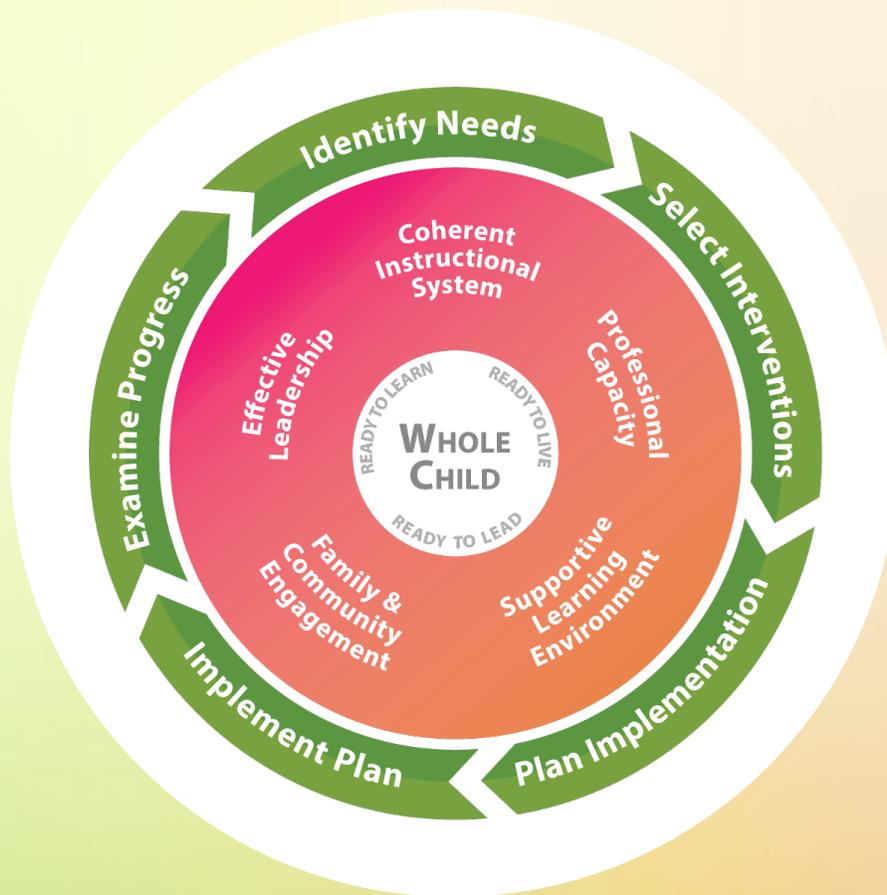




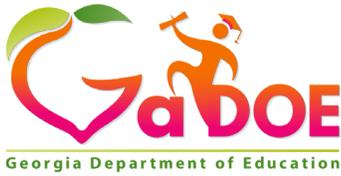
Georgia Department of Education

# Comprehensive Needs Assessment 2017-2018 School Report



Dalton Middle School

Dalton City



Richard Woods, State School Superintendent  
“Educating Georgia’s Future.”

205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
(404) 657-4209  
www.gadoe.org  
askdoe@gadoe.org

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State needs assessment requirements. The following programs are included in Georgia’s comprehensive needs assessment process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

This report template and the accompanying webinar series are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |                                                                         |                   |
|-------------------------------------------------------------------------|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview                  | February 10, 2017 |
| • Planning and Preparation                                              | February 17, 2017 |
| • Coherent Instructional System                                         | February 24, 2017 |
| • Effective Leadership                                                  | March 3, 2017     |
| • Professional Capacity                                                 | March 10, 2017    |
| • Family and Community Engagement                                       | March 17, 2017    |
| • Supportive Learning Environment                                       | March 24, 2017    |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| • Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| • Improvement Planning - Systems and Processes                          | April 21, 2017    |
| • Planning - Budgeting                                                  | April 28, 2017    |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any comprehensive needs assessment questions, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# Georgia Department of Education

## Comprehensive Needs Assessment

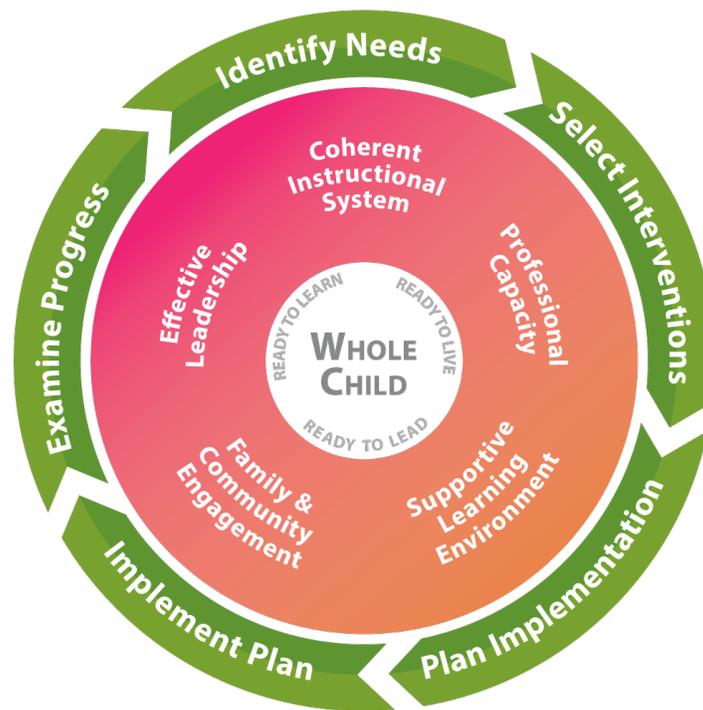
	<i>Page</i>	<i>Status</i>
<b>1. Planning and Preparation</b>		
1.1 Identification of Team	7	Completed
1.2 Identification of Stakeholders	8	Completed
1.3 Project Management	9	Completed
<b>2. Data Collection and Analysis</b>		
2.1 Coherent Instructional System	10	Completed
2.2 Effective Leadership	20	Completed
2.3 Professional Capacity	30	Completed
2.4 Family and Community Engagement	37	Completed
2.5 Supportive Learning Environment	43	Completed
2.6 Demographic and Financial	54	Completed
2.7 Student Achievement	57	Completed
<b>3. Needs Identification and Root Cause Analysis</b>		
3.1 Trends and Patterns	72	Completed
3.2 Identification and Prioritization of Overarching Needs	75	Completed
3.3 Root Cause Analysis	76	Completed

<i>Team Lead</i>	
<i>Name</i>	Nancy Zahn
<i>Title</i>	Assistant Principal
<i>Email</i>	nancy.zahn@dalton.k12.ga.us
<i>Phone</i>	(706) 278-3903

<i>Submission Log</i>	
<i>Initial Submission</i>	
<i>Resubmission</i>	
<i>Resubmission</i>	

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the school defines what students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

**Effective Leadership:** A major system of the complex school organization that sets the direction for the district, ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the school's major systems, structures, and processes

**Professional Capacity:** A major system of the complex district organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the schools within the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the schools within the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, school staff, and as appropriate district staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued



# 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. Documentation of team member involvement must be maintained by the school. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

<i>Position/Role</i>	<i>Name</i>
Math teacher/Data Team	Eric Smith
6th grade science teacher	Felicia Corbin
8th grade social studies teacher	Tom Lee
Parent	Jody McClurg
Parent	Eliza Schmid
IHE (adjunct)/DMS Science	Chris Manis
8th grade science teacher	Renee Golden
8th grade ELA teacher	Amber Souther
School Principal/ Adjunct UTC	Phil Jones
School AP	Nancy Zahn
Instructional Coach	Matt Phillips
Counselor	Damaris Natola
Parent Liaison	Iliana Martinez
Social Worker	Amanda Ancheta
Special ed math teacher	Jennifer Sumner

## 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. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

<i>Position/Role</i>	<i>Included?</i>
Instructional coaches	✓
Counselor	✓
Parent liaison	✓
Health care providers	✓
Social workers	✓
IHE leaders	✓
Faith-based community leaders	✓
Technology experts	✓
Media specialists/librarians	✓





### 1.3 PROJECT MANAGEMENT

#### 1.3.1 TIMELINE

<i>Planning and Preparation</i>		<i>Data Collection and Analysis</i>		<i>Needs Identification / RCA</i>	
<i>Begin</i>	07/17/2017	<i>Begin</i>	08/14/2017	<i>Begin</i>	
<i>Complete</i>	08/16/2017	<i>Complete</i>		<i>Complete</i>	

#### 1.3.2 MANAGING THE TEAM'S WORK

Who will be responsible for organizing and running meetings? How will the meetings be organized and run?	Nancy Zahn and Phil Jones will facilitate the meetings. To make the best progress possible and accomplish our goals, we are choosing to hold 3 afternoon & 1 full day meeting. This will also allow for the greatest consistency in thinking for the team. The full team will come together, but smaller sub groups will work on individual parts.
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How frequently will the team meet? When will the team meet?	The dates for the meetings are: -8/17, 3:00-3:30; -8/23, 8:00-3:00; 8/29, 3:00-4:30; 9/5, and 3:00-4:30. Electronic communication between meetings will also allow stakeholders to review progress and provide feedback when not face to face.
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How will the team organize and coordinate the work that occurs between meetings?	Nancy Zahn and Phil Jones will do as much work as possible up front, such as setting up Google Forms, having staff complete the docs, downloading and organizing the data, and laying out the work for the team on meeting days. Assignments will be made of what is to be conducted between meetings.
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## 2. DATA COLLECTION and ANALYSIS

### 2.1 COHERENT INSTRUCTIONAL SYSTEM

Analyze the school’s data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### 2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	<input checked="" type="radio"/>
<i>Emerging</i>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	<input type="radio"/>
<i>Not Evident</i>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, TKES data, Coaching notes, and Team Meeting notes	
<i>Comments (optional)</i>		

GSPS - Instruction (Standard 2): Creates an academically challenging learning environment		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, TKES, Coaching Logs, Milestones, Common Assessments	
<i>Comments (optional)</i>		

**GSPS - Instruction (Standard 3):** Establishes and communicates clear learning targets and success criteria aligned to curriculum standards

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	<input type="radio"/>
<i>Not Evident</i>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Pacing guide, coaching logs, TKES.	
<i>Comments (optional)</i>		

**GSPS - Instruction (Standard 4):** Uses research-based instructional practices that positively impact student learning

<i>Exemplary</i>	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).	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, PD in math and Literacy. Conferences in subject core and HSTW. Milestones.	
<i>Comments (optional)</i>		



<b>GSPS - Instruction (Standard 5): Differentiates instruction to meet specific learning needs of students</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers differentiate instruction to meet the specific learning needs of students.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, TKES, Orleans-Hannah, Pacing guides, Lesson Plans, Coaching, Placement Tests, Benchmarking.	
<i>Comments (optional)</i>		

<b>GSPS - Instruction (Standard 6): Uses appropriate, current technology to enhance learning</b>		
<i>Exemplary</i>	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).	<input checked="" type="radio"/>
<i>Operational</i>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	<input type="radio"/>
<i>Emerging</i>	Some staff members, students, or both use appropriate, current technology to enhance learning.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, staff members or students use appropriate, current technology to enhance learning.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Coaching logs, PD, Canvas, Blended Classes. Software subscip.Age of Devices	
<i>Comments (optional)</i>		



<b>GSPS - Instruction (Standard 7):</b> Provides feedback to students on their performance on the standards or learning targets		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	<input type="radio"/>
<i>Emerging</i>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	<input checked="" type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey. Canvas, Coaching, Professional Development calendar, TLE Notes - instructional practices. Established Learning Targets. Item Analysis.	
<i>Comments (optional)</i>		

<b>GSPS - Instruction (Standard 8):</b> Establishes a learning environment that empowers students to actively monitor their own progress		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	<input type="radio"/>
<i>Emerging</i>	Some students use tools to actively monitor their own progress.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Canvas, Coaching, Study Island, iXL, Read Theory, and NoRedInk.	
<i>Comments (optional)</i>		



<b>GSPS - Instruction (Standard 9): Provides timely, systematic, data-driven interventions</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	<input checked="" type="radio"/>
<i>Emerging</i>	Some students are provided extra assistance or needed support in a timely manner.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, students are provided extra assistance or effective support in a timely manner.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Illuminate, Milestones, Benchmarking, LLI, Read Theory, Pre and Post Assessments, Common Assessments.	
<i>Comments (optional)</i>		

<b>GSPS - Curriculum (Standard 1): Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Coaching, Common Planning Times, Content mtg notes/agenda, Pacing Guides.	
<i>Comments (optional)</i>		

**GSPS - Curriculum (Standard 3):** Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed

<i>Exemplary</i>	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed, and the curriculum documents are revised as needed in nearly all content areas or grade levels.	<input type="radio"/>
<i>Operational</i>	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed in most content areas or grade levels, or both.	<input type="radio"/>
<i>Emerging</i>	A process to review curriculum documents is implemented occasionally. Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards.	<input checked="" type="radio"/>
<i>Not Evident</i>	A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Number of teachers of training and days of training. Agenda/Calendar roll out of Science and SS standards.	
<i>Comments (optional)</i>		

**GSPS - Assessment (Standard 2):** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

<i>Exemplary</i>	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects.	<input type="radio"/>
<i>Operational</i>	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction.	<input checked="" type="radio"/>
<i>Emerging</i>	A system of assessments is used sporadically to monitor learning and to inform instruction.	<input type="radio"/>
<i>Not Evident</i>	A system of assessments is rarely, if ever, used to monitor learning and to inform instruction.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Illuminate, student work samples, Canvas Assessments, Benchmark Screeners,	
<i>Comments (optional)</i>		



GSPS - Assessment (Standard 3): Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Teacher Rubrics, Canvas, Infinite Campus, Pacing Guides,	
<i>Comments (optional)</i>		

GSPS - Assessment (Standard 4): Implements a process to collaboratively analyze assessment results to adjust instruction		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	<input checked="" type="radio"/>
<i>Emerging</i>	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	<input type="radio"/>
<i>Not Evident</i>	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Illuminate, Canvas Assessments, Schedules, Team Meeting Notes/agendas	
<i>Comments (optional)</i>		

**GSPS - Assessment (Standard 5):** Implements grading practices that provide an accurate indication of student progress on the required standards

<i>Exemplary</i>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	<input type="radio"/>
<i>Operational</i>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	<input type="radio"/>
<i>Emerging</i>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	<input checked="" type="radio"/>
<i>Not Evident</i>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Teacher Rubrics, Canvas, Infinite Campus, Pacing Guides,	
<i>Comments (optional)</i>		

**Teacher Keys Effectiveness System**

<i>Standard</i>	<i>Score</i>
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.0
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.0
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.0
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.0
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.0
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.0
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<i>Source:</i> TLE Electronic Platform (FY16).	



<p><b>Additional data:</b> What additional facts did the team identify that relate to a coherent instructional system? (May be informed by quantitative or qualitative sources.)</p>	<p>Instructional frameworks have been in place for more than 10 years that allow us to be more coherent in instruction. Literacy Collaborative is a district wide, K-8 instructional framework used. Common language and common classroom approaches are used: guided reading, benchmarking, writing conferences, mini-lessons, book clubs, etc. Additionally, a district wide balanced approach to math is underway (last 4 years). The district hired its 2nd district wide math coach this year - one with an elementary focus and one for secondary.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Literacy Collaborative and Balanced math components &amp; professional learning records.</p>

**2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS**

<p><b>Planning for quality instruction:</b> What processes are in place to plan for quality instruction? Include processes to define both what students should “know” and “do”, as well as determine how students will demonstrate they “know” the content and can “do” a skill or perform a task. Describe the effectiveness of the existing processes.</p>	<p>Pacing guides are set up for most core subject areas. Moreover, programs like LLI and Springboard target students’ specific needs and set standards for students to achieve. Common assessments are or have come from Illuminate in the form of district benchmarks and pre and post assessments based on grade level and subject.</p> <p>Pacing guides seems to be taking hold. They are effective in helping teachers focus on which standards should be taught and when so there is a scaffolding approach to their teaching. Moreover, common assessments can be successful once teachers are trained to take the data and implement it in the classroom.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>District directives, Probes, Schedules, Canvas, WriteScore, TKES, and the Coherent Instructional Survey</p>

<p><b>Delivering quality instruction:</b> What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes.</p>	<p>Illuminate, pacing guides, benchmarking, GoFar, Milestones, common assessments, and content specific professional development are being utilized at this time. However, based on teacher comments, the goal of each is not clearly understood or teachers feel undertrained in the process or program. Moreover, while some of the programs are clearly beneficial a couple may need to be discontinued for efficiency in the process.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA Survey, TKES, Coaching Logs, Professional Development.</p>



<p><i>Monitoring student progress:</i> What processes are in place to monitor student progress? Describe the effectiveness of existing processes.</p>	<p>Bi-annual benchmark in both math and ELA. Common assessments coming from Illuminate in all core subject areas this year. Math pretest for incoming sixth graders with Orleans-Hannah for Algebra readiness to determine correct placement in classes. The Orleans-Hannah is very effective in helping place students. However, bi-annual Illuminate benchmark from the district is TBD.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA Survey, Illuminate, Common Assessments, Probes, and Canvas assessments.</p>

<p><i>Refining the instructional system:</i> What processes are in place to monitor and improve the planning for and delivery of quality instruction and the monitoring of student progress? Describe the effectiveness of existing processes.</p>	<p>Coaches work directly with teachers in content areas to plan for, improve the quality of instruction and monitor student progress. Identified design resource team members and media specialists are available to assist with implementing technology in instruction. Leveled guided reading groups are ongoing as are math probes to monitor progress. Science and social studies administer pre and post assessments. Student progress is also monitored in LLI, Springboard, Math lab, and the collection of illuminate data.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA Survey, Illuminate and lack of data from new programs.</p>

**2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS**

<p>Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While there are a lot of programs and technology in place, this infrastructure seems to only be fully effective in math. Training in technology and data utilization needs to take place in all core subject areas to fully realize the benefits of what we have. Also, more must be done to get teachers to buy into this system and create continuity. This will only be accomplished by properly training them over a period of time and not “drive-by” training.</p>
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## 2.2 EFFECTIVE LEADERSHIP

Analyze the school’s data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

### 2.2.1 EFFECTIVE LEADERSHIP DATA

GSPS - Leadership (Standard 1): Builds and sustains relationships to foster the success of students and staff		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Administrators regularly build and sustain relationships to foster the success of students and staff.	<input checked="" type="radio"/>
<i>Emerging</i>	Administrators sometimes build relationships to foster the success of students and staff.	<input type="radio"/>
<i>Not Evident</i>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, Teacher Retention, Anecdotal Evidence, Scheduled activities where admin comes together with staff	
<i>Comments (optional)</i>		

GSPS - Leadership (Standard 2): Initiates and manages change to improve staff performance and student learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	<input checked="" type="radio"/>
<i>Not Evident</i>	Administrators initiate few, if any, changes that impact staff performance and student learning.	<input type="radio"/>
<i>Data Sources</i>	CNA Teacher Survey, Anecdotal, initiatives rolled out (Canvas, Illuminate, TKES Goals), Tech rollout	
<i>Comments (optional)</i>		

**GSPS - Leadership (Standard 3):** Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input type="radio"/>
<i>Emerging</i>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input checked="" type="radio"/>
<i>Not Evident</i>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Instructional Coaches' logs, Grade-level Admin notes, Admin led PD	
<i>Comments (optional)</i>		

**GSPS - Leadership (Standard 4):** Uses processes to systematically analyze data to improve student achievement

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Some processes are in place and used occasionally to analyze data to improve student achievement.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, processes are in place to analyze data to improve student achievement.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Milestones, Illuminate, Benchmarks, Team notes, Schedules,	
<i>Comments (optional)</i>		



<b>GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	<input type="radio"/>
<i>Emerging</i>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA surveys; agendas/calendars from - design team, design resources team, Evidence and Assessment team, literacy team, learning team.	
<i>Comments (optional)</i>		

<b>GSPS - Leadership (Standard 6): Establishes and supports a data-driven school leadership team that is focused on student learning</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	<input checked="" type="radio"/>
<i>Not Evident</i>	A school leadership team does not exist or does not have adequate stakeholder representation.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, Team structures, Agenda/Calendars from Evidence and Assessment Team, Learning team; Admin Team Meetings	
<i>Comments (optional)</i>		

**GSPS - Leadership (Standard 7):** Monitors and evaluates the performance of teachers and other staff using multiple data sources

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, TKES, Coaching Logs, Conferencing, Admin Observation Schedules	
<i>Comments (optional)</i>		

**GSPS - Leadership (Standard 8):** Provides ongoing support to teachers and other staff

<i>Exemplary</i>	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	<input type="radio"/>
<i>Operational</i>	Most support provided to teachers and other staff is targeted to individual needs.	<input checked="" type="radio"/>
<i>Emerging</i>	Some support provided to teachers and staff is targeted to individual needs.	<input type="radio"/>
<i>Not Evident</i>	Support to teachers and staff does not exist or is not targeted to individual needs.	<input type="radio"/>
<i>Data Sources</i>	TKES Goals, Anecdotal Records-willingness to try, PD Schedules, Meetings	
<i>Comments (optional)</i>		



<b>GSPS - Planning and Organization (Standard 1):</b> Shares a common vision/mission that defines school culture and guides the continuous improvement process		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	<input type="radio"/>
<i>Data Sources</i>	Teacher Retention, Teacher CNA Survey, Meeting Agendas, existence/content of mission/vision	
<i>Comments (optional)</i>		

<b>GSPS - Planning and Organization (Standard 2):</b> Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA Survey, School Improvement Plan	
<i>Comments (optional)</i>		

**GPS - Planning and Organization (Standard 3):** Monitors implementation of the school improvement plan and makes adjustments, as needed

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	<input checked="" type="radio"/>
<i>Not Evident</i>	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	<input type="radio"/>
<i>Data Sources</i>	CNA Committee notes/agenda, Teacher CNA Survey, Admin Meeting Notes	
<i>Comments (optional)</i>		

**GPS - Planning and Organization (Standard 4):** Monitors the use of available resources to support continuous improvement

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	<input checked="" type="radio"/>
<i>Emerging</i>	The use of available resources to support continuous improvement is inconsistently monitored.	<input type="radio"/>
<i>Not Evident</i>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	<input type="radio"/>
<i>Data Sources</i>	Inventories (technology, furniture, materials), Budgets, PD Logs, Canvas	
<i>Comments (optional)</i>		



<b>GSPS - Planning and Organization (Standard 5):</b> Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, schedules, Handbooks, Emergency Operations Plan	
<i>Comments (optional)</i>		

<b>GSPS - Planning and Organization (Standard 6):</b> Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<i>Exemplary</i>	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	<input checked="" type="radio"/>
<i>Operational</i>	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	<input type="radio"/>
<i>Emerging</i>	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	<input type="radio"/>
<i>Not Evident</i>	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, EOP, State Review of Café, Maintenance Logs, Staff Attendance	
<i>Comments (optional)</i>		



Teacher Keys Effectiveness System	
Standard	Score
<p><b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>	2.0
<p><i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>.  <i>Source:</i> TLE Electronic Platform (FY16).</p>	

<p><i>Additional data:</i> What additional facts did the team identify that relate to effective leadership? (May be informed by quantitative or qualitative sources.)</p>	<p>The teacher CNA survey helped provide valuable teacher perspectives for our team. Additionally, the CNA team conversation and reflections based on quantitative and qualitative sources also informed.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA survey results</p>

**2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS**

<p><i>Creating and maintaining a climate and culture conducive to learning:</i> What school processes are in place to support and ensure schools allow both adults and children to put learning at the center of their daily activities? Describe the effectiveness of existing processes.</p>	<p>All school schedules, processes, and procedures are in place to ensure an atmosphere conducive to learning. Instructional time is intentionally protected. The implementation of the team concept with 1800+ students on 16 teams allows staff to build relationships with students. Each team is able to adjust their processes and schedules as needed to ensure that learning is maximized. The processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>schedules, written processes and procedures</p>

<p><i>Cultivating and distributing leadership:</i> What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes.</p>	<p>During the 16-17 school year, 51% of the staff were members of one of our five leadership teams. Our staff also serve on district level team. For example, last year 7 staff members served on the District Design Team. Each team and department has a chairperson who serves to ensure that team’s/department’s purpose is fulfilled. The chairpersons work with grade level administration to ensure alignment across the school. The processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Team lists, team minutes, grade level and department chair list</p>



<p><b><i>Ensuring high quality instruction in all classrooms:</i></b> What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes.</p>	<p>Our school is a literacy collaborative (LC) school within an LC district. PD and professional language align across the school and around the district. We have two full time ILC coaches whose role is to assist teachers to increase the quality of instruction Likewise, we have a full time math coach and use a balanced approach in math. While we have social studies and science department chairs, our challenges are in those two curricular areas. Our school is intentional in the roll out of new standards in those areas and we expect improvement.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Processes are more effective in literacy and math and less effective in SCI and SS. Sources: Observation notes, Coaching logs, PD agendas.</p>

<p><b><i>Managing the school and its resources:</i></b> What processes are in place to ensure that leaders use all resources in an effective and efficient manner that is aligned to the school’s mission? Describe the effectiveness of existing processes.</p>	<p>Our school seeks the input of staff and academic coaches as we prepare budgets and secure resources. We also involve staff from the district level, i.e. the recent purchase of Springboard to support literacy. Teams provide their input into needs, budgets and purchases. Department initiatives (ESOL, ESS, content areas) also drive the purchase and use of resources. Overall, our processes are effective. The limitation of the effectiveness stems from the size of the school and the ability to gather multiple perspectives.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Budgets, inventories</p>

<p><b><i>Managing school improvement efforts:</i></b> What processes are in place to support ongoing improvement of the school’s major systems, structures and processes? Describe the effectiveness of existing processes.</p>	<p>There is a variety of teams throughout the school that assist the administration in improvement of the school’s structure. Each team has a different focus. The teams focus on evidence and assessment, literacy, learning, design resources, design/innovation and Title I (CNA). The teams meet on a regular basis to analyze and improve upon systems, structures and processes.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Team lists, team agendas, team notes</p>



<p><b>Providing quality professional learning:</b> What professional learning is provided currently for leaders in the areas of instruction and operation? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning.</p>	<p>School leaders participate in a variety of PD opportunities provided by the district. Many opportunities are provided through the Schlechty Center. Others are designed by district leadership. Others are provided by our local RESA. Academic coaches receive training from the same sources. The focus of the professional learning is data collection and analysis, curricular issues, Working on the Work (Schlechty), legal issues, content depth and rigor, and general leadership issues. PL helps to ensure that leaders are current and providing optimal support to staff and the learning environment for all students. Professional Learning is evident for our students, but we need a more focused plan rooted in our SIP.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>CNA teacher surveys, Professional Learning sign-in sheets, SIP</p>

<p><b>Providing quality professional learning:</b> What are the current identified professional learning needs for leaders?</p>	<p>Learning needs for leaders include how to improve school climate and creating a sense of unity within the faculty. Additionally, there are PL needs around using data, depth of knowledge, supporting instruction, legal issues and supporting PLCs.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>CNA Teacher Survey, CNA committer conversations, SIP,</p>

**2.2.3 EFFECTIVE LEADERSHIP TRENDS AND PATTERNS**

<p>Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> <li>• Per the CNA staff survey and the CNA team conversations, there is a need to see a common focus for the school outside of each grade-level.</li> <li>• Because of the size of the school the leadership teams, i.e. Design Team etc, need to more transparent.</li> <li>• There is a large amount of new teachers - a focused and more effective a mentor program would be very beneficial.</li> <li>• The faculty knows that there is an improvement plan in place, but do they truly know what the plan is. It will be important to devise ways to include staff in the development and monitoring of the SIP, and communicating the plan to staff members who are not directly involved.</li> </ul>
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## 2.3 PROFESSIONAL CAPACITY

Analyze the school’s data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Schools with teacher counts of less than 15 are denoted by “TFT” (too few teachers). See the [Professional Capacity webinar](#) for additional information and guidance.

### 2.3.1 PROFESSIONAL CAPACITY DATA

GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	<input type="radio"/>
<i>Emerging</i>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, notes from design resources team, Literacy team, content/grade level team leaders, design team, learning team, evidence & assessment team.	
<i>Comments (optional)</i>		

GSPS - Professional Learning (Standard 1): Aligns professional learning with needs identified through analysis of a variety of data		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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).	<input type="radio"/>
<i>Emerging</i>	Professional learning needs are identified using limited sources of data.	<input checked="" type="radio"/>
<i>Not Evident</i>	Professional learning needs are identified using little or no data.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, Benchmark testing, Writescore, Go Far, math probes, classroom standard analysis with an observation component, student engagement survey- schedule of PL.	
<i>Comments (optional)</i>		

**GSPS - Professional Learning (Standard 2):** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	<input type="radio"/>
<i>Emerging</i>	Administrators and staff sometimes collaborate to improve individual and collective performance.	<input checked="" type="radio"/>
<i>Not Evident</i>	Administrators and staff rarely collaborate to improve individual and collective performance.	<input type="radio"/>
<i>Data Sources</i>	Documentation of conversations through TKES. Sign in sheets from grade level and content team meetings.	
<i>Comments (optional)</i>		

**GSPS - Professional Learning (Standard 3):** Defines expectations for implementing professional learning

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	<input checked="" type="radio"/>
<i>Emerging</i>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	<input type="radio"/>
<i>Not Evident</i>	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, implementation of Illuminate, Math talks, and new science standards	
<i>Comments (optional)</i>		



GSPS - Professional Learning (Standard 4): Uses multiple professional learning designs to support the various learning needs of the staff		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	<input checked="" type="radio"/>
<i>Not Evident</i>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, agendas from design day redelivery, Design Resource Team PL agendas, 40 & 20 hour literacy course agendas, math training calendar, science roll out schedule/agendas.	
<i>Comments (optional)</i>		

GSPS - Professional Learning (Standard 5): Allocates resources and establishes systems to support and sustain effective professional learning		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Some resources and systems are allocated to support and sustain professional learning.	<input checked="" type="radio"/>
<i>Not Evident</i>	Few, if any, resources and systems are provided to support and sustain professional learning.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, Common planning times, Book room resources, media center resources, Math lab & materials, furniture, technology and equipment inventories, purchase orders, budgeting records.	
<i>Comments (optional)</i>		



GSPS - Professional Learning (Standard 6): Monitors and evaluates the impact of professional learning on staff practices and student learning		
<i>Exemplary</i>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	<input type="radio"/>
<i>Operational</i>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	<input type="radio"/>
<i>Emerging</i>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	<input type="radio"/>
<i>Not Evident</i>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	<input checked="" type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, academic coaches' logs, Individual feedback collected in PL opportunities, TKES data, Canvas Courses, Feb. 2017 literacy survey.	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System	
Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.0
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.0
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.0
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<i>Source:</i> TLE Electronic Platform (FY16).	

Teacher Retention (%)		
	2014-15	2015-16
<i>School</i>	88.7	90
<i>State Average</i>	78.4	83.3
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Teachers Out-of-Field (%)		
	2014-15	2015-16
<i>School</i>	1.2	0.8
<i>State Average</i>	7.3	1.4
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Teachers Teaching with Emergency or Provisional Certification (Counts)		
	2014-15	2015-16
<i>School</i>	2	1
<i>Source:</i> Certified/Classified Personnel Information (CPI).		

Inexperienced Teachers (Less than 4 Years) (%)		
	2014-15	2015-16
<i>School</i>	12.9	8.8
<i>State Average</i>	12.0	13.2
<i>Source:</i> Certified/Classified Personnel Information (CPI).		



<p><b>Additional data:</b> What additional facts did the team identify that relate to professional capacity? (May be informed by quantitative or qualitative sources.)</p>	<p>In addition to CNA team conversations, we carefully analyzed data from the teacher CNA survey. The data helped the CNA team consider a broader school perspective and how that perspective aligned with team perspectives.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>CNA teacher survey results</p>

**2.3.2 PROFESSIONAL CAPACITY GUIDING QUESTIONS**

<p><b>Attracting staff:</b> What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the school? Describe the effectiveness of existing processes.</p>	<p>We use a team concept to try to make teachers feel a part of a community. Our induction/orientation process is weak and could use some tweaking. All of these are more district level and not necessarily school based. We do not feel there is a consistent plan to identify effective teachers but TKES does give individual feedback from administrators for each teacher. Teacher CNA survey indicates that teachers are unclear as to how they are considered “effective” or a “good fit”. Based upon conversations, current processes are lacking in effectiveness.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher feedback on surveys, staffing lists w/ turnover, Job postings, TKES evals, agendas from district and DMS new teacher orientation.</p>

<p><b>Developing staff:</b> What evidence-based processes are in place to ensure the increasing quality of the school staff’s knowledge and skills? Are existing processes effective in increasing both staff’s knowledge and skills and student achievement?</p>	<p>Weekly content and team meetings and planning time, Academic coaches in place for both literacy and math. Content team leaders in place for science and social studies. In addition to coaching, coaches lead professional learning. Classroom observations and in house data (math probes, text levels) are evidence of moderate effectiveness in increasing staff’s knowledge and skills and student achievement.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA survey, team agendas/notes, coaching and PL schedules.</p>

<p><b>Retaining staff:</b> What processes are in place to ensure that all school staff are working in the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes.</p>	<p>Staff is hired with appropriate certification and placed in positions that match certification areas. Additionally, a team of administrators (and sometimes other staff) consider each staff members strengths and background when determining grade level and position. Student data from the Milestones indicate that, overall, DMS students are progressing at an average to high average rate compared to their counterparts around the state. This indicates moderate effectiveness of the existing process, but the team feels there is ample area for improvement.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA survey, staffing lists with position assignments.</p>



<p><b>Staff collaboration:</b> What processes are in place to ensure that effective collaboration is occurring across the school to advance student achievement? Describe the effectiveness of existing processes.</p>	<p>Weekly grade level team meetings and content team meetings are in place. Teams meet regularly to progress monitor students who are struggling and who are considered at risk. This year staff is receiving training in developing, administering, and grading common assessments using Illuminate. After ongoing assessments, grade level content teams will meet to analyze the assessment results (protocol) and will adjust instruction based upon the analysis. Milestones data indicate some effectiveness on student achievement</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA survey, team meeting notes, progress monitoring data.</p>

<p><b>Providing quality professional learning:</b> What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional learning.</p>	<p>Sci and Soc St teachers receive training on new standards locally &amp; through RESA. Academic language conference is being offered to academic coaches who will redeliver to staff. Ongoing literacy courses are offered to 40 hour and 20 hour participants + Jeff Anderson. The district offers a 3D day PL with a wide variety of opportunities from which to choose. SPED teachers receive training + coaching on ABLLS curriculum. Teachers have expressed interest in additional technology and Canvas training. Science and Soc. Studies teachers desire further training in implementing the new standards. Literacy teachers have also expressed interest in literacy training tailored to their current needs and levels. Existing professional learning supports our current initiatives. Milestones data indicate some effectiveness on student achievement.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Teacher CNA survey, PL calendars, Feb 2017 literacy survey.</p>

<p><b>Recruitment and retention concerns:</b> Examine current and recent recruitment and retention data in the school by content areas, grade levels, and instructional support areas to pinpoint precise areas of concern.</p>	<p>We had a larger than normal staff turnover this year (30 positions). Two moved to district coaching positions + 4 retired. Two others took district level positions in other districts. The Success Academy was formed and 4 new staff members were hired to staff it. Math and ELA (especially 7th grade) were hit hard this year with staff turnover, including new coaches. A lot of time was spent over the summer ensuring quality staff for our students. While new staff bring experience and strong knowledge, we have opportunities to rebuild.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Staffing lists</p>



**2.3.3 PROFESSIONAL CAPACITY TRENDS AND PATTERNS**

<p>Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall our professional capacity trends align with goals but improvement is needed in ensuring PD is aligned to needs. Literacy collaborative has been in place for 10+ years and includes ongoing professional learning, but the learning must consider individual needs. Considerable work has been done in math at our school and improvements are noted. With the roll out of new science and social studies standards, there are ample opportunities for our teaches to learn and implement this year and in subsequent years. An area for suggested improvement is to develop processes to ascertain and respond to teacher professional learning needs and to follow up to evaluate the impact of PL in the classroom on teacher behavior and on student performance.</p>
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## 2.4 FAMILY and COMMUNITY ENGAGEMENT

Analyze the school's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

### 2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

<b>GSPS - Family and Community Engagement (Standard 1):</b> Creates an environment that welcomes, encourages, and connects family and community members to the school		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	<input checked="" type="radio"/>
<i>Emerging</i>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	<input type="radio"/>
<i>Not Evident</i>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	<input type="radio"/>
<i>Data Sources</i>	PTO schedule, parent sign in, meeting agendas, parent meetings, Remind 101, PLP in Inf Campus	
<i>Comments (optional)</i>		

<b>GSPS - Family and Community Engagement (Standard 2):</b> Establishes structures that promote clear and open communication between the school and stakeholders		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	<input checked="" type="radio"/>
<i>Emerging</i>	Some structures that promote clear and open communication between the school and stakeholders exist.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, Canvas, email, Parent Portal, School Council meetings, parent sign in sheets.	
<i>Comments (optional)</i>	We have many structures in place. Communication tends to be one-sided with communication going out, but not as much opportunity for feedback to come in. We started a school council last year.	



<b>GSPS - Family and Community Engagement (Standard 3):</b> Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	<input checked="" type="radio"/>
<i>Not Evident</i>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	<input type="radio"/>
<i>Data Sources</i>	Community partnerships (Shaw, Mohawk, Dalton Bank, Mercer University, health department, Salvation Army, Student Assistance Program- Hamilton Medical). School council meeting agenda & minutes.	
<i>Comments (optional)</i>		

<b>GSPS - Family and Community Engagement (Standard 4):</b> Communicates academic expectations and current student achievement status to families		
<i>Exemplary</i>	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).	<input type="radio"/>
<i>Operational</i>	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).	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, Grading reports, graduation plans, PLP contact log, parent meetings.	
<i>Comments (optional)</i>		



GSPS - Family and Community Engagement (Standard 5): Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	<input checked="" type="radio"/>
<i>Not Evident</i>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, calendar of events, teacher records of parent conferences.	
<i>Comments (optional)</i>		

GSPS - Family and Community Engagement (Standard 6): Connects families with agencies and resources in the community to meet the needs of students		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	<input type="radio"/>
<i>Not Evident</i>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	<input type="radio"/>
<i>Data Sources</i>	Attendance for boost, school social worker log, counselor log, Boys & Girls club attendance, nurses' logs	
<i>Comments (optional)</i>		

Teacher Keys Effectiveness System	
<i>Standard</i>	<i>Score</i>
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.0
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<i>Source:</i> TLE Electronic Platform (FY16).	



Academic Parent-Teacher Teams (APTT)		
Percentage of Parents Participating in APTT Meetings		
	2015-16	2016-17
Meeting 1		
Meeting 2		
Meeting 3		
<b>Source:</b> Local APTT program data (to be completed by participating schools).		

<b>Additional data:</b> What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.)	Dalton Middle School's Hispanic population is 73%. While most of our students are 2nd generation, most parents are not and either speak no English or limited English. Our school has 16 instructional staff members who are fluent in Spanish, including the school principal. Three office staff members speak Spanish, one whose dual role is that of parental involvement coordinator and translator. All documentation goes home in both languages, and school wide meetings are bilingual.
What data sources were utilized to make the above determinations?	School demographics, phone messengers, teacher-parent correspondence, parent sign in.

**2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS**

<b>Welcoming all families and the community:</b> What processes are in place to ensure that the school is making families and communities feel welcomed? Describe the effectiveness of the existing processes.	Current process- families enroll at our district's enrollment center. We have open houses and orientation at the beginning of the year. This is a time when parents receive general school information and are able to meet teachers. Teachers are accessible to meet with parents. We have bilingual staff to support parents whose native language is not English. Parent feedback supports that families feel welcomed to the school.
What data sources were utilized to make the above determinations?	Open house and orientation agendas, numbers of bilingual staff, climate surveys.

<b>Communicating effectively with all families and the communities:</b> What are the processes for ensuring effective communication with families and communities in the school? Describe the effectiveness of existing processes.	The following are in place to inform parents: absentee messenger, attendance letters, live streamed morning show, social media (FB, twitter, webpage), text messages, recorded messages sent out to update parents, parent conferences by teacher and parent request, attendance review team meetings, ed Improvement team meetings, updates on school sign for events, Canvas updates and messaging capabilities. The processes are effective.
What data sources were utilized to make the above determinations?	Records exist for all of the above communication measures.



<p><b>Supporting student success:</b> What processes are in place to ensure the school is supporting student learning and healthy development both at home and at school? Describe the effectiveness of existing processes.</p>	<p>The following processes are in place: pm boost program, student devices, math lab offered in the morning and lunch, regular classroom counselor guidance, SSW home visits, regular Who Review meetings, literacy and math remediation connections classes, social skills group for children referred for behavior challenges, full time and part time nurse, student assistance program, partnership with Hamilton Medical for students to receive 6 free counseling sessions. The team feels the processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Numbers of participants, logs, and schedules exist for the above processes.</p>

<p><b>Empowering families:</b> What processes are in place at the school to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.</p>	<p>Parents attend 504, IEP, and Attendance Review Team meetings, They are invited to share feedback during parent conferences, Parents have access to school social worker and counselors to share concerns and seek assistance. Parents have access to school administrators by appointment (and without appointment when admin is available) to share concerns and/or seek assistance on a variety of issues. An interpreter is available in all of the above situations. Existing processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Record of and notes from the above meetings are available.</p>

<p><b>Sharing leadership with families and the community:</b> What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes.</p>	<p>Parents attend 504, IEP, and Attendance Review Team meetings, They are invited to share feedback during parent conferences, Parents have access to school social worker and counselors to share concerns and seek assistance. Parents have access to school administrators by appointment (and without appointment when admin is available) to share concerns and/or seek assistance on a variety of issues. An interpreter is available in all of the above situations. Existing processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Record of and notes from the above meetings are available.</p>



<p><b><i>Collaborating with the community:</i></b>                  What processes are in place to ensure the school effectively collaborates with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes.</p>	<p>Shaw partnership -STEM class during the BOOST. Mercer University partnership for healthcare class. Salvation Army partnership for needy families, Sharing is Caring community Christmas program, Boys &amp; Girls Club, community collaborative monthly meetings to share about community resources and events. Student Assistance Program- Hamilton Medical to provide counseling, GA United Nations program, Junior Youth Assembly, SPED friends program- civic/service connection. The team feels the processes are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Records exist in the form of meeting notes/agendas, numbers of participants, and families/students served.</p>

**2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS**

<p>Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Dalton Middle School is fulfilling our vision by engaging parents and continuing to add service and involvement programs. We are open to feedback and seek involvement. While numbers indicate solid parental involvement, we still need to increase awareness of services/resources provided. Student Needs- more effective communication with parents about academic expectations and current student achievement status. We must ensure that parents are aware of support strategies at home. Teachers Needs- More effective communication strategies that increase community and parental involvement. It will be important to find out the preferred communication method feedback from parents. Leader Needs -continue to seek and create opportunities and structures for family and community engagement.</p>
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## 2.5 SUPPORTIVE LEARNING ENVIRONMENT

Analyze the school's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

### 2.5.1 SUPPORTIVE LEARNING ENVIRONMENT DATA

<b>GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	<input checked="" type="radio"/>
<i>Emerging</i>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	<input type="radio"/>
<i>Not Evident</i>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	<input type="radio"/>
<i>Data Sources</i>	TLE, Milestones/End of Course Assessment, Teacher CNA survey	
<i>Comments (optional)</i>		

<b>GSPS Instruction (Standard 2): Creates an academically challenging learning environment</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	<input checked="" type="radio"/>
<i>Emerging</i>	Some teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, teachers create an academically challenging learning environment.	<input type="radio"/>
<i>Data Sources</i>	Canvas use, Illuminate, Teacher CNA survey, Math Probes, Math Benchmark testing, LC Benchmarks	
<i>Comments (optional)</i>		



<b>GSPS - Instruction (Standard 8):</b> Establishes a learning environment that empowers students to actively monitor their own progress		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	<input checked="" type="radio"/>
<i>Emerging</i>	Some students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Not Evident</i>	Few, if any, students use tools to actively monitor their own progress.	<input type="radio"/>
<i>Data Sources</i>	Canvas use, Illuminate, Teacher CNA survey, Math Probes, Math Benchmark testing, LC Benchmarks	
<i>Comments (optional)</i>		

<b>GSPS - School Culture (Standard 1):</b> Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<i>Exemplary</i>	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.	<input checked="" type="radio"/>
<i>Operational</i>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	<input type="radio"/>
<i>Emerging</i>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	<input type="radio"/>
<i>Not Evident</i>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	<input type="radio"/>
<i>Data Sources</i>	EOP, Daily Schedule, Safety Protocol & Practices, Stop the Bleed training, low percentage of ISS/OSS offenses, Teacher CNA survey	
<i>Comments (optional)</i>		



<b>GSPS - School Culture (Standard 2):</b> Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	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.	<input type="radio"/>
<i>Not Evident</i>	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	<input type="radio"/>
<i>Data Sources</i>	Discipline records), Teacher CNA survey results, Friends program, Attendance, #s in extra-curricular act.	
<i>Comments (optional)</i>		

<b>GSPS - School Culture (Standard 3):</b> Establishes a culture that supports the college and career readiness of students		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	Some evidence exists that the school supports the college and career readiness of students.	<input type="radio"/>
<i>Not Evident</i>	Little or no evidence exists that the school supports the college and career readiness of students.	<input type="radio"/>
<i>Data Sources</i>	GCIS program, REACH scholarships, #s in Career Readiness connections, #s in Health care science	
<i>Comments (optional)</i>		



<b>GSPS - School Culture (Standard 4): Supports the personal growth and development of students</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input checked="" type="radio"/>
<i>Emerging</i>	The school staff sporadically supports the personal growth and development of students.	<input type="radio"/>
<i>Not Evident</i>	The school staff does little to support the personal growth and development of students.	<input type="radio"/>
<i>Data Sources</i>	Counselors' schedules, Friends Program, #s of Community Mentors, intervention programs, schedules	
<i>Comments (optional)</i>		

<b>GSPS - School Culture (Standard 5): Recognizes and celebrates achievements and accomplishments of students and staff</b>		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	<input type="radio"/>
<i>Emerging</i>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	<input checked="" type="radio"/>
<i>Not Evident</i>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	<input type="radio"/>
<i>Data Sources</i>	Lists of students of the Month/Quarter/Semester, Stars/A/B on lockers, calendar of events,	
<i>Comments (optional)</i>		



**GPS - Planning and Organization (Standard 1):** Shares a common vision/mission that defines school culture and guides the continuous improvement process

<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	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.	<input type="radio"/>
<i>Emerging</i>	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.	<input checked="" type="radio"/>
<i>Not Evident</i>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	<input type="radio"/>
<i>Data Sources</i>	Teacher CNA survey, mission/vision statement, alignment of SIP with content of vision/mission	
<i>Comments (optional)</i>		

**Teacher Keys Effectiveness System**

<i>Standard</i>	<i>Score</i>
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.0
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.0
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.0
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.0
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.0
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.0
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.0
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.0
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.0
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.0
<i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<i>Source:</i> TLE Electronic Platform (FY16).	



		Discipline - Suspension (%)							
		In-School Suspension				Out-of-School Suspension			
		10 Days or Fewer		Greater than 10 Days		10 Days or Fewer		Greater than 10 Days	
		2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Racial/Ethnic Subgroups</b>									
<i>American Indian</i>	<i>School</i>	0.0	0.0			0.0	0.0	0.0	0.0
	<i>State</i>	0.2	0.1	0.2	0.2	0.2	0.2	0.0	0.1
<i>Asian/Pacific Islander</i>	<i>School</i>	0.0	0.0			0.0	0.0	0.0	0.0
	<i>State</i>	1.1	1.0	0.5	0.5	1.1	0.9	0.8	0.5
<i>Black</i>	<i>School</i>	10.0	0.0			9.4	24.0	0.0	0.0
	<i>State</i>	51.1	51.5	56.3	57.4	53.7	54.9	64.4	64.5
<i>Hispanic</i>	<i>School</i>	70.0	85.7			71.9	72.0	0.0	88.9
	<i>State</i>	8.8	8.6	7.1	7.8	8.2	8.2	7.4	8.7
<i>White</i>	<i>School</i>	20.0	14.3			18.8	4.0	100.0	11.1
	<i>State</i>	35.3	35.0	31.5	29.7	33.1	32.0	23.8	22.5
<i>Multi-Racial</i>	<i>School</i>	0.0	0.0			0.0	0.0	0.0	0.0
	<i>State</i>	3.5	3.9	4.4	4.4	3.8	3.8	3.6	3.4
<i>Minority*</i>	<i>School</i>	80.0	85.7		0.0	81.3	96.0	0.0	88.9
	<i>State</i>	64.7	65.0	68.5	70.3	66.9	68.0	76.2	77.2
<b>Other Subgroups</b>									
<i>Economically Disadvantaged</i>	<i>School</i>	90.0	100.0			81.3	92.0	100.0	100.0
	<i>State</i>	77.4	76.6	83.7	83.7	79.3	79.7	85.2	84.8
<i>English Learners</i>	<i>School</i>	20.0	14.3			18.8	8.0	0.0	22.2
	<i>State</i>	4.0	3.7	2.1	2.4	4.0	4.1	2.0	2.8
<i>Foster Homeless</i>	<i>School</i>	TFS							
<i>Migrant</i>	<i>School</i>	TFS							
<i>Students with Disability</i>	<i>School</i>	10.0	28.6			21.9	8.0	0.0	44.4
	<i>State</i>	19.2	20.0	25.4	25.1	27.2	27.8	13.4	14.0
<b>Source:</b> GaDOE suspension reports.									

\*The Minority student subgroup includes all racial/ethnic categories except White.



Student Attendance Rate (2015-16)*				
		Under 6	6-15	Over 15
<b>All Students</b>	School	57.7	35.3	6.9
	State	55.9	34.6	9.5
<b>Racial/Ethnic Subgroups</b>				
American Indian	School	TFS	TFS	TFS
	State	73.6	15.2	11.2
Asian/Pacific Islander	School	80.6	16.1	3.2
	State	72.1	23.5	4.4
Black	School	50.6	43.4	6.0
	State	61.7	30.2	8.1
Hispanic	School	60.0	34.2	5.8
	State	57.2	34.5	8.4
White	School	52.3	38.1	9.6
	State	49.7	39.1	11.2
Multi-Racial	School	44.1	40.7	15.3
	State	53.2	36.3	10.5
Minority*	School	0.5	0.3	0.0
	State	37.3	20.1	3.7
<b>Other Subgroups</b>				
Economically Disadvantaged	School	56.6	35.7	7.7
	State	53.1	35.8	11.0
English Learners	School	57.1	34.8	8.1
	State	62.5	30.9	6.5
Foster	School	TFS		
Homeless	School			
Migrant	School	TFS		
Students with Disability	School	47.4	36.5	16.1
	State	49.6	37.0	13.4
<b>Source:</b> GaDOE Attendance Rate by Subgroup report.				

Teacher Days Absent (%)			
		2014-15	2015-16
<b>All Days Absent (Count)</b>	School	3,315.0	3,841.0
	State		
Sick Leave	School	78.1	76.9
	State	68.9	68.6
Staff Development	School	4.1	1.6
	State	20.3	20.3
Vacation	School	0.0	0.0
	State	0.4	0.5
Other	School	17.8	21.5
	State	10.4	10.6
<b>Source:</b> Certified/Classified Personnel Information (CPI).			

School Climate Star Rating		
	2014-15	2015-16
School	4	4
State	3.5	3.5
<b>Source:</b> GaDOE Star Rating for School Climate report.		

\*The Minority student subgroup includes all racial/ethnic categories except White.



<p><b>Small Student Subgroups:</b> Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>Our subgroups with TFS are foster and migrant. Overall, they perform similarly to other subgroups of which they are members. In other words,, our migrant students who are also ESOL tend to perform similar to other ESOL students.</p>
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<p><b>Additional data:</b> What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)</p>	<p>All included in comments other sections.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>GA Milestones, Benchmarks</p>

**2.5.2 SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS**

<p><b>Maintaining order and safety:</b> What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes.</p>	<p>EOP for severe weather, threats, precautionary, fire, etc. are shared with staff and practiced at regular intervals. Staff feels processes are very effective as we practice often. Police/Fire departments are aware of our plans, have been present to observe drills, and have approved our processes. Smooth daily operation of the school with low incidents of disciplinary or serious issues are evidence of the effectiveness of the existing processes.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Emergency Operations Plan, Schedule of Emergency Drills, School Discipline data, Emergency Operations Quick Guide Brochure</p>



<p><b>Developing and monitoring a system of supports:</b> What processes are in place to ensure the school has a supportive learning environment that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes.</p>	<p>We have an established and proven protocol for IEP meetings. RTI processes are in place and used widely. Teachers have required cooperative planning time for grades and for subject areas. The school has two school Nurses, a full time school social worker, 3 school guidance counselors, physical therapist for ESS students, a full time speech therapist, a VI teacher, music therapy in place for students. Our friends program provides our self-contained SPED students opportunities to interact with regular education students with peer support. Existing processes cover a wide range of needs and students. It is effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>IEP &amp; RTI schedules, Speech, Music, &amp; Physical therapists logs, ESS data (caseloads, segments of therapy/week), Counselor logs,</p>

<p><b>Ensuring a student learning community:</b> What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes.</p>	<p>This year, we added a 2nd school nurse (1/2 time). Teachers hold high expectations for students and provide needed support for students to achieve. Our Code of Conduct is reviewed with students and enforced. Students rotate through p.e. classes and have multiple opportunities to participate in sports. We provide yearly scoliosis screenings, random drug testings, ongoing counseling, Student of Month/Quarter, and LC Guided reading norms and support. Existing processes are effective in supporting students.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Nurse logs, teacher syllabi, code of conduct signatures, canvas courses, achievement data, course offerings listings.</p>

<p><b>Personnel survey:</b> Analyze school results from the Georgia School Personnel Survey and from the Title I Parent Engagement Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p> <p>(Note: GaDOE School Climate survey data can be obtained from the LEA from portal users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)</p>	<p>The Personnel Survey was overall promising. In response to issues such as feeling supported, feeling they belonged, feeling they are an important part of the school, the percentages of staff who responded with agree or strongly agree consistently ranged above 90%. When asked about ever feeling concerned about their physical safety while at school, 17% of staff responded agreed or strongly agreed. Likewise, 19% agreed or strongly agreed that students sometimes bring weapons to school. While on the flip side 83% and 81% responded with disagree or strongly disagree, these are concerns that warrant further investigation. Another area of concern is the fact that 25 percent of staff either disagreed or strongly disagreed that parents attend school meetings.</p>
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<p><b>Student survey:</b> Analyze school results from the <a href="#">Georgia Student Health Survey 2.0</a>. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p>	<p>Students feel they fit in and have positive social and adult support – low 80% to low 90% agreed or strongly agreed. Alcohol and marijuana use was very low - 97% of 7th graders reporting no use to 100% of 6th grader reporting no use. Ninety-six to 97% of students reported it is important to their parents for them to graduate. Concerning areas include 23% of 7th gr. and 27% of 8th said that students are not treated fairly because of race/ethnicity Twenty % of 8th graders have been involved in a fight &amp; 70% have observed a fight at school. Eight percent of 8th gr reported that their parents would not deem it to be wrong if they smoked marijuana. 8th gr said 9.3% of their parents would not find it if they used prescribed to them.</p>
<p><b>Parent surveys:</b> Analyze schools results from the Georgia Parent Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p> <p>(Note: GaDOE School Climate survey data can be obtained from the LEA from portal users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)</p>	<p>Parents rated our school high in areas of safety, focus on academics, high expectations for students, enforcing rules, and supporting students to achieve. Percentages for each of these areas ranged from the mid 80s to low 90s. One area of concern was communication from the school – 24% agreed or strongly disagreed with the statement. Twenty-five percent of parents said they are not involved in activities at school, matching staff’s perception. Another area where parents rated us low was students being recognized for good behavior. Twenty-five percent disagreed or strong disagreed.</p>
<p><b>Supports and interventions:</b> What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?</p>	<p>RTI processes are established and practiced. Support is provided for our SPED students and ESOL students above and beyond state requirements. Extra support classes are in place for students who struggle in math and ELA, both during the instructional day and after school. Some grade level teams have ‘houses’ that compete against one another as part of a positive behavior initiative. Numbers of SPED students in regular classrooms with support exceeds the minimum state requirements. Teams provide rewards to students periodically to motivate positive behavior. PTO and Dalton Education Foundation support the learning environment with grants to individual teachers.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>RTI schedules and data, individual student and class schedules, distribution of PTO and DEF grant monies.</p>



<p><b>Out-of-School Time:</b> What processes are in place to provide students with engaging and enriching learning opportunities during out-of-school time (i.e. before school, after school, summer)?</p>	<p>Thirty minutes is set aside each Friday morning for club time. The school offers a variety of club opportunities. Because of our students' limited experiences, field trips are encouraged and supported. Our school also offers a wealth of extra curricular opportunities, both sports and academic. They include volleyball, basketball, track, swimming, football, soccer, cheer leading, wrestling, tennis, golf, Odyssey of the Mind, Academic Bowl, Chess team, math competition, academic support through BOOST, and summer camps.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Team and club rosters and attendance, field trip records and requests.</p>

**2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS**

<p>Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a team we see improvement needed in areas of celebrating achievements &amp; accomplishments of students &amp; teachers and in developing &amp; buying in to our common school vision/mission. Our school is very organized with our policies, procedures, and drills to provide safety and security throughout the day. A CNA student survey could be helpful to get student thoughts as well as comments.</p>
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## 2.6 DEMOGRAPHIC and FINANCIAL

Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs.

### 2.6.1 DEMOGRAPHIC AND FINANCIAL DATA

Student Demographics (2015-16) (%)		
	School	State
<b>Racial/Ethnic Subgroups</b>		
American Indian/Alaskan Native	0	<1
Asian	2	4
Black	4	37
Hispanic	70	15
Multi-Racial	3	3
White	21	41
Minority*	79	59
<b>Other Subgroups</b>		
Economically Disadvantaged	80	62
English Learners	11	8
Foster	TFS	<1
Homeless		3
Migrant	0	<1
Special Education	10.1	11
Source: GOSA <a href="#">Enrollment by Subgroups Programs report</a> .		

Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant) (%)		
	2014-15	2015-16
School	30	30
State Average	35.8	37.7
Source: GOSA <a href="#">Directly Certified (School Level) report</a> .		

Student Mobility Rate		
	2014-15	2015-16
School	10.4	9.7
State Average	22.6	21.6
Source: GOSA <a href="#">Student Mobility Rates (by School) report</a> .		

Program Enrollment (2015-16) (%)		
	School	State
Early Intervention		22.4
Remedial Education 6 <sup>th</sup> -8 <sup>th</sup>	17.3	12.8
Remedial Education 9 <sup>th</sup> -12 <sup>th</sup>		9.0
Alternative Education	0.3	1.9
Vocational Education (9-12)		55.5
Gifted	14.8	11.5
Source: GOSA <a href="#">Enrollment by Subgroups Programs report</a> .		

<p><b>Small student subgroups:</b> Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>Our subgroups with TFS are foster and migrant. Overall, they perform similarly to other subgroups of which they are members. In other words, our migrant students who are also ESOL tend to perform similar to other ESOL students.</p>
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\*The Minority student subgroup includes all racial/ethnic categories except White.



<p><b>Additional data:</b> What additional facts did the team identify that relate to demographic and financial data? (May be informed by quantitative or qualitative sources.)</p>	<p>Because we are a Title I school of more than 1,800 students, we have a very large Title I budget. Over the past few years, a large portion of the budget has been allocated to 2 day per week extra support BOOST class. The class provides extra support in all content areas and is staffed by certified staff. The opportunity typically runs from September to April and provides ____ of additional instructional hours in a small group setting.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Title I budget, school data, BOOST numbers.</p>

2.6.2 DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS

<p><b>Internal factors:</b> What internal factors might have affected data and/or results of data? Examples may include: resource allocation, documentation and monitoring, technology and software, communication, internal controls, and personnel assignment/performance.</p>	<p>Percentages of staff w/ fewer than 5 years experience. Our 1:1 device distribution has equalized the access to technology for all students. Language barriers for parents is a reality. We have significant numbers of bilingual staff, but we are still somewhat limited in communication when a teacher cannot pick up the phone and immediately communicate with a parents without scheduling a translator. We are fully staffed with certified staff (one exception in math-working through TAPPS certification).</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Staff experience, #s and age of devices, software subscriptions</p>

<p><b>External factors:</b> What external factors might have affected data and/ or results of data? Examples may include: geographic location, population demographics (employment, education, median income), local/ state/national economy, natural disasters, and state and federal policy changes.</p>	<p>We are a majority-minority school (73% Hispanic) + high poverty. Students' backgrounds and experiences (technology, language, other) present special challenges to our staff and school. Specifically, when considering our 1:1 initiative, white and affluent children are more likely to have prior experiences with technology than our students of poverty and color. Many of our ESOL students are relatively new to the country and thus do not have the necessary academic language to demonstrate knowledge on state testing. .Local economy is essentially blue collar - carpet mills</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Demographic data, ESOL #s</p>



<p><i>Access to Programs:</i> What processes exist to ensure students have access to programs addressing individualized learning needs (including EIP, REP, alternative education, vocational education, and gifted)? What challenges exist in providing students access to such programs when necessary?</p>	<p>We have established RTI processes that are widely and effectively practiced. For 17-18, our school moved to a transitional and intensive model for ESS and ESOL students and added Leveled Literacy Intervention lessons. Specially designed connections classes support students who struggle in math and ELA. For 17-18, Springboard is being used to support in ELA classes. Our school has a gifted team at each grade level. BOOST support (remediation) is in place for after school, The school will go through a major reorganization within two years. The board's plan is to split to a 6-7 school and an 8-9 school within 2 years. A transitional plan is being developed to establish a temporary (1 year) 6th grade academy (separate site) &amp; bring 9th grade to DMS.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>RTI data, schedules, demographic data, board minutes re re-organization.</p>

<p><i>Demographic and Financial Challenges:</i> What demographic and/or financial challenges could affect improvement efforts within the school? (Identifying these challenges may require collection and analysis of additional school data.)</p>	<p>The cultural norm of our minority base traditionally delegates academic authority to teachers and traditionally doesn't exercise that authority at home. According to the 2010 census Dalton had a population of 33,128 living in 11,337 households, with a Hispanic population of 50%. Current school demographics is 73% Hispanic. The main industry in Dalton is flooring production with the majority of our parents employed either in the production of flooring or a related field (low ed requirements). The current unemployment rate in Dalton is 5.3% compared to 4.3 nation wide. Many of our parents are 1st generation to the country and have limited educational experience in their home countries, thus are challenged in supporting their children at home.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Demographic data, labor data.</p>

**2.6.3 DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS**

<p>Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>High minority and high poverty students present unique challenges to a school and staff. More specifically, our school faces the challenge of understanding and assisting within different cultural norms, and in some cases, generational poverty. In spite of those challenges, there is a slight trend moving from developing to proficient in Milestones testing, presenting slow gains. When looking specifically at student growth percentiles, our students are making typical to high typical progress compared to their counterparts around the state. We are a well equipped school, but it will take focused and purposeful time to really utilize the tools we have in place. The RTI processes that will support identification of student, teacher, and leader needs RTI process and deeper analysis of data will be essential in identifying student needs. For staff and leader needs, surveys and ongoing conversations around needed professional leaning are critical to identification of needs.</p>
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## 2.7 STUDENT ACHIEVEMENT

Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of student achievement needs. The school is responsible for populating all blank data cells. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

### 2.7.1 STUDENT ACHIEVEMENT DATA

English Language Arts End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15	32.4	37.2	26.1	4.2	52.4
	2015-16	28.9	38.6	27.6	4.9	55.8
<b>Racial/Ethnic Subgroups</b>						
American Indian	2014-15					TFS
	2015-16					TFS
Asian/Pacific Islander	2014-15	11.1	30.6	47.2	11.1	79.7
	2015-16					83.9
Black	2014-15	44.6	41.0	14.5	0.0	34.6
	2015-16	36.5	44.6	18.9	0.0	41.9
Hispanic	2014-15	36.5	40.3	21.3	2.0	45.9
	2015-16	32.6	41.3	23.4	2.6	49.3
White	2014-15	17.9	27.9	42.2	12.0	75.9
	2015-16	16.0	29.7	41.7	12.6	77.7
Multi-Racial	2014-15	37.9	34.5	25.9	1.7	48.1
	2015-16	24.4	33.3	35.6	6.7	63.4
Minority*	2014-15					46.2
	2015-16					59.6
<b>Other Subgroups</b>						
Economically Disadvantaged	2014-15	37.0	40.2	20.7	2.1	45.4
	2015-16	32.9	41.4	23.2	2.4	49.3
English Learners	2014-15	84.3	14.5	1.3	0.0	9.9
	2015-16	74.4	22.6	3.0	0.0	18.2
Foster	2014-15	TFS				
	2015-16	TFS				
Homeless	2014-15					
	2015-16					
Migrant	2014-15	TFS				
	2015-16	TFS				
Students with Disabilities	2014-15	75.0	20.9	4.1	0.0	27.9
	2015-16	75.7	20.7	3.6	0.0	30.4

Source: GOSA [Georgia Milestones End-of-Grade \(EOG\) Assessments report](#).



English Language Arts 9 <sup>th</sup> Grade Literature End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



English Language Arts American Literature End-of-Course Milestones						
<i>Student Group</i>	<i>Year</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Weighted Proficiency Rate</i>
<i>All Students</i>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15	27.6	46.1	20.6	5.6	53.8
	2015-16	26.3	44.4	23.5	5.9	58.0
<b>Racial/Ethnic Subgroups</b>						
American Indian	2014-15					TFS
	2015-16					TFS
Asian/Pacific Islander	2014-15	2.8	30.6	47.2	19.4	91.9
	2015-16					101.8
Black	2014-15	33.7	57.8	8.4	0.0	37.8
	2015-16	40.3	47.8	11.9	0.0	38.8
Hispanic	2014-15	31.0	48.7	17.5	2.8	47.9
	2015-16	27.4	48.0	20.9	3.6	53.4
White	2014-15	15.9	37.7	31.3	15.1	73.7
	2015-16	19.2	32.4	34.5	13.9	74.6
Multi-Racial	2014-15	37.9	39.7	19.0	3.4	47.1
	2015-16	35.7	35.7	21.4	7.1	54.9
Minority*	2014-15					56.2
	2015-16					62.2
<b>Other Subgroups</b>						
Economically Disadvantaged	2014-15	31.9	49.0	16.6	2.5	46.6
	2015-16	29.6	47.5	19.9	3.0	51.5
English Learners	2014-15	69.1	27.6	2.8	0.6	19.6
	2015-16	61.8	31.2	6.5	0.5	28.1
Foster	2014-15	TFS				
	2015-16	TFS				
Homeless	2014-15					
	2015-16					
Migrant	2014-15	TFS				
	2015-16	TFS				
Students with Disabilities	2014-15	70.0	24.7	5.3	0.0	29.7
	2015-16	67.9	27.1	5.0	0.0	34.7
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Grade (EOG) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics Coordinate Algebra End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15	0.0	3.0	54.5	42.4	
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15	0.0	0.0	45.8	54.2	
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Mathematics Analytic Geometry End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<b>All Students</b>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Science End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15	46.2	32.1	19.3	2.3	40.6
	2015-16	46.4	30.0	20.4	3.2	43.7
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15	TFS				TFS
	2015-16	TFS				TFS
<i>Asian/Pacific Islander</i>	2014-15	19.4	38.9	33.3	8.3	66.2
	2015-16					70.4
<i>Black</i>	2014-15	59.0	30.1	10.8	0.0	26.3
	2015-16	59.4	28.1	12.5	0.0	26.1
<i>Hispanic</i>	2014-15	52.0	32.8	14.5	0.7	34.0
	2015-16	51.0	30.5	16.5	1.9	37.9
<i>White</i>	2014-15	26.0	29.9	36.6	7.5	63.8
	2015-16	27.7	28.1	36.5	7.7	65.6
<i>Multi-Racial</i>	2014-15	53.4	29.3	13.8	3.4	36.5
	2015-16	43.6	38.5	15.4	2.6	42.7
<i>Minority*</i>	2014-15					61.9
	2015-16					44.3
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15	51.6	33.1	14.4	0.9	34.0
	2015-16	52.0	30.6	15.5	1.9	37.1
<i>English Learners</i>	2014-15	87.3	12.2	0.6	0.0	8.1
	2015-16	83.5	13.7	2.7	0.0	15.0
<i>Foster</i>	2014-15	TFS				
	2015-16	TFS				
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15	TFS				
	2015-16	TFS				
<i>Students with Disabilities</i>	2014-15	77.9	16.8	4.7	0.7	26.0
	2015-16	76.4	19.3	3.6	0.7	28.7

Source: GOSA [Georgia Milestones End-of-Grade \(EOG\) Assessments report](#).

\*The Minority student subgroup includes all racial/ethnic categories except White.



Science Biology End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Science Physical Science End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<b>All Students</b>	2014-15					
	2015-16	27.9	43.9	26.7	1.5	
<b>Racial/Ethnic Subgroups</b>						
American Indian	2014-15	NA				
	2015-16	TFS				
Asian/Pacific Islander	2014-15	NA				
	2015-16	TFS				
Black	2014-15	NA				
	2015-16	TFS				
Hispanic	2014-15	NA				
	2015-16	34.1	44.3	20.4	1.2	
White	2014-15	NA				
	2015-16	13.2	42.1	42.1	2.6	
Multi-Racial	2014-15	NA				
	2015-16	TFS				
Minority*	2014-15					
	2015-16					
<b>Other Subgroups</b>						
Economically Disadvantaged	2014-15	NA				
	2015-16	34.8	42.1	21.9	1.1	
English Learners	2014-15	NA				
	2015-16	TFS				
Foster	2014-15	NA				
	2015-16	TFS				
Homeless	2014-15	NA				
	2015-16	TFS				
Migrant	2014-15	NA				
	2015-16	TFS				
Students with Disabilities	2014-15	NA				
	2015-16	TFS				
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<i>All Students</i>	2014-15	34.4	41.1	17.5	7.0	50.1
	2015-16	32.5	42.0	18.7	6.9	51.6
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15	TFS				TFS
	2015-16	TFS				TFS
<i>Asian/Pacific Islander</i>	2014-15	8.3	38.9	22.2	30.6	87.8
	2015-16	TFS				98.2
<i>Black</i>	2014-15	42.2	49.4	6.0	2.4	34.6
	2015-16	41.7	48.6	8.3	1.4	35.6
<i>Hispanic</i>	2014-15	38.4	43.4	15.0	3.3	43.1
	2015-16	37.0	43.6	15.7	3.8	44.6
<i>White</i>	2014-15	20.4	33.5	28.2	17.9	73.9
	2015-16	18.2	34.6	31.1	16.1	74.7
<i>Multi-Racial</i>	2014-15	46.6	34.5	13.8	5.2	42.3
	2015-16	22.2	60.0	13.3	4.4	52.4
<i>Minority*</i>	2014-15					52.0
	2015-16					57.7
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15	39.2	42.9	14.2	3.6	42.5
	2015-16	37.3	43.9	15.2	3.6	44.3
<i>English Learners</i>	2014-15	75.5	24.5	0.0	0.0	13.5
	2015-16	75.0	23.8	1.2	0.0	17.0
<i>Foster</i>	2014-15	TFS				
	2015-16	TFS				
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15	TFS				
	2015-16	TFS				
<i>Students with Disabilities</i>	2014-15	68.2	27.0	4.7	0.0	30.2
	2015-16	69.1	27.3	2.9	0.7	33.1
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Grade (EOG) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies United States History End-of-Course Milestones						
<i>Student Group</i>	<i>Year</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Weighted Proficiency Rate</i>
<i>All Students</i>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Social Studies						
Economics/Business/Free Enterprise End-of-Course Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
<b>All Students</b>	2014-15					
	2015-16					
<b>Racial/Ethnic Subgroups</b>						
<i>American Indian</i>	2014-15					
	2015-16					
<i>Asian/Pacific Islander</i>	2014-15					
	2015-16					
<i>Black</i>	2014-15					
	2015-16					
<i>Hispanic</i>	2014-15					
	2015-16					
<i>White</i>	2014-15					
	2015-16					
<i>Multi-Racial</i>	2014-15					
	2015-16					
<i>Minority*</i>	2014-15					
	2015-16					
<b>Other Subgroups</b>						
<i>Economically Disadvantaged</i>	2014-15					
	2015-16					
<i>English Learners</i>	2014-15					
	2015-16					
<i>Foster</i>	2014-15					
	2015-16					
<i>Homeless</i>	2014-15					
	2015-16					
<i>Migrant</i>	2014-15					
	2015-16					
<i>Students with Disabilities</i>	2014-15					
	2015-16					
<b>Source:</b> GOSA <a href="#">Georgia Milestones End-of-Course (EOC) Assessments report.</a>						

\*The Minority student subgroup includes all racial/ethnic categories except White.



Graduation Rate - 4-Year Cohort (2015-16) (%)		
	School	State
<b>All Students</b>		79.4
<b>Racial/Ethnic Subgroups</b>		
American Indian		69.3
Asian/Pacific Islander		87.8
Black		76.2
Hispanic		73.4
White		83.0
Multi-Racial		81.0
Minority**		73.6
<b>Other Subgroups</b>		
Economically Disadvantaged		75.3
English Learners		56.4
Migrant		68.8
Students with Disabilities		56.6

**Source:** GOSA [Graduation Rate \(4-Year Cohort\) report](#).

Drop Out Rate (2015-16)		
	School	State
<b>All Students</b>		5.5
<b>Racial/Ethnic Subgroups</b>		
American Indian		-
Asian/Pacific Islander		11.6
Black		7.3
Hispanic		11.9
White		6.0
Multi-Racial		31.2
<b>Other Subgroups</b>		
Economically Disadvantaged		6.1
English Learners		13.0
Migrant		-
Students with Disabilities		12.0

**Source:** GOSA [Drop Out Rate 9-12 report](#).

Pathway Completers (2015-16) (%)**		
	School	State
<b>All Students</b>	0.0	13.5
<b>Racial/Ethnic Subgroups</b>		
American Indian		0.1
Asian/Pacific Islander		2.2
Black		27.1
Hispanic		6.1
White		31.2
Multi-Racial		1.7
Minority*		7.4
<b>Other Subgroups</b>		
Economically Disadvantaged		41.7
English Learners		0.5
Migrant		-
Students with Disabilities		4.7

**Source:** GaDOE pathway completers report.

SAT Scores (2015-16)				
	Math	Reading	Writing	Total
School				
State Average	472	477	458	1407

**Source:** GOSA [SAT Scores \(Highest\) report](#).

\*The Minority student subgroup includes all racial/ethnic categories except White.

\*\*Graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Program, fine arts pathway, or a world language pathway.



<p><b>Small student subgroups:</b> Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>See prior comments related to small student subgroups.</p>
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<p><b>Additional data:</b> What additional facts did the team identify that relate to student achievement? (May be informed by quantitative or qualitative sources.)</p> <p>Suggested additional sources include:</p> <ul style="list-style-type: none"> <li>• ACT scores</li> <li>• Advanced Placement enrollment and outcomes</li> <li>• Hope Scholarship eligibility</li> <li>• International Baccalaureate enrollment and outcomes</li> <li>• Move on When Ready participation</li> </ul>	<p>Student growth percentiles were identified and discussed.</p> <table border="0"> <tr> <td>14-15 (DMS)</td> <td>15-16 (DMS)</td> <td>Growth Bands</td> </tr> <tr> <td>6th ELA 54%</td> <td>61.50%</td> <td>Low = 1 to 34</td> </tr> <tr> <td>6th MA 54%</td> <td>59%</td> <td>Typical = 35 to 65</td> </tr> <tr> <td>6th SC 44%</td> <td>49%</td> <td>High= 66-99</td> </tr> <tr> <td>6th SS 41%</td> <td>38%</td> <td></td> </tr> <tr> <td>7th ELA 50%</td> <td>47%</td> <td></td> </tr> <tr> <td>7th MA 46%</td> <td>48%</td> <td></td> </tr> <tr> <td>7th SC 40.50%</td> <td>43%</td> <td></td> </tr> <tr> <td>7th SS 48%</td> <td>45%</td> <td></td> </tr> <tr> <td>8th ELA 57%</td> <td>47%</td> <td></td> </tr> <tr> <td>8th MA 53%</td> <td>55.50%</td> <td></td> </tr> <tr> <td>8th SC 55%</td> <td>45%</td> <td></td> </tr> <tr> <td>8th SS 34%</td> <td>37%</td> <td></td> </tr> </table>	14-15 (DMS)	15-16 (DMS)	Growth Bands	6th ELA 54%	61.50%	Low = 1 to 34	6th MA 54%	59%	Typical = 35 to 65	6th SC 44%	49%	High= 66-99	6th SS 41%	38%		7th ELA 50%	47%		7th MA 46%	48%		7th SC 40.50%	43%		7th SS 48%	45%		8th ELA 57%	47%		8th MA 53%	55.50%		8th SC 55%	45%		8th SS 34%	37%	
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<p>What data sources were utilized to make the above determinations?</p>	<p>SLDS data.</p>																																							

**2.7.2 STUDENT ACHIEVEMENT GUIDING QUESTIONS**

<p><b>Effective collaboration to support student achievement:</b> What processes are in place to ensure that effective collaboration is occurring at the school to advance student achievement? Are existing processes effective?</p>	<p>Staff collaborate on a regular basis during common planning times. The focus for meetings include progress monitoring, RTI, content planning, grade level team, and data analysis. Staff collaborate to offer additional math support through the math lab (available in am and during lunch), and BOOST (pm support). Additionally, we hold regular Attendance Review Team meeting with families when absences reach specified numbers. This year, our school will implement SSIP, regular meetings with a focus on ensuring SPED students are on track for graduation. Existing process are effective.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>Milestones data (overall improvement in math). math probes, meeting agendas/notes, schedules, attendance, Learning Team agendas/notes</p>



<p><b>Supporting improved graduation outcomes:</b> What processes are in place to support practices that will positively affect graduation outcomes?</p>	<p>Graduation plans are in place for for all 8th graders. High school counselors meet with 8th graders,.There is a spring promotion ceremony for 8th graders. Georgia Career Information Center (GCIS) career information begins in 6th. RTI is in place to support. Additionally we use Choice Bus intervention program and host high school and college visitations. This year (17-18) our school opened the Success Academy. The purpose of the SA is to target rising 8th grades and retained 8th graders from the prior year with a specialized instruction, small groups and the possibility of earning 4.5 HS credits while in the S.A.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>GCIS data, promotion ceremony numbers and agenda, high school visits feedback, Success Academy criteria and schedule</p>

<p><b>Student subgroup gaps:</b> What gaps exist in outcomes among student subgroups?</p>	<p>The GA Milestones showed 6th grade EL improvement as well as 8th grade EL improvement in math. The number of students at the “beginning” level increased and the number of “developing” decreased in 7th grade. In science, there were small gains in Black, Hispanic, Multi-Racial, Econ Dis, Eng. Learners, and Disabilities, but there was loss in White. Additionally, in 2016-2017 DMS had an increase of Newcomer Academy students. In 2015-2016 more students were at Newcomer Academy who had limited to no proficiency in English. For EOCs, black students' scores are not available (-15)</p> <p>SPED students also performed significantly lower than regular education students in all areas. In many cases, SPED and ESOL students performed similarly in content areas. Male students had higher percentages at beginning levels on Milestones than did female students. In math, percentages at the beginning level were similar for males and females. Likewise, there were larger percentages of black students at the beginning levels than white or Hispanic students in all content areas.</p>
<p>What data sources were utilized to make the above determinations?</p>	<p>GA Milestones score reports, in house Milestones comparison data.</p>

**2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS**

<p>Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The trend is overall slight increases due to more collaboration, using Illuminate: DOK - preparing for the testing environment, • Writing in all content areas, &amp; addressing rigor. Specifically in math from 2014-2015 to 2015-2016, there was 6% improvement with Hispanic students, 7% improvement with Multi-racial students, 10% improvement with Minority students, 5% improvement with economically disadvantaged students, 9% improvement for English Learners, 5% improvement for students with disabilities.</p> <p>There appears to be an overall improvement in groups and subgroups in both math and science. The White subgroup is performing higher than all other subgroups, but there is an obvious improvement in all other subgroups. As the HS area content classes are entering their 3rd year, the rise in test scores is apparent.</p>
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### 3. NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

#### 3.1 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. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p><b>2.1 Coherent Instructional System:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While there are a lot of programs and technology in place, this infrastructure seems to only be fully effective in math. Training in technology and data utilization needs to take place in all core subject areas to fully realize the benefits of what we have. Also, more must be done to get teachers to buy into this system and create continuity. This will only be accomplished by properly training them over a period of time and not “drive-by” training.</p>
<p><b>2.2 Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> <li>• Per the CNA staff survey and the CNA team conversations, there is a need to see a common focus for the school outside of each grade-level.</li> <li>• Because of the size of the school the leadership teams, i.e. Design Team etc, need to more transparent.</li> <li>• There is a large amount of new teachers - a focused and more effective a mentor program would be very beneficial.</li> <li>• The faculty knows that there is an improvement plan in place, but do they truly know what the plan is. It will be important to devise ways to include staff in the development and monitoring of the SIP, and communicating the plan to staff members who are not directly involved.</li> </ul>
<p><b>2.3 Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall our professional capacity trends align with goals but improvement is needed in ensuring PD is aligned to needs. Literacy collaborative has been in place for 10+ years and includes ongoing professional learning, but the learning must consider individual needs. Considerable work has been done in math at our school and improvements are noted. With the roll out of new science and social studies standards, there are ample opportunities for our teaches to learn and implement this year and in subsequent years. An area for suggested improvement is to develop processes to ascertain and respond to teacher professional learning needs and to follow up to evaluate the impact of PL in the classroom on teacher behavior and on student performance.</p>



## 2.4 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?

Dalton Middle School is fulfilling our vision by engaging parents and continuing to add service and involvement programs. We are open to feedback and seek involvement. While numbers indicate solid parental involvement, we still need to increase awareness of services/resources provided. Student Needs- more effective communication with parents about academic expectations and current student achievement status. We must ensure that parents are aware of support strategies at home. Teachers Needs- More effective communication strategies that increase community and parental involvement. It will be important to find out the preferred communication method feedback from parents. Leader Needs -continue to seek and create opportunities and structures for family and community engagement.

## 2.5 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?

As a team we see improvement needed in areas of celebrating achievements & accomplishments of students & teachers and in developing & buying in to our common school vision/mission. Our school is very organized with our policies, procedures, and drills to provide safety and security throughout the day. A CNA student survey could be helpful to get student thoughts as well as comments.

## 2.6 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?

High minority and high poverty students present unique challenges to a school and staff. More specifically, our school faces the challenge of understanding and assisting within different cultural norms, and in some cases, generational poverty. In spite of those challenges, there is a slight trend moving from developing to proficient in Milestones testing, presenting slow gains. When looking specifically at student growth percentiles, our students are making typical to high typical progress compared to their counterparts around the state. We are a well equipped school, but it will take focused and purposeful time to really utilize the tools we have in place. The RTI processes that will support identification of student, teacher, and leader needs RTI process and deeper analysis of data will be essential in identifying student needs. For staff and leader needs, surveys and ongoing conversations around needed professional learning are critical to identification of needs.



<p><b>2.7 Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The trend is overall slight increases due to more collaboration, using Illuminate: DOK - preparing for the testing environment, • Writing in all content areas, &amp; addressing rigor. Specifically in math from 2014-2015 to 2015-2016, there was 6% improvement with Hispanic students, 7% improvement with Multi-racial students, 10% improvement with Minority students, 5% improvement with economically disadvantaged students, 9% improvement for English Learners, 5% improvement for students with disabilities.</p> <p>There appears to be an overall improvement in groups and subgroups in both math and science. The White subgroup is performing higher than all other subgroups, but there is an obvious improvement in all other subgroups. As the HS area content classes are entering their 3rd year, the rise in test scores is apparent.</p>
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<p>Are there districtwide trends and patterns, as identified in the CNA 2017-2018 District Report, that will support the school's identification of student, teacher, and leader needs? If so, list those trends and patterns here.</p>	<p>The following district trends align with DMS needs and CNA committee thinking. Raising student academic achievement using benchmark and Interim assessments, and RTI process, continued creation of pacing guides/content standards work, and the maturing of school-based PLCs are important. Through coaching, teachers learn to reflect on the effectiveness of their teaching. DPS is a majority minority school system with a large population of first generation immigrant parents who do not speak English and who come from countries where parent involvement is not expected. Achievement scores, as measured by the Milestones. have dropped significantly since the introduction of Milestones. Since this is broad based, it appears that we need to focus on test genre, depth of knowledge, and rigor of instruction.</p>
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### 3.2 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS

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

<i>Overarching Need</i>	<i>How severe is the need?</i>	<i>Is the need trending better or worse over time?</i>	<i>Can Root Causes Be Identified?</i>	<i>Additional Considerations</i>	<i>Priority Order</i>
Effective PD, follow-up, measuring impact of PD	High	No change	Yes		2
Expectation of students to use metacognition.	High	Better	Yes		3
Continuity and similar focus across the school	Medium	No change	Yes		4
Differentiated, Sustained Professional Development.	High	No change	Yes		2
Need for transparency - not operating in isolation	Medium	No change	Yes		3
Academic achievement is not at an acceptable level	High	No change	Yes		1
Developing real time assessments - look at data	High	Better	Yes		3
Collaboration -specific training - illuminate - rigor	High	Better	Yes		3
Reliable grade practices need to be put in place	Medium	No change	Yes		5
	▼	▼	▼		▼



### 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.

<p>Describe the root cause analysis process used by the team.</p>	<p>The team met on 8/29/17 to review information from the various sections of the CNA document. The team broke into 5 subgroups to do so. After reviewing assigned sections, each group determined its top overarching need(s) to present to the full team. The team then ranked the needs. After the presentation, the entire team chose one overarching need to perform a root cause analysis using the Five Why's. After the full group modeling activity, each subgroup performed a root cause analysis on the overarching need(s) from their group. The information was sent to team leaders. Because there was much overlap in the needs and root causes, the information was used in the development of the proposed plan that was taken back to the full team on 9/5/17 for final editing and approval.</p>
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<b>Overarching Need #1</b> A larger percentage of students reaching mastery of standards on the GSE as demonstrated by performance on the GMAS.			
		<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
	<i>Root Causes to be Addressed</i>		
	Students are deficient in academic language.	✓	✓
	Teachers lack the pedagogy to deliver the meaning of academic language.	✓	✓
	Not enough time is allotted for teachers to unpack and plan to deliver the standards efficiently.	✓	✓
	Students are not being exposed to the rigor of their grade level standards on a consistent basis.	✓	✓
Inconsistent data collection and analysis to determine student level and how it should affect instruction.	✓	✓	

<b>Overarching Need #2</b> Teachers need differentiated content specific professional development to to increase student achievement.			
		<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
	<i>Root Causes to be Addressed</i>		
	Teacher knowledge of academic rigor is varied throughout subject areas.	✓	✓
	Past professional development has been systemic and not differentiated by need.	✓	✓
	Impact of professional development has not been measured pertaining to teacher instruction.	✓	✓
	There is limited evidence that prior professional development has enhanced teacher understanding and instructional practice in the classroom.	✓	✓
Assessing teachers on professional learning needs and on the impact of PL on their instruction has been limited.	✓	✓	



Overarching Need #3		
<i>Root Causes to be Addressed</i>	<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>
Inconsistent data collection and analysis to determine student level and how it should affect instruction.		

Overarching Need #4		
<i>Root Causes to be Addressed</i>	<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the LEA's comprehensive needs assessment (*optional*).