

Action Step	Continued implementation of Journeys as a ELA resource as a Tier 1 intervention
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluation, PLCs, Data Views
Success Criteria for Impact on Student Achievement	Increased growth in the area of Reading
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continue with the 49% EIP teacher to support closing the gaps in Reading in grades kindergarten and first.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluation, PLCs, Data Views
Success Criteria for Impact on Student Achievement	Increased growth in the area of Reading
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step	Teachers will be provided a Grade Level Reading and Guided Reading instructional block to increase reading performance.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluation, PLCs, Data Views
Success Criteria for Impact on Student Achievement	Increased growth in the area of Reading
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Professional learning communities will be facilitated by the Literacy Committee, ELA Ambassadors, Title I Instructional Coach, Passport to Literacy Team, Instructional Technology Specialist and Administrators.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluation, PLCs, Data Views
Success Criteria for Impact on Student Achievement	Increased growth in the area of Reading
Position/Role Responsible	Administrators, Instructional Coach, Instructional Technology Specialist, Teachers
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	ELA/Reading Parent workshops facilitated by Title I Instructional Coach during Curriculum Nights and other school events throughout the school year.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Surveys
Success Criteria for Impact on Student Achievement	Increased growth in the area of Reading
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 5

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease student discipline
Root Cause # 1	Lack of lessons with higher order DOK levels that provide opportunities for student engagement
Root Cause # 2	Lack of professional development targeted to understanding the social and emotional needs of students with discipline concerns
Goal	We will decrease the number of discipline incident counts from the 2022 school year to 2023 school year.

Action Step # 1

Action Step	Continue PBIS implementation with updated PBIS rewards system, PBIS School Store, and classroom matrix in all areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, Classroom visits, PBIS Rewards Data Review, Discipline Data

Action Step # 1

Success Criteria for Impact on Student Achievement	Positive feedback on student, staff, and parent survey data; Decreased student discipline referrals
Position/Role Responsible	Administrators, PBIS Coach/Team, School Counselor
Timeline for Implementation	Weekly

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

Action Step	PBIS Professional Learning ongoing at the district and school level.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Success Criteria for Implementation	Walk-through, Classroom visits, PBIS Rewards Data Review, Discipline Data
Success Criteria for Impact on Student Achievement	Positive feedback on student, staff, and parent survey data; Decreased student discipline referrals
Position/Role Responsible	Administrators, PBIS Coach/Team, School Counselor
Timeline for Implementation	Monthly

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

Action Step	PBIS Coach will conduct a PBIS Parent Workshop during Curriculum Night and other school events throughout the school year.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 3

Success Criteria for Implementation	Parent Surveys
Success Criteria for Impact on Student Achievement	Feedback from families
Position/Role Responsible	PBIS Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Continued implementation of Responsive Classroom strategies with a focus on Morning Meetings, Closing Circles, Quiet Time, and Interactive Modeling.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, Classroom visits, Discipline Data
Success Criteria for Impact on Student Achievement	Positive feedback on student, staff, and parent survey data; Decreased student discipline referrals
Position/Role Responsible	Administrators, Instructional Coach, School Counselor
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	A Student Support Paraprofessional will be implemented to support student discipline.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, Classroom visits, Discipline Data
Success Criteria for Impact on Student Achievement	Positive feedback on student, staff, and parent survey data; Decreased student discipline referrals
Position/Role Responsible	Administrators, Instructional Coach, School Counselor, Student Support Paraprofessional
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Implement PBIS Tier II (Check-in, Check-out CICO)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, Classroom visits, Discipline Data
Success Criteria for Impact on Student Achievement	SWISS Data
Position/Role Responsible	Administrators, Instructional Coach, School Counselor, Student Support Paraprofessional
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Implementation of 7 Mindsets: Year 1
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A

Action Step # 7

Funding Sources	Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Walk-through, Classroom visits, Discipline Data
Success Criteria for Impact on Student Achievement	Positive feedback on student, staff, and parent survey data; Decreased student discipline referrals
Position/Role Responsible	Administrators, Instructional Coach, School Counselor, Teachers
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in Mathematics
Root Cause # 1	Limited knowledge of base ten and basic mathematical facts
Root Cause # 2	Limited opportunities for students to use mathematical tools to support learning
Root Cause # 3	Limited opportunities to develop critical thinking skills to problem solve
Goal	By the Spring MAP administration, our school conditional growth index will increase to the 50%tile in Mathematics.

Action Step # 1

Action Step	By the Spring MAP administration, our school conditional growth index will increase to the 50%tile in Mathematics.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluations, PLCs, Data Reviews
Success Criteria for Impact on Student Achievement	Increased growth in the area of Mathematics
Position/Role Responsible	Administrators, Instructional Coach, Teachers

Action Step # 1

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will be provided a Grade Level Mathematics and Guided Mathematics instructional block to increase math performance using manipulatives, discourse charts, and other research-based strategies/resources.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Walk-through, TKES evaluations, PLCs, Data Reviews

Action Step # 2

Success Criteria for Impact on Student Achievement	Increased growth in the area of Mathematics
Position/Role Responsible	Administrators, Instructional Coach, Teachers, Math Committee
Timeline for Implementation	Weekly

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

Action Step	Professional learning communities will be facilitated by the Mathematics Committee, Math Ambassadors, Title I Instructional Coach, Instructional Technology Specialist and Administrators.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 3

Success Criteria for Implementation	Walk-through, TKES evaluations, PLCs, Data Reviews
Success Criteria for Impact on Student Achievement	Increased growth in the area of Mathematics; Feedback from teachers
Position/Role Responsible	Administrators, Instructional Coach, Teachers, Math Committee, Technology Specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Mathematics Parent workshops facilitated by Title I Instructional Coach during Curriculum Nights and other school events throughout the school year.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Surveys
Success Criteria for Impact on Student Achievement	Feedback from families
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease overall student absenteeism
Root Cause # 1	Student health related concerns
Root Cause # 2	Continued need to engage academics
Root Cause # 3	Continued need to address social/emotional needs
Root Cause # 4	Continued need to involve and inform parents of the importance of school attendance
Goal	We will reduce the number of students missing more than 10% of their enrollment days from the 2021 school year to the 2022 school year by 5%.

Action Step # 1

Action Step	Continued weekly Attendance data review during Attendance Support Team meetings
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	AST meetings, Data reviews
Success Criteria for Impact on Student Achievement	Increased student attendance
Position/Role Responsible	District Student Services Coordinator, School Administrators, School Counselor, Attendance Clerk, SSA, School Nurse, Teachers
Timeline for Implementation	Weekly

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

Action Step	Parent/Family communication with attendance updates and/or availability of resources
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 2

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	AST meetings, Data Reviews
Success Criteria for Impact on Student Achievement	Increased student attendance
Position/Role Responsible	District Student Services Coordinator, School Administrators, School Counselor, Attendance Clerk, SSA, School Nurse, Teachers
Timeline for Implementation	Weekly

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

Action Step	Quarterly Attendance Celebrations
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA

Action Step # 3

Funding Sources	McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	AST meetings, Data Reviews
Success Criteria for Impact on Student Achievement	Perception survey data
Position/Role Responsible	School Administrators, School Counselor, Attendance Clerk, SSA, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Parent workshops facilitated by Title I Instructional Coach during Curriculum Nights and other school events throughout the school year.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Surveys
Success Criteria for Impact on Student Achievement	Feedback from families
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 4

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

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The Title I plan was developed with the involvement of members from all stakeholder groups at meetings, by email, and through sharing of documents through Google.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	One-hundred percent of teachers at the school meet Professional Qualifications requirements established by the Walton County School District. Principals will closely monitor teaching assignments to ensure that teachers are only teaching subjects in their field. Each school year (or semester), schedules of at-risk students, particularly low-income (ED) and minority (Black, Hispanic, Asian) will be reviewed to ensure that these students are not repeatedly scheduled into classes taught by the least effective or least experienced teachers in the school.
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Title I funds are used to employ additional staff (teachers and/or paraprofessionals) who support struggling learners in the areas of Reading and/or Mathematics. These staff may pull students for small- group or one-on-one tutoring or may push into classrooms to provide support. Students may participate in Read 180 or System 44 to address decoding or comprehension issues. At present, the school has no students living in institutions for neglected or delinquent children.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale	N/A – The district does not have any Targeted Assistance Programs.

(point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Kindergarten or preschool special education transition from early childhood education programs to local elementary school programs.
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.	N/A
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.	Continued PBIS implementation, continued Responsive Classroom implementation and use of strategies, and professional training with a focus on effective behavior practices, Mindset professional learning, School Counselor conducting classroom guidance lessons, district Behavior Specialist, Mental Health Specialist meetings with students, Student Support Alliance (SSA), discipline data reviews, additional Responsive Classroom trainings for new and returning staff, and implementation of Social/Emotional learning strategies.

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

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