



Comprehensive Needs Assessment 2019 - 2020 School Report



**Hall County
South Hall Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Joseph Millwood
Team Member # 2	Assistant Principal	Abigail Celli
Team Member # 3	Assistant Principal	Kent Townley
Team Member # 4	Instructional Lead teacher	Anita Bridwell
Team Member # 5	Instructional Lead teacher	Instructional Lead teacher
Team Member # 6	Counselor	Philip Elrod
Team Member # 7	Parent Liaison	Daniella Kelin-Arndt

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher/SIT Representative	Katrina Gotts
Team Member # 2	Teacher/SIT Representative	Mary LoCurto
Team Member # 3	Teacher/SIT Representative	Morgan Zanardo
Team Member # 4	Teacher/SIT Representative	Dan Bailey
Team Member # 5	Teacher/SIT Representative	Salli Pestell
Team Member # 6	Teacher/SIT Representative	Vicky Noland
Team Member # 7	Teacher/SIT Representative	Danette O'Kelley
Team Member # 8	Teacher/SIT Representative	Rosemary Saavedra
Team Member # 9	Teacher/SIT Representative	Megan Kotula
Team Member # 10	Teacher/SIT Representative	Kim Hartter

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	School Resource Officer	John Bustamante
Stakeholder # 2	Parent	Maria Castillo
Stakeholder # 3	Parent	Maria Dominguez
Stakeholder # 4	Parent	Rosa Simental
Stakeholder # 5	Parent	Rubia Meljar
Stakeholder # 6	Student	Selvia Gonzalez
Stakeholder # 7	Student	Student
Stakeholder # 8	Student	Student

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

We will hold face-to-face meetings, send draft documents and electronic feedback forms, offer many opportunities for stakeholders to attend meetings and provide feedback.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

Curriculum Standard 2 -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.	

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.	

Coherent Instruction Data

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

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.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

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

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

Effective Leadership Data

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

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

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.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement 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	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use?	Staff Data Collection survey, Parent surveys, CCRPI Climate Star reports and ratings. GSAPS Report
What does the perception data tell you?	Analysis of the Personnel survey indicate that the majority of teachers feel confident in the leadership and Instructional system. There is a need for further development and implementation of a progress monitoring system to better gauge student achievement. Parent survey data is still being collected; therefore, there is not enough significant data to conclusively determine parent perception. However, preliminary input indicates more work needs to be done to get more families engaged in school improvement efforts.
What process data did you use?	Teacher Data Collection Survey, TKES /LKES evaluations and reflections, Informal observations (Walk-arounds), Staff counselor (student services) perception surveys, PLC minutes and agendas, Master Schedule, Professional Learning Plan, School Improvement Plan, KIDTalk protocols, RTI Protocols, Counselor Classroom Guidance plans
What does your process data tell you?	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders, defining the culture of the school and guiding continuous improvement. Rules, practices, and procedures that maintain a safe, orderly learning environment are consistently implemented across the school. These are continually monitored and revised as needed. A supportive and well-managed learning environment is evident in most classrooms. Evidence exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident. However, efforts to increase celebrating the achievements/accomplishments of students and/or staff and to build student capacity to actively monitor their own progress is still needed. Progress monitoring templates are in place, but are not universally implemented. A means of student self- monitoring has yet to be developed.

What achievement data did you use?	EOC, EOG, ACCESS, Balanced Scorecard Assessment, District CBA data, Formative/Summative Assessment, Pre and Post Performance Assessments (PPPA) data, KIDTalk conference data, RTI processes and remediation courses, Master Schedule, Professional Learning Plan, School Improvement Plan, GOSA reports, SLDS Achievement data, GSAPS report.
What does your achievement data tell you?	The seeming dip in performance from FY15 to FY16 is confounded by moving from CRCT/EOCT to Milestones End-of-Grade and End-of-Course and the re-norming process associated with it. All demographic subgroups exhibited apparent dip. The trend continued in FY'16-17 and FY'17-18. It is difficult to determine the causes of the downward trend in ELA and Math. Preliminary FY'19 data shows positive upward growth with a preliminary rise of 5% of students reaching proficiency and above on the Milestones EOG in Math and a 4% increase in number of students reaching proficiency in ELA. Final FY'18-19 data will be more useful to be able to discern trends once it is available and can be thoroughly analyzed to determine if current initiatives are working.. Performance gaps continue to exist between white students and all other major subgroups on all assessments. Full implementation of a system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is our focus for FY'20, but continued work and development is needed.
What demographic data did you use?	School demographic and economically disadvantaged data, GOSA reports, SLDS demographic data
What does the demographic data tell you?	The population of Academies of Discovery consists of majority Hispanic, economically-disadvantaged students, many of which are still English Language Learners (ELL) and a special program (the DaVinci Academy) for 250 students who apply to participate in enrichment and higher-level learning opportunities. Most of these students have been identified as gifted. SpEd trends are low and gifted high due to DVA numbers. Continued influx of primarily Spanish speaking families and meeting their needs is an ongoing challenge. A system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is in progress, and full implementation will be a focus for FY'20. Student transiency, Spanish speaking population attracted by poultry industry, low SES, divided families, parents working multiple jobs/long hours. The DaVinci Academy dilutes some of the Academies of Discovery data due to the majority of gifted and higher socio-economic status of that population.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In most classrooms, the learning environment is supportive and well managed where individual student needs are met through a system of flexible grouping strategies to provide differentiated instruction. Professional Learning Communities are established and teachers work collaboratively in each content area to plan and implement multiple means of representation, engagement, and expression to meet the learning needs of students. However, through teacher self-assessment and observation, more work is needed in the area of providing academically challenging, student-centered environments where specific learning needs can be met and their progress monitored through formative and diagnostic measures.
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?	Support staff use the TKES process and a professional learning plan to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. A common vision and mission have been developed through a collaborative process and support is provided to teachers and other staff to target individual needs to provide character, competency, and rigor for all. Surveys and staff self-reporting reveal that curriculum needs are well-supported. More work is needed to ensure that a data-driven school leadership and improvement teams focused on student-learning has been established through processes to analyze data, share decision-making, and problem solve.
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?	All instructional staff participate in job embedded professional learning in Professional Learning Communities (PLCs), which includes multiple designs (e.g., collaborative lesson study, some analysis of student work, problem-solving sessions, curriculum development, some classroom observations, etc.) to support their various learning needs. Teachers will be provided with additional support in meeting and documenting professional learning goals. However, there is not a process to monitor and evaluate the impact of professional learning on staff practices and student learning beyond follow-up with feedback and the opportunity for reflection. Silver-Strong's High Reliability Organization strategies were examined and piloted in a few classrooms in FY'19 and will be fully implemented in FY'20.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Parent involvement continues to be a challenge simply due to the developmental levels of middle grade students who, at this stage, want less parent involvement and the challenge families face with balancing work and home responsibilities. We recognize the need for encouraging increased parent involvement and work to accommodate schedules and employ various means of communication. However, the Parent Liaison working in conjunction with the Sunshine Committee will work to increase opportunities for families and teachers to engage to build a relationships in order to enhance the learning community and culture of the school.
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?	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders, defining the culture of the school and guiding continuous improvement. Rules, practices, and procedures that maintain a safe, orderly learning environment are consistently implemented across the school. These are continually monitored and revised as needed. A supportive and well-managed learning environment is evident in most classrooms. Evidence exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident. However, there needs to be an organized effort to celebrate the achievements/accomplishments of students and/or staff and to build student capacity to actively monitor their own progress. Remedial class offerings, implementation of the innovative structure model for ELLs, professional learning on co-teaching models, and the implementation of High Reliability Organizational teaching practices will be implemented in SY'2020 to address needs among our various sub-groups.
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?	The population of AOD consists of majority Hispanic, economically-disadvantaged students, many of which are still English Language Learners (ELL). SpEd trends are low and gifted high due to DVA numbers. Continued influx of primarily Spanish speaking families and meeting their needs is an ongoing challenge. A system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is in progress, but continued work and development is needed. Remedial class offerings, implementation of the innovative structure model for ELLs, professional learning on co-teaching models, and the implementation of High Reliability Organizational teaching practices will be implemented in SY'2020 to address needs among our various sub-groups.

Strengths and Challenges Based on Trends and Patterns

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?	The seeming dip in performance from FY15 to FY16 is confounded by moving from CRCT/EOCT to Milestones End-of-Grade and End-of-Course and the re-norming process associated with it. All demographic subgroups exhibited apparent dip. The trend continued in FY'16-17 and FY'17-18. It is difficult to determine the causes of the downward trend in ELA and Math. Preliminary FY'19 data shows positive upward growth with a preliminary rise of 5% of students reaching proficiency and above on the Milestones EOG in Math and a 4% increase in number of students reaching proficiency in ELA. Final FY'18-19 data will be more useful to be able to discern trends once it is available and can be thoroughly analyzed to determine if current initiatives are working, especially associated with the implementation of the Lucy Calkins curriculum in ELA and the Open Up Resources and Illustrative Math program in Math. Performance gaps continue to exist between white students and all other major subgroups on all assessments. Full implementation of a system of progress monitoring (diagnostic/formative assessments, probes, etc.) and content/skill specific strategies and/or lessons to meet the individual needs of all students is our focus for FY'20, but continued work and development is needed. Remedial class offerings, implementation of the innovative structure model for ELLs, professional learning on co-teaching models, and the implementation of High Reliability Organizational teaching practices will be implemented in SY'2020 to address needs among our various sub-groups.
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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.
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Strengths	In most classrooms, the learning environment is supportive and well managed where individual student needs are met through a system of flexible grouping strategies to provide differentiated instruction. SpEd students are served in both Co-teach and Direct Instruction environments to address their individual academic needs and skill deficiencies. Professional Learning Communities are established and teachers work collaboratively in each content area to plan and implement multiple means of representation, engagement, and expression to meet the learning needs of students. English Learners are supported and served in co-taught classes with an emphasis on language acquisition and development by certified ESOL professionals. Differentiation occurs as needed to address the unique needs of students who are in the process of learning English through immersion in the four subject areas and Connection classes. A Spanish for Native Speakers class is provided to help students with their native
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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.

Strengths	language literacy to support literacy and proficiency in English. All programs are available, along with a very strong student services and counseling department, to meet the various needs of economically disadvantaged students. A very supportive staff and a culture of trust has been established to promote a positive learning environment for all students. Remedial class offerings, implementation of the innovative structure model for ELLs, professional learning on co-teaching models, and the implementation of High Reliability Organizational teaching practices will be implemented in SY'2020 to address needs among our various sub-groups.
Challenges	More work is needed in the area of providing academically challenging, student-centered environments where specific learning needs can be met and their progress monitored through formative and diagnostic measures. Student transiency, Spanish speaking population attracted by the poultry and construction industries, low SES, divided families, parents working multiple jobs/long hours affect the level of support students need outside the regular school day resulting in increased need during the regular school day. Limited vocational offerings in middle school for students to connect to real world interest. The Language barrier is a mitigating factor to RTI/SPED designation resulting in some EL students not receiving necessary services. Parents are generally supportive of the school and teachers, but limited resources at home limit the level of support they can provide. Teachers need further training in effective co-teaching practices, progress monitoring, and research-based teaching practices.

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	Rigorous, student-centered instruction focused on reading, writing, and reasoning (literacy) for all students is not pervasive in all classrooms
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	PLCs need further professional development in increasing student-centered research based strategies. Professional learning in preferred co-teaching models is needed. Refinement of the instructional system needs to be completed.
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Overarching Need # 2

Overarching Need	Implementation of the progress monitoring system with diagnostic probes and assessments and a means to measure growth, track data.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Additional professional development is needed both for general classroom data collection and for all classes, but especially for SPED/ELL. Common Assessments are not pervasive in all units for all curriculum groups. Further development of PLCs which focus on the SIP and providing opportunities for teacher-led professional learning and collaboration to allow for added buy-in. There is a need for more student involvement in monitoring their progress and achievement.
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Overarching Need # 3

Overarching Need	Effective communication with families and the community in developing a culture of thinking and learning and family engagement to become active participants in the life of the school.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Values are more clearly defined within the school itself, but there is a general lack of understanding among other stakeholders particularly among families and their role in the school and their child's education.
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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 - Rigorous, student-centered instruction focused on reading, writing, and reasoning (literacy) for all students is not pervasive in all classrooms

Root Cause # 1

Root Causes to be Addressed	Lack of understanding/knowledge of research-based strategies and/or how to implement in the classroom.
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 C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of targeted professional learning opportunities to develop understanding and skills to implement research-based strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of time to research, study, practice, and implement in a risk-free, structured environment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of a cohesive and comprehensive professional learning plan for curriculum groups
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	There must be a comprehensive and viable curriculum in place with a defined scope and sequence to provide a framework for teaching and learning in each curriculum group.
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Overarching Need - Implementation of the progress monitoring system with diagnostic probes and assessments and a means to measure growth, track data.

Root Cause # 1

Root Causes to be Addressed	Inconsistencies across curriculum groups and grade-levels
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Time intensive; not enough time in/out of classroom
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Inefficient methods of monitoring
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 3

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Some teachers are not convinced it works or haven't given the process a chance
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 III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Effective communication with families and the community in developing a culture of thinking and learning and family engagement to become active participants in the life of the school.

Root Cause # 1

Root Causes to be Addressed	Not all parents from academies play integral roles in increasing student achievement in a unified structure.
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 - Parent and Family Engagement Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is not a systematic plan to increase two-way parental and community involvement.
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 - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	There are limited avenues in which parents can influence decision-making within the school in cooperation with school personnel.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2019 - 2020



**Hall County
South Hall Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	The Academies of Discovery at South Hall Middle School
Team Lead	Joey Millwood

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
☒	Traditional funding (all Federal funds budgeted separately)
☐	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
☐	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Rigorous, student-centered instruction focused on reading, writing, and reasoning (literacy) for all students is not pervasive in all classrooms
Root Cause # 1	Lack of understanding/knowledge of research-based strategies and/or how to implement in the classroom.
Root Cause # 2	Lack of targeted professional learning opportunities to develop understanding and skills to implement research-based strategies.
Root Cause # 3	Lack of time to research, study, practice, and implement in a risk-free, structured environment.
Root Cause # 4	Lack of a cohesive and comprehensive professional learning plan for curriculum groups
Goal	Implement rigorous, research-based strategies with a focus on literacy and reasoning in all classrooms resulting in an increase in the number of students reaching proficiency or above by 3% in ELA and Math as measured on the GMAS EoG and EoC by the end of FY'20.

Action Step # 1

Action Step	Consistent implementation of Marzano's research based "high-yield" strategies in all classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES and informal observations, PLC agendas/minutes, lesson plans, student work, student achievement data, Milestones data
Position/Role Responsible	Teachers/ILT/Administration
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 1

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

Action Step	Instructional Coaches, administration, and curriculum leads work with teachers to implement best practices and research-based methods (PLC's teacher rounds, learning window, model classroom, preferred co-teaching models).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes/agendas/minutes/tchr. reflections/progress monitoring data, lesson plans, TKES and informal observations, student achievement data, Milestones data.
Position/Role Responsible	Instructional coaches and reading/math personnel
Timeline for Implementation	Weekly

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

Action Step	Previewing of content for students who require scaffolding and skill development to ensure access to rigorous content.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Progress monitoring of student work and growth (diagnostic, formative data, and summative data), lesson plans, student achievement data, formative data.
Position/Role Responsible	Read 180, Math 180, remedial teachers
Timeline for Implementation	Weekly

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

Action Step	Continued participation in Harvey Silver's Thoughtful Classroom/ High Reliability Organizations (HOR) in professional learning communities to increase engagement and enjoyment and develop a culture of thinking and learning in collaboration with other middle schools.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 4

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning communities, minutes, student data, informal and formal observations, teacher rounds.
Position/Role Responsible	Administrators/teachers/School Leadership team
Timeline for Implementation	Monthly

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

Action Step	Add additional technology for classroom use for student-centered lessons, student tools, products, presentations, and data collection.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Unit lesson plans, informal and TKES observations, student classroom achievement data, work samples.
Position/Role Responsible	Support staff, technology, teachers
Timeline for Implementation	Yearly

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

Action Step	Hire bilingual University of North Georgia students as paraprofessionals to tutor individual students who are struggling, provide differentiation, and additional instructional support focused on reading, writing, speaking, listening, and thinking.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Informal observations, lesson plans, student achievement data and work samples.
Position/Role Responsible	Hall County School District, Support Staff
Timeline for Implementation	Weekly

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

Action Step	Offer extended instructional time for students after-school and during the summer for lower performing students.
Funding Sources	Title I, Part A
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 # 7

Method for Monitoring Implementation and Effectiveness	Student classroom achievement data, Milestones data
Position/Role Responsible	Instructional Coaches, Support Staff, Teachers and paraprofessionals
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Offer additional Professional Learning sessions during the summer for instructional staff and School Improvement Team to further explore engaging, student-centered methods.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations, student data, teacher reflections
Position/Role Responsible	Instructional coaches, Administrators, Curriculum Leads
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Hire an additional teacher to serve in a Math Intervention/Remediation role.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES/ informal classroom observations; student work and achievement
Position/Role Responsible	Math Intervention/Remediation teacher
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Purchase additional leveled-text for all content areas to promote and increase literacy among diverse learners.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, Teacher observations, conferring, student achievement, GMAS, ACCESS testing
Position/Role Responsible	Classroom teachers

Action Step # 10

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implementation of the progress monitoring system with diagnostic probes and assessments and a means to measure growth, track data.
Root Cause # 1	Inconsistencies across curriculum groups and grade-levels
Root Cause # 2	Time intensive; not enough time in/out of classroom
Root Cause # 3	Inefficient methods of monitoring
Root Cause # 4	Some teachers are not convinced it works or haven't given the process a chance
Goal	Full implementation of progress monitoring strategies, data-analysis, and adjustment of instruction (differentiation) in all classrooms by the end of FY'20.

Action Step # 1

Action Step	Within Curriculum Groups, clearly define learning targets and success criteria aligned to standards along with comprehensive curriculum framework for learning aligned with Georgia Standards for Excellence (scope and sequence).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Learning targets and success criteria aligned to standards in lesson plans, non-evaluative walk around data, TKES observations
Position/Role Responsible	Instructional Coaches, PLCs, SPED and ESOL leads, School Improvement Team, School Leadership Team
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 1

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

Action Step	Analyze common assessments (diagnostic, formative, summative, CBAs) ensure alignment to learning targets.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessments aligned to targets and success criteria, Student achievement data, PLC minutes and agendas
Position/Role Responsible	Curriculum Leads, PLCs, SPED and ESOL Leads
Timeline for Implementation	Weekly

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

Action Step	Implementation of Progress monitoring/ Data Analysis Tool to monitor classroom and school-wide progress.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment systems analysis, Unit lesson plans, formal and informal checklists, PLC minutes and agendas
Position/Role Responsible	Curriculum leads, PLCs, SPED and ESOL leads
Timeline for Implementation	Monthly

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

Action Step	Development of Student progress monitoring tool to promote personal responsibility among students to monitor their own progress.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Curriculum group observations, classroom achievement, student achievement and growth
Position/Role Responsible	Classroom teachers, support staff
Timeline for Implementation	Weekly

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

Action Step	Administration and analysis of quarterly assessments (CBA, SRI, summative assessments) in ELA and Math classes to evaluate student progress and adjust instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student assessment, teacher checklists
Position/Role Responsible	Instructional Lead teachers, instructional staff
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 5

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective communication with families and the community in developing a culture of thinking and learning and family engagement to become active participants in the life of the school.
Root Cause # 1	There is not a systematic plan to increase two-way parental and community involvement.
Root Cause # 2	There are limited avenues in which parents can influence decision-making within the school in cooperation with school personnel.
Root Cause # 3	Not all parents from academies play integral roles in increasing student achievement in a unified structure.
Goal	Develop and implement a systematic plan to increase two-way parental and community involvement to increase family engagement to increase student achievement in a unified structure by the end of SY'20.

Action Step # 1

Action Step	Recruit and re-establish a School Council involving parents, businesses, and teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and Minutes, School Surveys, Service Learning data, Meeting agendas and minutes.
Position/Role Responsible	Administrators, parent liaison, counselors, parents, teachers
Timeline for Implementation	Quarterly

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

Action Step	Implement REMIND messaging system and update website and social media sites to increase parent usage to inform stakeholders of upcoming events and important dates.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Surveys, Usage data
Position/Role Responsible	Media Specialist, BLAST team, Assistant principal
Timeline for Implementation	Weekly

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

Action Step	Implement targeted, topic-specific monthly parent engagement meetings and bi-annual parent dinners to increase parent involvement
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Parent surveys, meeting agendas and minutes
Position/Role Responsible	Parent Liaison, Counselors, Administrators, teachers, parents, Instructional Lead teachers
Timeline for Implementation	Monthly

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

Action Step	Purchase Parent Involvement Library from the Parent Institute subscription to provide parents resources to assist their children academically.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly Parent Involvement meetings and parent feedback
Position/Role Responsible	Principal and Parent Liaison
Timeline for Implementation	Monthly

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

Action Step	Development of a Parent Resource Room
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Feedback
Position/Role Responsible	Parent Liaison. Counselors, Principal
Timeline for Implementation	Yearly

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

3 Required Questions

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) was accomplished.	The Academies of Discovery at South Hall has involved all of its teachers, paraprofessionals, support personnel, and school leaders in developing this comprehensive needs assessment and the school improvement plan that evolved from the many meetings and gathered data. During FY18 post-planning, all teachers were able to review available preliminary data to determine if we had reached goal attainment for FY'17-'18. Individuals were chosen from academies and connections to attend the system leadership retreat and serve on the School Leadership Team for FY'19, where time was spent focusing upon the process we would follow to address our overarching needs. Then, in FY19 preplanning, teachers worked in grade level academy groups to give more input about all of the systems to the School Leadership Team (SLT) and reviewed our top priorities for improvement. SLT members provided feedback, question, amend and create further steps in the plan. During the Parent Input meeting, attendees addressed the top priorities or offer additional concerns. During post-planning, teachers provided input regarding current goals and agreed it was time to move from the development of strategies and now focus upon full implementation. The academy goal was changed to a family engagement as a result of data gathered from parent surveys and from the 2019 GSAPS review.
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.	The Academies of Discovery at South Hall believe that we are highly responsible for the future of our community and much of that future depends on providing quality instruction in every classroom. AOD has no teachers who are teaching outside of their fields of certification and only three first-year teachers this year. As for inexperience, of the 87 teachers at AOD, the mean number of years of teaching is 15; the median is also 14 years, and only one has an ineffective rating, which we are partnering with the teacher to correct. Teachers new to AOD and within their first couple of years have procedural and content mentors as a well as access to content coaches so that they develop classroom management and content knowledge to the depth needed to prepare children for higher education.
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	The Title I program at AOD is a school wide program, where ALL children benefit from research-based instructional strategies and heterogeneous groupings within subject areas beyond mathematics. Teachers plan for variance in learning needs, and are able to address quite a range through blended learning methods. Mathematics classes have a full range of manipulatives and other such devices to help students gain the conceptual knowledge at the concrete level rather than simply memorizing algorithms. Throughout the school, we are focusing upon student-centered classrooms, so

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).	student work is facilitated by teachers who should progress monitor and provide scaffolding and support to those in need. A district-wide literacy initiative will be implemented in the district this year and AOD will be an active participant in any and all professional learning opportunities to increase literacy among our students.
4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Since AOD is a school-wide Title I program, all students are eligible for remedial assistance in math and reading. Data from the Georgia Milestones tests, diagnostic assessments and probes, grades, and teacher recommendation from KIDTalks are criteria used to determine eligibility to be served in Read180 and Math 180 connection classes for remediation and acceleration as well as remedial services provided by two teachers who provide additional support in Math and Reading.
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.	Not applicable.
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	The academies concept exists to ensure students are placed in supportive environments to meet their individual needs and to offer them a sense of belonging. Students are placed in academies as they enter 6th grade to help them make the transition from elementary to middle school and to be supported by teachers who understand their developmental needs. Students remain in their academy for all three years and have access to a viable curriculum and differentiated instruction. As they progress, they have access to Carnegie level courses in 7th and 8th grades, graduation plans, and Career pathways to prepare them for the transition to High-school. Before leaving AOD, students will create a graduation plan and will have had opportunities to plan for potential post-secondary options including early-college through a partnership with local colleges and universities and the Hall County School

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.	District.
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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.	Students are placed in "circles of support" in the form of academies which focus on meeting student needs and developing character qualities through a collective focus. Part of that focus is on personal responsibility and service to others. Each academy emphasizes the role correct behavior plays in reaching personal goals and students taking ownership of their learning and actions. Logical consequences and fair and consistent discipline provide students with boundaries to pursue their goals in a safe environment. Teachers believe that students behave better when engaged in relevant learning activities. Students who struggle with behaviors that could jeopardize their learning are supported by early interventions through partnerships with families, counseling staff, and administrators. If deeper issues are identified, the Behavioral RTI process is considered and implemented as needed.
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	The Consolidated Needs Assessment and resulting School Improvement Plan are the products of an ongoing, three to five year process that may be revised yearly with a focus on continuous school improvement.
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