



# Comprehensive Needs Assessment 2024 - 2025 School Report



Fayette County  
Sara Harp Minter Elementary School

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Stacie Coppola
Team Member # 2	Assistant Principal	Erik Falkenhagen
Team Member # 3	Counselor	Kristen Bogumill
Team Member # 4	Technology Specialist	Richard Dierkes
Team Member # 5	Special Education Resource Teacher	Laura Neal
Team Member # 6	Pre Kindergarten Teacher	Michelle Hudson
Team Member # 7	Kindergarten Teacher	Carrie Bowen

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Kristi Soong
Team Member # 2	2nd Grade Teacher	Heather Whitlock
Team Member # 3	3rd Grade Teacher	Rebecca Weiss
Team Member # 4	4th Grade Teacher	Jo Elen Mills
Team Member # 5	5th Grade Teacher	Katy Phillips
Team Member # 6	Media Center Teacher	Amanda Lane
Team Member # 7	Early Intervention Program	Kimberlee Wright
Team Member # 8	Early Intervention Program	Vicki Bishop
Team Member # 9	Instructional Coach	Rachel Haywood
Team Member # 10	Specials Representative	Melissa Tillison

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Stakeholders

	Position/Role	Name
Stakeholder # 1	PTO President and Board Members	Amanda Daluga, Amanda Underwood, Nicole Driscoll, Jennifer Pakiz, Cassandra Brennan, Brittany Soles
Stakeholder # 2	Lisbon Church	Jeff Durham
Stakeholder # 3	PBIS Parent	Mitzi Warstler
Stakeholder # 4	School Council	Jeffrey Stone
Stakeholder # 5	School Council	Adam Macke
Stakeholder # 6	School Council	Amanda Daluga
Stakeholder # 7	School Council	Samantha Taylor
Stakeholder # 8	School Council	Vicki Bishop/Leslie Zarate

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All stakeholders are welcome to provide suggestions or feedback at any time during the process. All data is reviewed and shared during offered meetings. Information is also shared through Infinite Campus emails, teacher/administrator newsletters, a School Council website, the school website, social media sites, and through Schoology.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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



Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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



Effective Leadership Data

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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



Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Data is collected at various times throughout the year to make needed adjustments and move forward. We looked at teacher feedback from grade level meetings, action team meetings, Lighthouse meetings, Leadership meetings, and parent/staff feedback from surveys. The team uses a variety of perception data including: Georgia School Climate Surveys (students, parents, and staff), Survey data for parents and staff members, Leader in Me MRA (Measurable Results Assessment) Survey for 4th &amp; 5th grade students, Student-led Conference Survey, SWIS data, PBIS data, STAR math, STAR Reading, MTSS data/notes, and Leadership meeting notes.</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The perception data supports our current academic and school environment goals. Perception data indicates the following trends: parent attendance at parent conferences, student-led conferences, and curriculum nights is high, consistency of beliefs across the school is evident, grade levels collaboratively plan weekly during professional learning communities, grade levels need to continue to look at student data to continue student growth and utilize student data to inform and adjust instructional needs, professional learning should be based on needs of students and staff members and provided/organized by the administrative team/district leadership. Overall, parents like and support Minter but parents feel that the school could be more consistent with communication across all levels. We will continue to work in this area in 2024-2025. An ongoing MTSS process supports the needs of students, school-wide procedures integrating PBIS and LIM are evident across all settings in the school, an area of continued improvement is that teachers help students set goals. This data tells us that we are on the right path towards successfully achieving our goals. This data allows the school to determine next steps, areas of improvement, and areas of strength.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>As we continue to strive to reach our goals, there are a multitude of measures that we look at. For grades 3-5, we use the Georgia Milestones scores, along with their STAR Reading and STAR math scores. For grades K-2, we look at data garnered from the STAR Reading Suite of assessments and STAR Math. In Kindergarten we use data from the GKIDS assessments. In all grade levels we use data derived from formative, summative and common assessments.</p>
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	<p>At Sara Harp Minter there are a number of opportunities given to the students for in/after school participation. Students have opportunities, such as chorus, Science Olympiad, running club, orchestra club, Math Bowl, Good News Club, Rainbows, counseling, and many more. Parents participate in curriculum nights, open houses, and student-led conferences, data nights and (new this year) scheduled opportunities for conversations with the principal/assistant principal.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Our data allows the team and teachers to understand where a student currently is academically and where they need to be. We are able to provide interventions based on what the data shows. The data also provides us with the guidance in developing our yearly goals and School Improvement Plan.</p> <p>We have had positive feedback from our stakeholders regarding the desire to be involved at Minter. However, data from our survey indicates that there is a need for a more systematic partnership with parents in creating a home school connection. It would help if we provided more parent nights to engage parents in the academic process/programs so they can provide appropriate and adequate support to the children at home. Our community has voiced that they would like more development in their ability to support their child/children at home.</p> <p>Process Data indicates that Minter has a systematic school-wide: Safety Plan, PBIS plan, LIM philosophy and initiatives with common language across all settings, MTSS process, and consistent parental support. Minter has a MTSS/Behavior interventions in place that assists students and teachers in creating a supportive learning environment. Staff members receive opportunities for professional learning based on school needs, designated weekly Professional Learning Communities with an Instructional Coach and/or Administrator, and monthly MTSS meetings. Continued areas of growth for students and teachers: Students will be empowered to take ownership of their own learning by monitoring their own progress towards personalized WIGs (Wildly Important Goals). Students will take ownership of their own learning by working independently or collaboratively to solve real world problems that focus on creativity, critical thinking and decision making.</p>
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<p>What achievement data did you use?</p>	<p>When looking at achievement, we look at the previous years' and the current year Milestones, Reading Inventory (transition to STAR Reading, STAR Math, and DIBELS, AMP ELA Common assessments, GCA Science/Social Studies assessments as well as academic area common/formative/summative assessments. Our leadership team also used the data from each of the five categories of the Needs Assessment to determine the greatest area of need within our school. In addition, we analyzed day to day formative data, MTSS intervention data, PBIS/behavior data, as well as any survey data that we have collected.</p>
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What does your achievement data tell you?

Our 2024 Milestones data indicates that Minter students increased performance in the following areas: Level 3 & 4 performance for Grade 3, Grade 4 and Grade 5 with performance level 4 in ELA growing for 3rd and 5th while remaining steady for 4th grade. Overall performance notes that Minter met/exceeded our 2023 SIP goals for growth in ELA for 3rd, 4th and 5th grades. Data also indicates that 80% or more of all students in grades 3 and 5 are reading on or above grade level (with 85% in 3rd grade and 89% in 5th grade). Data indicated a dip in performance of At/Above reading status in 4th grade with 76% proficiency for for 2024. This is down from 81% in 2023. Milestones math scores were not available at the time of this draft and will be updated once they are received.

In 3rd grade Minter students showed growth in the areas of Ideas and Language/Conventions and Narrative per the Extended Writing portion of the Milestones assessment. In 4th grade, there was a decrease in scores in all three indicating areas while 5th grade students performed slightly lower in the area of Ideas and Narrative writing. Minter 5th grade students showed growth in writing in the area of Language Conventions. While 3rd grade did not demonstrate the same growth in this area, there was growth in the number of students who earned all 4 points for this performance indicator. Narrative writing will continue to be an area of growth for 4th and 5th grades while 3rd grade will focus on continuing to increase the number of students who earn 3 and 4 points on the Extended Writing portion of the Georgia Milestones assessment.

STAR Reading data indicates that 64% of our 3rd grade students are performing in the Proficient/Advanced range for the reading assessment, 67% at 4th grade and 63% at 5th grade. We are unable to determine trend data for STAR Reading as this is the first year of implementation of the program.

We will continue to monitor progress in all grade levels with a with noted focus on reading proficiency in all grade levels. The implementation of the LETRS training is contributing to improvements in reading in grades K, 1 and 2 with growth noted in all areas. GKIDS data in Kindergarten indicates the need for growth in conventions of writing, communication of ideas, spelling, High Frequency, Words, Attention, Engagement, and Persistence as well as addition and subtraction. STAR math data indicates consistent performance for 4th and 5th grades while 1st, 2nd, and 3rd have shown a trending decrease.

We have had positive feedback from our stakeholders regarding the desire to be involved at Minter. However, data from our survey indicates that there is a need for a more systematic partnership with parents in creating a home school connection. It would help if we provided more parent nights to engage parents in the academic process/programs so they can provide appropriate and adequate support to the children at home. Our community has voiced that they would like more development in their ability to support their child/children at home.

The achievement and nonacademic data has given us sub category areas to work on in reading, math, and climate. We will be creating goals based on those areas. The biggest area of concern for our school at this point is the fidelity of instruction in regards to the rigor of the standard. This year we will continue to implement biweekly

	<p>Professional Learning Communities as well as monthly professional learning provided by district support staff. In addition, we will be intentional regarding our fidelity of use of the Instructional Framework as well as the use of High Leverage Instructional Strategies. These monthly professional learning sessions will center around a data driven, targeted focus identified through the use of school data. With these structures in place; including a PLC mission, vision, collective commitments, and goals, our entire staff gains focus on the action steps necessary to accomplish our goals. Minter Elementary would like to maintain the high performance levels that our achievement data shows. We will continue to make growth in English Language Arts and Math by focusing on high impact instructional strategies that focus on students' individual needs through differentiated instruction based on weekly PLC data meetings.</p>
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<p>What demographic data did you use?</p>	<p>Demographic data utilized includes: Infinite Campus Reports, FTE Reports, Attendance Reports, Enrollment data, Milestones subgroup data.</p>
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<p>What does the demographic data tell you?</p>	<p>We are able to determine the culture and needs of of students who are coming to our school. We are able to identify students who have frequent tardies and absences, along with the percentage of students who receive free and reduced lunch. We are also able to determine the students who receive ESOL, EIP, Gifted and Special Education services. This allows us to pinpoint specific areas of need in our demographic subgroups which facilitates our instructional approach and academic expectations for all students.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</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>On average Sara Harp Minter is operational as a whole with a notable increase in the number of categories in which we increased from operational to exemplary. The MTSS process and team works well together with grade levels to identify needs for students. This is a strong process and very beneficial for teachers and students. We have implemented biweekly Professional Learning Communities which include the support of our instructional coach and principal. Through our Professional Learning Communities, grade levels have the opportunity to look at specific data, analyze the data and determine next instructional steps to successfully support student success. This process is a positive approach in supporting both teacher and student success. It is exciting to note that there was movement in many categories from Operational to Exemplary from 2023 to 2024.</p>
<p><b>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>	<p>Sara Harp Minter has a clear, established vision and mission to promote leadership and the growth mindset for all stakeholders. All staff members share leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team and the PBIS team. A comprehensive support system including the use of biweekly Professional Learning Communities supported by the Instructional Coach and Administrator to promote data driven decision making. Ongoing observation feedback from administrators is provided after formal and informal classroom visits. Next steps will include opportunities for differentiated professional learning for staff and increased opportunities for mixed group collaboration. Professional learning to promote MTSS, Leader in Me/PBIS initiatives. This will include a focus on embedded student supports throughout the school day, supporting the Tier 1 highly effective teaching strategies.</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Positive trends in this area include the use of shared decision making teams including Action Teams, the Instructional Leadership Team/Lighthouse Team, the school Data Team, and the PBIS Team. Professional learning will be planned based on staff survey results, school goals, and analysis of various data. The Instructional Leadership team works alongside the administration and the Instructional Coach to provide valuable professional learning opportunities that coincide with the school vision and goals. Implementation of TKES and LKES standards to evaluate professional goals to ensure consistency when building teacher and leadership effectiveness. An area of need would be to allow for further differentiated professional learning opportunities to meet all staff members personal and professional needs. This continues to be an area of intentional focus for 2024-2025 in addition to the growth/building of professional capacity of our teacher leaders in the building. Another area of need is to monitor and evaluate the impact of professional learning on student achievement.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While the data indicates that Sara Harp Minter does a great job in communicating with and welcoming parents into our building, it conversely indicates that we struggle with supporting parents through the educational process. While this did improve tremendously last year, we will continue to work on developing the capacity of our families to use support strategies at home that will enhance academic achievement. This year we will increase our number of parent and student academic opportunities along with a number of other events that encourage collaboration between the faculty and staff, parents, students and the community. We will continue to grow our programs to support family engagement.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While the data indicates that our classroom teachers do an efficient job in providing a supportive and well-managed environment conducive for learning, we can focus on creating a more academically challenging learning environment. Sara Harp Minter provides a supportive learning environment conducive to learning through the use of the MTSS process, Leader in Me initiatives, PBIS initiatives, Leader in Me data notebooks, student goal setting and tracking, leadership roles, and community engagement activities. A continued goal for improvement is to differentiate instruction by offering DOK level choice boards, student empowerment, and project based learning opportunities, and increased level of rigor across all academic subject areas.</p>

## Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic data has remained fairly consistent for the past three years. However, we have seen a slight increase in various subgroups. Overall Minter is relatively diverse with 13.5% Hispanic, 25% African American, 49% White, 4.5% Asian, 7.5% two or more races. Minter does have a growing percentage of gifted learners. As the one of the largest elementary schools in the district, Minter currently has an enrollment of nearly 700 students with 31 homeroom classes. In addition, Minter houses one site based program (Bridges) through Exceptional Children's Services. Minter is fortunate to have a supportive PTO and an involved parental group. The majority of our parents work full time jobs. Our staff remains committed to continuing to engage in professional learning surrounding cultural awareness/sensitivity in our efforts to meet the needs/close the achievement gap in our culturally and linguistically diverse student population.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As stated in the supportive learning environment section of this plan, the data from last year's milestone results indicated that we have shown both increases and decreases in the number of students who were exceeding in both math and reading. This is an indication that we are challenging many of our learners but not challenging some students who have shown mastery on the standards. It is extremely valuable and necessary for us to continue to use pretest data on each of the identified essential standards, to help identify the needs of each of the students in the classroom. Students should be appropriately challenged to continue their growth. By using Webb's Rigor/Relevance Framework, along with the Fayette County Instructional Framework, we will work to move our students from acquisition and application to assimilation and adaptation.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p>Strengths</p>	<p>Sara Harp Minter has extremely effective programs in place to help identify and provide needs for our special populations. Each month our Assistant Principal meets with grade levels and EIP teams to identify students who are struggling to meet the essential learning targets. Our EIP team then steps in to provide the support these students' need. If additional support is necessary, we have a phenomenal special education team who works closely with administration and the general</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

	<p>education teachers to provide additional tier 3 support. We look closely at the schedule to ensure that all students still receive tier 1 and tier 2 instruction with their classroom teacher. In terms of our ELL population, our EL teacher provides support to her students by working closely with the general education teacher to provide push in support or pull out support when necessary. Both of our counselors work closely with our economically disadvantaged students and their families to provide basic needs to help them feel safe and secure. Sara Harp Minter has a solid, inclusive culture and vision for student academic learning. Through the implementation of Leader in Me and PBIS we have established a unified, cohesive school-wide operating system. Our staff shares leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team, the Data Team, and the PBIS team.</p>
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Challenges	<p>Sara Harp Minter is one of the largest elementary schools in the district, which by nature can cause many challenges. Our LEA representative is split between us and another building, and the caseload alone at our school demands more time than 50%. The increasing needs of the students is a challenge as well, because children are coming to us with more and more trauma. Due to being a larger school, we tend to have larger class sizes at all grade levels, especially in 4th and 5th grades. This causes a larger range of abilities in each classroom. A priority for the 2024-2025 school year will be the continued identification of potential gaps in student learning. In order to meet the needs of all learners, we must focus on consistently using common formative/summative assessment data to provide differentiated instruction.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision of solid Tier 1 instructional practices for all students with the availability to provide targeted instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 2

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision
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Overarching Need # 2

Additional Considerations	of solid Tier 1 instructional practices for all students with the availability to provide targeted instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 3

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision of solid Tier 1 instructional practices for all students with the availability to provide targeted instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 4

Overarching Need	Improve school culture, climate and community connectedness for faculty, students and parents.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework. Fidelity in use of knowledge gained through LETRS training in grades K-3.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Others : Tier 1 instruction

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Tier 1 instruction

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Tier 1 Instruction

Root Cause # 1

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - Improve school culture, climate and community connectedness for faculty, students and parents.

Root Cause # 1

Root Causes to be Addressed	Through increased collaboration in the home/school partnership while presenting parents ways they can assist their children academically outside of the school setting. Increase parent knowledge of school expectations, understanding of school data, and student goal setting.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Culture/Climate/Home & School Partnership

Additional Responses	
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# School Improvement Plan 2024 - 2025



Fayette County  
Sara Harp Minter Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Sara Harp Minter Elementary School
Team Lead	Stacie Coppola
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework. Fidelity in use of knowledge gained through LETRS training in grades K-3.
Goal	By May 2025, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the ELA Georgia Milestones in grades 3 through 5.  By May 2025, 80% of students in grades K - 2 will be at or above grade level goal as measured by the Star Literacy Suite Assessments.

Action Step # 1

Action Step	Continued integration of fundamentals of LETRS training for students in K-3, EIP and ECS.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation, classroom observations
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, teachers, instructional coach, district coordinators

Action Step # 1

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None
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Action Step # 2

Action Step	Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, and teachers
Timeline for Implementation	Monthly



Action Step # 2

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

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Benchmark testing in the Fall/mid-year/Spring, classroom observation, collaboration in PLCs
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Teachers and administrators, district content coordinators
Timeline for Implementation	Weekly

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

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

Action Step	Continued implementation of weekly Professional Learning Communities in ELA using student data to create and monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, teachers
Timeline for Implementation	Monthly

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

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

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, teachers
Timeline for Implementation	Weekly

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

Action Step	School will implement Beanstack as a reading motivation tool.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Use of the Beanstack dashboard.
Position/Role Responsible	Administration, teachers, Media Specialist
Timeline for Implementation	Monthly

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

Action Step	Continued provision of additional reading support, for identified students, through Ready Readers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Administration, teachers
Timeline for Implementation	Monthly

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

Action Step	Fidelity in implementation of the UFLI Phonics supplemental resource.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation

Action Step # 8

Method for Monitoring Effectiveness	Assessment data, observations
Position/Role Responsible	Administration, teacher
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
Goal	By May 2025, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the Math Georgia Milestones in grades 3 through 5.  By May 2025, STAR Math performance in grades 1-2 (proficient and distinguished) will increase by 2%.

Action Step # 1

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administration, Instructional Coach, district content coordinators
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Continued implementation of weekly Professional Learning Communities in Math using student data to create and monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly



Action Step # 2

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

Action Step	Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

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

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

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

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

Action Step	Students will explore Graham Fletcher Fluency Kits as part of the daily instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
Goal	<p>By May 2025, students who perform at level 3 and 4 (combined) on the Extended Writing Task will increase by 2% in the area of Narrative Writing as measured by the Georgia Milestones in grades 3- 5.</p> <p>By May 2025, 75% of students in grades 3-5 will score a 4 or above by the final WriteScore administration.</p> <p>By May 2025, 80% of students in K-2 will score a 3 or 4 as measured by the post writing rubric.</p> <p>During SY 2023-2024, 80% of students in K-2 will score a 3 or 4 on the holistic post writing rubric.</p>

Action Step # 1

Action Step	Teachers will assist students in developing individualized, data-based writing goals.
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>

Action Step # 1

Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None
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Action Step # 2

Action Step	PLCs will explore best practices in assessment and instruction, implement common formative assessments and use standards-based instruction/grading.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric

Action Step # 2

Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step	Teachers will provide instruction through the use of writing exemplars, modeling the performance expectation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

Action Step # 3

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

Action Step	Continued implementation of monthly MTSS team meetings to focus on individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step	Teachers will provide one to one and/or small group writing conferences with students for writing support.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step	Academic Action Team (focusing on Writing) will create a school-wide writing plan to include common language, exemplars, and grade-level writing expectations.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners



Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step	Students will write daily across multiple content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school culture, climate and community connectedness for faculty, students and parents.
Root Cause # 1	Through increased collaboration in the home/school partnership while presenting parents ways they can assist their children academically outside of the school setting. Increase parent knowledge of school expectations, understanding of school data, and student goal setting.
Goal	By May 2025, we will improve school culture and climate for all stakeholders as measured by the 2024-25 state and school-based climate surveys, the MRA staff, student and parent surveys.

Action Step # 1

Action Step	Increase home/school parent partnership by increasing opportunities for parents to collaborate with the school through PTO events, curriculum, and Data Date nights.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Effective Support Systems PBIS Framework Leader in Me Framework PTO Collaboration School Council Principal Newsletter (weekly) Quarterly Principal Forum (“Coffee with Coppola”) Increased Home/School Connection Data Date Nights School Led Events (Veteran’s Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys

Action Step # 1

Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys  Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Quarterly

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

Action Step	Staff will continue training/implementation of classroom management techniques/procedures using the Leader in Me program and PBIS framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys

Action Step # 2

Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys  Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
Timeline for Implementation	Monthly

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

Action Step	Staff will recognize students following the PBIS/LIM expectations with LEAD Cards. Admin will recognize students on announcements/during Synergy Squad assemblies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	School Led Events (Veteran’s Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys  Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
Timeline for Implementation	Weekly

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

Action Step	The PBIS framework will be used to address student behavior and discipline.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Number of parents who volunteer and their service hours
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys  Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all stakeholders
Timeline for Implementation	Weekly

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

Action Step	Leader in Me/PBIS expectations will be implemented in all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitor student attendance data and follow local school/district protocol in following up on those who miss school.

Action Step # 5

Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys  Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all stakeholders
Timeline for Implementation	Monthly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Minter's instructional leadership team consisting of certified and classified staff met monthly throughout the year to review data, identify strengths, areas of improvement and goals for the future. Additionally, instructional leaders collaborated with team members each week to allow all stakeholders an opportunity to provide input throughout the planning process. Multiple surveys and feedback from parents, students, teachers, and community partners were utilized to gather additional feedback. We work closely with the PTO to secure funds to allocate to these needs. Our local school, school council is an additional source of collaboration/feedback. We are constantly seeking input from all stakeholders in our efforts to ensure we are all on the same page and working together to accomplish the goals we have set.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Sara Harp Minter Elementary School ensures through the interview process that only effective and highly qualified teachers are selected to teach at Minter. Certified teachers are observed, monitored, provided feedback and evaluated through the TKES evaluation system. Classified staff are monitored and provided feedback utilizing the district approved evaluation tools. Ongoing, targeted professional learning opportunities are provided for all staff members to improve instructional practices and increase student achievement. Differentiated instruction is emphasized based on the needs of all students to provide effective, rigorous and engaging instruction.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>N/A</p>

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

N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>SHMES will offer a Meet the Teacher and a Curriculum Night opportunity to assist with transition. Our PK teachers also held an introductory session in April of 2024. This provided an opportunity to set the stage for PK, sharing the expectations of both students and parents.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Through the school's implementation of Leader in Me and PBIS, students will be immersed in character education. Leader in Me and PBIS focus on leadership skills, student empowerment, and positive behavior. The goal is to promote leadership opportunities and to empower students to take ownership of their own learning and behavior. Consistent expectations are provided for all students through the use of a common language and specific set of expectations across all school settings. Data has shown that the use of the Leader in Me initiatives in conjunction with the PBIS framework have decreased disciplinary incidents over the past three years.</p>

ADDITIONAL RESPONSES

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