



Comprehensive Needs Assessment 2022 - 2023 School Report



**Telfair County
Telfair County Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Chris Ellis
Team Member # 2	Assistant Principal for Discipline	Rodney Moore
Team Member # 3	Assistant Principal for Instruction	Shelby Meeks
Team Member # 4	8th Grade Team Leader	Ginger Jones
Team Member # 5	7th Grade Team Leader	Melinda Batchelor
Team Member # 6	6th Grade Team Leader	Bryan Sharpe
Team Member # 7	SPED Team Leader	Vera Andrews

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Gladys Hall	Guidance Counselor
Team Member # 2	Sabrina Rentz	Guidance Counselor
Team Member # 3	Philip Arnold	Connections Team Leaders
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Community Business Leader	Lamar Marshall
Stakeholder # 2	Parent	Starr Spires
Stakeholder # 3	Parent	Britney Yawn
Stakeholder # 4	Parent	Hollie Harrelson
Stakeholder # 5	Parent	Patrick DeLoach
Stakeholder # 6	School Resource Officer	Ricky Collins
Stakeholder # 7	Community Faith Leader/Parent	Brad Purvis
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Instructional personnel at TCMS were included in the completion of the Comprehensive Needs Assessment. Furthermore, we included our Parent Advisory Committee and School Council in the analysis of the CNA.
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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	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	<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>	

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	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	<p>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.</p>	✓
3. Emerging	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
4. Not Evident	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	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>We used the following perception data sources:</p> <ul style="list-style-type: none"> ● Georgia Student Health Survey ● Title I Parent Survey
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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>	<ul style="list-style-type: none"> ● The results of the Georgia Student Health Survey indicated that most students look forward to going to school (70%), think that the school is safe (65%), and feel respected by their teachers (89%). Most students also feel that they are successful in school (82%) and they have another student to talk to if they need help (87%). In the area of peer relations, 81% of students feel that they get along well with other students. In addition, while students overwhelmingly think that they themselves treat each other respectfully (97%), they seem to think that their peers do not treat other students respectfully (51%). Students responded that 91% of teachers keep their classrooms clean and organized while only 36% of students take pride in the school building by keeping the facilities clean. ● Only 10% of parents returned the Parent Survey in 2021-2022, compared to 50% in 2019-2020. 87% of those parents said that they use the parent portal of Power School, where only 62% used it previously. 87% of the parents surveyed said that teachers communicate with them about student concerns. In 2019-2020, 80% of the parents said this. This showed some improvement for our engagement with parents where student academic learning is concerned.
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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>GMAS Data TKES Evaluations Benchmark Testing Data School Calendar RTI Process Data PLC Data Teacher Needs Survey</p>
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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?”)

Based on 2020 and 2021 achievement data, processes and programs that relied heavily on differentiation and skill needs of specific students were a priority for the 2021-2022 school year. Success classes were created to meet the needs of all students in the area of math. These classes were specific to the individual needs of those students who had not received direct instruction due to the Covid-19 pandemic and those students who had continually scored as a "beginning learner" in the past three years. The i-Ready benchmark was utilized to determine the exact placement and skill level of these students and whole group, small group, and individualized learning was prioritized based on these results. Support staff was also utilized in each of these classes to offer extra assistance with the students' needs. Growth monitoring dates were also placed within the school calendar for extra focus on student progress. Success teachers maintained records of growth and student work portfolios for these students as evidence of standard mastery. Based on the 2022 GMAS results, 59% of the students placed in the Success class showed improvement on the math portion of the state assessment compared to the 2021 state assessment. i-Ready personalized learning was also implemented in all math and ELA classes during the 2021-2022 school year to "close the gap" and improve student achievement. This personalized learning program provides students with lessons and skill support at their academic level (based on BOY and MOY benchmarks) for the areas of reading and math. Students work to "close the gaps" by viewing these lessons and completing assessments as evidence of their mastery. As a result of this program, data indicated a 52% placement improvement in reading and a 58% placement improvement in math for students in grades 6-8 by the end of the 2021-2022 school year.

RTI data indicates that struggling students are receiving extra support in the areas of reading and math through the "What I Need (WIN)" program. Teachers monitor students closely throughout the year to determine if extra support is needed. When classroom averages and/or assessment results indicate a need, the student receives this support during their Connections class. Student progress is monitored and discussed regularly by teachers, administrators, and parents.

Teacher survey and PLC minutes/meeting data indicate that teachers have continually needed and been provided services by the Assistant Principal for Instruction. Such services include implementing standards-based instruction, utilizing supplemental curriculum materials, reviewing and analyzing student achievement data, and monitoring the use of research-based instructional strategies and classroom best practices. The Assistant Principal for Instruction has led Professional Learning Communities, conducted qualitative observations, and held individual teacher conferences in order to better meet the needs of teachers.

TKES Evaluations for the 2021-2022 school year indicate that 93% of certified teachers at TCMS earned an overall summative rating 4 on all ten TKES performances standards. 7% of certified teachers received a 4 on at least one of the ten TKES performance standards. Informal and formal observations were conducted during the year, mid-year and summative conferences were held with individual teachers to improve instruction and overall performance.

<p>What achievement data did you use?</p>	<p>Governor's Office of Student Achievement (GOSA) Student Performance Comparison Summary GMAS Data i-Ready Benchmark Data GaDOE School GMAS Reports</p> <p>Data collected from GOSA is based on the 2018-2019 and 2020-2021 school year while local benchmark and GMAS data are based on the 2021-2022 school year.</p>
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<p>What does your achievement data tell you?</p>	<p>It is important to note that our previous data sources were outdated for our current students, resulting from the COVID-19 pandemic. For the upcoming 2022-2023 school year, we are able to review and analyze CCRPI and GOSA data from 2020-2021 as well as benchmark and Georgia Milestones data from the 2021-2022 school year.</p> <p>The TCMS 2019 CCRPI score of 71.8 was lower than the state average, but still within our usual range (2018 was 77.3 and above state average). It is important to note, however, that our English and Math content mastery actually improved in 2019 over 2018. There were "too few students" assessed in 2020 to produce a CCRPI score and due to the U.S. Department of Education's approval of Georgia's waiver of CCRPI accountability, school identification and school report card requirements, no score was produced in 2021.</p> <p>According to the 2021 GOSA Consolidated Student Performance Comparison Summary, only 23.6% of students at TCMS scored at or above the Proficient level in the area of math in 2021 which is a 15.4% decrease from the 39% of students scoring at this level in 2019. Further, an analysis of the 2022 GMAS scores from the GaDOE indicates that 27% of students at TCMS scored at or above the Proficient level in math. This shows a 3.4% increase from 2021.</p> <p>When analyzed by grade levels, the percentage of students scoring at proficient or above in math for 8th grade was 40% compared to 26% in 7th grade and 16% in 6th grade. In addition, subgroup data indicates that 16.9% of the Black subgroup, 40.6% of the White subgroup, and 6.7% of the Hispanic subgroup scored at Proficient or above.</p> <p>In the area of English Language Arts, 29.6% of students at TCMS scored at or above the Proficient level compared to 30.3% in 2019 (a decrease of 0.7%). Further, 2022 GMAS data indicates 25% of students at TCMS scored at or above Proficient level in ELA. This shows a decrease of 4.6% from 2021 to 2022.</p> <p>Further, an analysis of the 2022 GMAS reports from the GaDOE indicates that 56% of students at TCMS are reading at grade level while 44% of TCMS students are reading below grade level.</p> <p>In the area of 8th grade Science, The GOSA Consolidated Student Performance Comparison Summary indicates the following: 32.7% of students in 2019, 11.7% of students in 2021, and 25% of students in 2022 scored at Proficiency level and above on the GMAS. In 8th grade Social Studies, 30.3% of students in 2019, 26.6% of students in 2021, and 33% of students in 2022 scored at Proficiency level and above.</p> <p>According to the 2021 TCMS End of Year benchmark scores for 6th and 7th grade science and social studies, 60% of students scored at or above the Proficiency level in science while only 29% scored at or above the Proficiency</p>
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level in social studies. In comparison, the 2022 TCMS End of Year benchmark scores for 6th and 7th grade science and social studies indicates that 67% of students scored on Proficiency level in science (an increase of 7%) while 50% of students scored at proficiency level in social studies (an increase of 21%). The low proficiency level in Social Studies correlates with students' historically low proficiency in reading.

Current i-Ready benchmark data (2022) indicates an overall improvement in the areas of reading and math with 56% of students in grades 6-8 reaching their typical growth for reading by the end of the 2021-2022 school year and 24% of students in grades 6-8 reaching their stretch growth for reading. In the area of math, 64% of students in grades 6-8 reached their typical growth by the end of the 2021-2022 school year while 34% of those students met their stretch growth. Overall, there was a 52% placement improvement in reading and a 58% placement improvement in math for students in grades 6-8 by the end of the 2021-2022 school year.

Migrant Education Program (Title I-C) - Migrant Student GMAS Data:

Tier 1 Performance Review: Did migrant students score proficient or higher on End of Course and End of Grade Assessments on grade level assessments?

6-8	Priority for Service	ELA	#	7	%	0%	Math	#	7	%	0%
	Non-Priority for Service	ELA	#	2 <small>(only 1 took ELA EOG)</small>	%	0%	Math	#	2 <small>(0 took math EOG)</small>	%	--
	Non-Migrant	ELA	#	349	%	26%	Math	#	352	%	28%

Tier 2 Performance Review: Did migrant students score proficient or higher on local grade level assessments? [If all students scored at proficient or higher on Tier 1 review, this does not need to be completed.]

6-8	Priority for Service	ELA	#	7	%	0%	Math	#	7	%	29%
	Non-Priority for Service	ELA	#	1	%	0%	Math	#	1	%	0%
	Non-Migrant	ELA	#	333	%	30%	Math	#	331	%	31%

What demographic data did you use?

- Students and staff demographic data
- CCRPI Demographic Overview Data
- GOSA Student Enrollment Report
- GOSA Certified Personnel Report
- GOSA Attendance Data
- GOSA Retention Data
- PowerSchool Discipline Summary Report

<p>What does the demographic data tell you?</p>	<p>According to the 2019 CCRPI Demographic Overview, there were 407 students enrolled at TCMS during that school year. The breakdown of subgroups consist of 42.3% Black, 47.4% White, 7.6% Hispanic, 2.5% Multi-Racial, 0% Asian/Pacific Islander. 2.9% English Learners, and 11.5% Students with Disability. All students (100%) were considered economically disadvantaged and received free/reduced lunch. Since their was no 2020 demographic data reported on the GaDOE/CCRPI website, student enrollment data was pulled from the Governor's Office of Student Achievement.</p> <p>According to the 2021 CCRPI Demographic Overview, there were 371 students enrolled at TCMS during that school year. The breakdown of subgroups consist of 39.6% Black, 48% White, 7.8% Hispanic, 3.2% Multi-Racial, 1.3% Asian/Pacific Islander, 4.3% English Learners, and 12.4% Students with Disability. All students (100%) were considered economically disadvantaged and received free/reduced lunch. Upon analyzing the student demographic data from 2019 to 2021, there was a drop in total enrollment but little to no change in demographics by subgroup.</p> <p>According to the Certified Personnel Data Report from GOSA, the certification status (professional v. provisional), certification level (bachelors, masters, etc.), gender, race, and years experience had little to no change from the 2019-2020 school year to the 2020-2021 school year. The overall consistencies in staff demographics is that out of 30 certified teachers at TCMS, 96% hold a professional certificate, 70% hold a masters degree or higher, 83% are female, 93% are white, and 63% have 20 or more years of experience.</p> <p>According to the 2021 GOSA Attendance Report, the number of students missing more than 15 days was consistent (13%) in years 2018-19 and 2020-21 but dropped to 1.8% in 2019-20. This drop was due to the school shut-down in March 2020 and the local district's waiver on attendance reporting during the Covid-19 pandemic. It is safe to say that in a "normal" school year, TCMS consistently shows a Chronic Absenteeism percentage of 12%-15% (based on GOSA Attendance Reports). Further, chronic absenteeism varies from 2019 to 2021 by the subgroup. However, analysis indicates that the while the attendance of the White and Black subgroups improved, the attendance for Hispanic and Multi-Racial subgroups declined.</p> <p>According to the GOSA Programs Enrollment Report, the enrollment in ESOL, Remedial Education, Special Education, Gifted, and Alternative Programs have remained consistent from the 2018-19 school year to the 2020-21 school year. The average percentage of students enrolled these programs are as follows: ESOL 6%, Remedial Education 17%, Special Education 12%, Gifted 11%, and Alternative Programs 0.8%.</p> <p>According to the GOSA Retained Students Report, TCMS had "too few students" (less than 10) for the 2018-19, 2019-20, and 2020-21 school years. However, data pertaining to retention according to gender and race was available. The percentage of retained male students decreased from 50% in 2019 to 0% in 2021. The percentage of retained female students increased from 50% in 2019 to 100% in 2021. There was not a significant difference in any of the Race-Ethnicity subgroups with the exception of Hispanic which increased from 0% in 2019 to 100% in 2021. Further, there were no Multi-Racial students retained in the last three years. It is important to note that since there were less than ten retained students in grades 6-8 in the past three school years, the percentage for subgroups does not give enough information to draw</p>
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	<p>conclusions for decision-making in this area.</p> <p>According the PowerSchool Discipline Summary Report, the incident types reported most often during the 2021-2022 school year were Bus Conduct (18%), Fail to Follow School Rules (13%), Conflict with a Student (13%), and Possession of Electronics (9%). When broken down by grade levels and gender, Bus Conduct was reported most often in males (65%) consistently in all grade levels. Failure to Follow School Rules was reported most often for males (72%) in 6th and 7th grades (87%). Conflict with a Student was reported most often for males (76%) in 6th grade (50%).</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Telfair County Middle School (TCMS) provides a supportive, well-managed learning environment which establishes and communicates clear learning targets, uses research-based instructional strategies, provides feedback, and provides timely, systematic, data-driven interventions. Teachers have a shared understanding of expectations for curriculum standards, assessment, and instruction. There is also a process in place to review curriculum documents and revise as needed, along with a balanced system of assessments to monitor learning and inform instruction. Some areas in which improvement may be warranted are: increasing academic rigor, better differentiation of instruction, the more productive use of technology to enhance learning, the more effective use of common assessments and empowering students to actively monitor their own progress and set personal goals for improvement.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team determined that Telfair County Middle School (TCMS) provides opportunities for effective leadership among its stakeholders. Our administrators build relationships with students to ensure success through academic incentive and reward programs, meals for championship athletic teams, student council and other club activities, and holding conversations daily with as many students as possible. Our leadership team uses data-driven sources to guide the learning at our school. In order to identify the needs of all stakeholders, TCMS utilizes data from several sources, such as parent and student surveys, TKES, benchmarks, standardized test scores, etc. This data is analyzed on a consistent basis to improve student achievement. TKES is in place to monitor and evaluate the performance of teachers and staff. Administrators should continuously strive to provide teachers with ongoing, accurate, detailed, and descriptive feedback related to their performance. Administrators should make better use of processes and feedback to identify role models and teacher leaders, as well as provide the teachers with the ability to set goals with student achievement in mind. This will provide teachers and staff with support that is timely and targeted to individual needs. Additionally, our leaders need to identify opportunities for teachers to lead during department meetings, special committees, etc. Administrators should identify more ways to involve more teachers in the decision-making process.</p>
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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>Telfair County Middle School (TCMS) typically rates at or above state averages in most areas of professional capacity. TCMS effectively attracts, develops, and retains highly qualified staff. The current procedures that are in place are effective as shown by verifiable data. The school provides numerous opportunities for staff to collaborate on a consistent basis and grow professionally through quality professional development. The Assistant Principal for Instruction (API) leads professional learning communities in identifying professional learning needs using a variety of data and defining expectations for implementation and monitoring of the professional learning. Professional learning at TCMS consists of a variety of job-embedded learning designs and is followed with ongoing feedback and coaching by the API. At this time, there are no recruitment and retention concerns. Through the use of bi-weekly PLC meetings, grade-level team meetings, leadership team meetings, and various surveys, teachers and leaders have the opportunity to express concerns. The TKES and LKES process plays a large role in holding leaders, teachers, and students accountable for learning.</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>Only 10% of parents returned the Parent Survey in 2021-2022, compared to 50% in 2019-2020. We have to do a more effective job of getting parents to complete surveys. 87% of those parents said that they use the parent portal of Power School, where only 62% used it previously. 87% of the parents surveyed said that teachers communicate 2019-2020 80% of the parents said this. This showed some improvement for our engagement with parents where student academic learning is concerned. Prior to COVID-19, our numbers for parents attending Academic Night programs and Lunch and Learn programs were much lower than we wanted. There could be a number of reasons for this: time; conflicting schedules, etc. This is an area that we would like to see improve for students and parents in the future.</p> <p>Although there are structures in place for clear and open communication between the school and its stakeholders, improvement is also needed. At present, the Parent Portal, the TCMS website, the new TCSS phone application, monthly newsletters, the TCMS Facebook page, and grade level Remind are being used as modes of communication. However, these structures are not being utilized by many parents and communication is not always successful.</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>Most classrooms at TCMS are well-managed and provide a supportive environment that is conducive to learning. In addition, the school attempts to ensure a positive culture where rules, practices, and procedures are developed, communicated, and implemented to maintain an orderly and safe environment. There is also evidence of a culture of trust and respect among teachers and students that supports personal growth and development and recognizes their achievements and accomplishments. A common vision/mission is shared among students and staff that guides school improvement. Student, personnel, and parent surveys indicate that overall,</p>

Strengths and Challenges Based on Trends and Patterns

	<p>stakeholder needs are being met.</p> <p>However, we see a troubling trend developing in the area of student emotional well-being. We have noticed that more students seem to be less able to cope with everyday stresses in their lives and we have noticed an increase in students who exhibit poor mental health. This problem was most-likely exacerbated by the loss of normalized social constructs due to the pandemic response. We need to find ways to support these students in their social and emotional well-being.</p> <p>Challenges in this area are that most teachers (but not all) create an academically challenging, learning environment in their classroom. It is the goal of our leaders to provide all students with exceptional tier 1 instruction from all teachers. In order for this to occur, higher-order thinking skills and processes, active student engagement, relevance, and collaboration must be a focus for all teachers as we move forward. In addition, all students (not most) must be empowered to actively monitor their own progress using rubrics, checklists, and exemplars and offered support by the school staff to maximize their personal growth and development.</p> <p>TCMS instituted an afterschool tutoring program in an attempt to dampen the blow of learning loss caused by the response to the Covid pandemic in 2021-2022. We need to strengthen that program, especially in the area of Reading/ELA in order to better support students as we try to close those gaps.</p>
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<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>Telfair County is one of the poorest counties in the state. The percentage of economically disadvantaged students is much higher than the state average. This, along with the high unemployment rate, high poverty rate, and low median household income of Telfair County, tends to contribute to low parent involvement and student apathy.</p> <p>The student mobility rate is considerably lower than the state average which is advantageous for the students at TCMS. In small communities such as Telfair County, families usually do not move around, so the majority of students are allowed to stay in the same school and are not in danger of missing any standards that may be taught at different times in other schools.</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>Comparing Beginning, Developing, Proficient, and Distinguished Learner levels across the previous three years of testing (2016-2018), performance remained mostly constant across student groups in all subjects. Based on external data (2019 GMAS) as well as internal data (benchmarks), there is a need to increase the number of students performing at the Proficient level in math and ELA. In addition, internal data reflects a concern in the area of 6th and 7th grade social studies. 8th grade continues to show growth and produce significantly higher scores than 6th and 7th grade in all areas.</p> <p>2022 GMAS data yielded disappointing results for a significant portion of our students in Math and ELA, while providing a baseline of achievement data. The impact of the COVID pandemic has been far-reaching and cannot be</p>
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Strengths and Challenges Based on Trends and Patterns

	understated. We have a large portion of students who scored at a Level 1 on the Math and ELA GMAS. Many of those students were virtual student during the shutdowns, and we must focus our efforts on continuing to combat that learning loss.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	Highly Qualified staff
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Challenges	Title I School Parent and Family Engagement Student Motivation
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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	Improve student academic proficiency and overcome learning-loss resulting from the pandemic.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Student achievement has been hindered by the COVID-19 pandemic and response. We have inconsistent assessment data for 2019-2021. The 2021-2022 GMAS data showed us just how far behind a significant portion of our students are.
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Overarching Need # 2

Overarching Need	Improve practices to effectively meet the needs of all students
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Teachers expressed a need for more opportunities for feedback, vertical alignment, and overall communication about instructional practices, as well as administrator and peer collaboration. Collaboration will provide opportunities to continue to enhance and enrich the curriculum by supporting teachers with supplemental resources in order to improve student academic achievement.
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Overarching Need # 3

Overarching Need	Provide a safe and healthy learning environment for all students and staff
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	We need to target the social and emotional well-being of our students and staff.
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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 - Improve student academic proficiency and overcome learning-loss resulting from the pandemic.

Root Cause # 1

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

Additional Responses	This was exacerbated by COVID-19 during 2020-2021, which resulted in further setbacks to any gains made previously. Students will continue to perform poorly in LA and SS if they cannot read for understanding. Language Arts and Social Studies teachers should be planning and delivering challenging standards-based lessons using instructional "best-practices" daily. The AP for Instruction is instrumental in providing training and guidance in these areas. Many students did not perform well during distance-learning because of the lack of structure and rigor. Parents may be unaware of student reading levels, student progress towards reading goals, and the importance of encouraging and ensuring that their child is reading for understanding. Students do not spend enough time reading appropriate level books. Thankfully, we had a functionally normal school year in 2021-2022 which has allowed us to establish a current baseline for our students.
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Root Cause # 2

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

Additional Responses	
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Root Cause # 3

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

Root Cause # 3

Additional Responses	
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Overarching Need - Improve practices to effectively meet the needs of all students

Root Cause # 1

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

Additional Responses	This was exacerbated by COVID-19. Now that we are hopefully seeing a return to normal, time needs to be set aside for 5th and 6th grade teachers to collaborate, 6th and 7th grade teachers to collaborate, 7th and 8th grade teachers to collaborate, and 8th and 9th grade teachers to collaborate.
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Root Cause # 2

Root Causes to be Addressed	Infrequency of walkthrough observations and feedback
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :
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Additional Responses	Teachers expressed the need for more feedback on planning and instruction. Administrators must make time to conduct quality walkthroughs in order observe instruction and provide feedback to teachers on a consistent basis.
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Root Cause # 3

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

Additional Responses	
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Overarching Need - Provide a safe and healthy learning environment for all students and staff

Root Cause # 1

Root Causes to be Addressed	The impact of the Covid-19 pandemic removed many personal, social, and emotional supports that were available to students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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School Improvement Plan 2022 - 2023



Telfair County Telfair County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Telfair County
School Name	Telfair County Middle School
Team Lead	Shelby Meeks
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input 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	Improve student academic proficiency and overcome learning-loss resulting from the pandemic.
Root Cause # 1	Funding to acquire needed supplemental materials and personnel
Root Cause # 2	Inadequate reading comprehension skills, writing skills, and math skills
Root Cause # 3	Inconsistent use of data-driven differentiation
Goal	On the final 2022-2023 I-Ready Benchmark in Math and Reading, 100% of students will reach their typical growth requirement.

Action Step # 1

Action Step	TCMS will re-implement "TCMS READS", which will designate the first 20 minutes of each school day as individual reading time in an effort to improve reading skills.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student Lexile Scores
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Principal, Teachers
Timeline for Implementation	Yearly

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	Use student data to drive instruction and differentiation practices.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Lexile scores, classroom assessments, I-Ready diagnostic reports, lesson plans, classroom observations
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Language Arts Teachers, AP for Instruction
Timeline for Implementation	Yearly

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	Math and Language Arts teachers will use common planning time to develop and implement more data-driven, rigorous lessons with the assistance of the AP for Instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, TKES Observations, IC Observations, GMAS results
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	AP for Instruction, Principal, Math and ELA Teachers
Timeline for Implementation	Yearly

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	PLC's will focus on improving Tier 1 instruction and differentiation
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	PLC minutes, Lesson Plans
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	AP for Instruction, Principal, Teachers
Timeline for Implementation	Yearly

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	Monitor student growth through I-Ready
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	I-Ready data reports, PLC minutes to monitor data analysis

Action Step # 5

Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Teacher, AP for Instruction, Principal
Timeline for Implementation	Yearly

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	Utilize Migrant/ESOL personnel to improve that subgroup's Math and Reading achievement
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	ACCESS Testing, I-Ready reports
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Migrant/ESOL teacher
Timeline for Implementation	Yearly

Action Step # 6

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	Acquire and utilize technology resources to improve student academic achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	classroom observations, surveys, lesson plans
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Technology Director, Technology Specialist, Principal, AP for Instruction
Timeline for Implementation	Yearly

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	Hire more personnel to support instruction and reduce class sizes
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	class rosters, classroom observations
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

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 # 9

Action Step	Identify 10-15 students per grade level with the most learning loss and provide focused instruction on the most deficient skills and concepts as identified by i-Ready diagnostics in an effort to close learning gaps.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	lesson plans, classroom observations, classroom assessments, I-Ready reports, student portfolios
Success Criteria for Impact on Student Achievement	Student Lexile Scores, GMAS scores, Benchmark scores
Position/Role Responsible	Assistant Principal for Instruction
Timeline for Implementation	Yearly

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 # 10

Action Step	Add an additional certified teacher to implement focused Civics Instruction, Health and Wellness Instruction, Communication Skills, and Personal Finance/Life Skills instruction for the majority of TCMS Students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	classroom observations

Action Step # 10

Success Criteria for Impact on Student Achievement	Surveys, Class grades
Position/Role Responsible	Principal, Human Resources Director
Timeline for Implementation	Others : ongoing

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 # 11

Action Step	Implement an afterschool tutoring program
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Assessments, GMAS, student grades, sign-in sheets
Success Criteria for Impact on Student Achievement	Benchmark results
Position/Role Responsible	Administration, afterschool teachers
Timeline for Implementation	Yearly

Action Step # 11

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve practices to effectively meet the needs of all students
Root Cause # 1	Increased need for resources to support instruction and combat learning loss
Root Cause # 2	Infrequency of walkthrough observations and feedback
Root Cause # 3	Lack of vertical alignment between grade levels, specifically transitional grade levels
Goal	The percentage of students scoring at Proficient (Level 3) or above will increase by 5% in the areas of ELA and Math on the 2023 GMAS over 2022.

Action Step # 1

Action Step	We will obtain and utilize supplemental resources, classroom supplies, and computer software to further support teaching and learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Surveys and evaluations, assessment data, GMAS results
Success Criteria for Impact on Student Achievement	Benchmark results
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

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	ESOL and Migrant tutors will be utilized to support those subgroups.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Surveys and evaluations, assessment data, GMAS results
Success Criteria for Impact on Student Achievement	Benchmark results
Position/Role Responsible	Principal, Federal Programs Director
Timeline for Implementation	Yearly

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	Academic rigor will be increased.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	PLC minutes, TKES evaluations, Lesson Plans
Success Criteria for Impact on Student Achievement	Benchmark results
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

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	Maintain effective professional learning communities
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PLC Agendas, TKES evaluations
Success Criteria for Impact on Student Achievement	Benchmark results
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

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	Provide a safe and healthy learning environment for all students and staff
Root Cause # 1	The impact of the Covid-19 pandemic removed many personal, social, and emotional supports that were available to students.
Goal	Provide a safe and secure environment for all students and staff as measured by the school climate rating, stakeholder survey results, and the GA Student Health Survey.

Action Step # 1

Action Step	Employ both a full-time and part-time Counselor to better meet the emotional and mental-health needs of the students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Daily sign-in sheets
Success Criteria for Impact on Student Achievement	Counselor notes, Surveys
Position/Role Responsible	School and District Administrators
Timeline for Implementation	Yearly

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)?	Community Mental Health
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Action Step # 2

Action Step	Further implement Capturing Kids Hearts
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PL agendas/sign-in sheets, PLC Documentation, Observations of CKH elements
Success Criteria for Impact on Student Achievement	Observations of CKH elements, survey results
Position/Role Responsible	School/District Administration
Timeline for Implementation	Yearly

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)?	Capturing Kids Hearts
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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)?	Capturing Kids Hearts
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Action Step # 3

Action Step	Enhance physical safety and security of the school
Funding Sources	Consolidated Funding
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
Success Criteria for Implementation	Utilize safety drills as reported to the district and state. Utilize school nurse and SRO's to enhance safety and security of the school.
Success Criteria for Impact on Student Achievement	Survey results
Position/Role Responsible	School Administrators
Timeline for Implementation	Yearly

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)?	Local law enforcement, DHS/GEMA, DPH, Local Health Dept and mental health
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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>Multiple personnel at TCMS were included in the completion of the Comprehensive Needs Assessment and development of the School Improvement Plan. Furthermore, we included our Parent Advisory Committee, School Council, and Leadership Team in the final analysis of the CNA and SIP. Stakeholders were provided opportunities in multiple meetings to comment and make suggestions about the CNA and the SIP.</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>School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.</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>Student progress is monitored through class grades, benchmarks, and GMAS scores. When a student is deemed to be "at-risk" due to inadequate progress in math or language arts, student-specific interventions are instituted in those classrooms to help the student make adequate progress in those subject areas. If the student continues to fall behind grade level expectations in math and/or language arts, he receives subject-specific interventions 2 days per week for 30 minutes each day in a resource classroom during the exploratory period. If there is still no improvement or successful progress, the rate of interventions increases to 4 days per week for 30 minutes each day. The next step in support for "at-risk" students is to be recommended for an educational screening and possible full psychological assessment to see if the student may have a disability that prohibits learning in the traditional classroom setting. TCMS has</p>

	<p>implemented "Learning in the Fast Lane" as a resource for research-based instructional strategies to be implemented in all math, science, and social studies classrooms. This resources provides scaffolding techniques, an acceleration model, intrinsic motivators, and a vocabulary development plan which especially target "at-risk" students.TCMS, along with the entire Telfair County school system, has implemented close reading and writing strategies throughout all classrooms. These strategies ensure that the students are closely reading all texts through a process of multiple reads, vocabulary acquisition, questioning the text, connecting with the text, and annotating the text. With the completion of this close reading process, all students but especially the "at-risk" student gains a better understanding of what they have read and can produce a piece of writing based on the comprehension what they have read.TCMS employs teachers to assist in class-size reduction. Smaller class sizes helps to allow teachers to more effectively differentiate instruction, apply cooperative learning strategies, provide feedback to direct student learning, and work with students individually in order to improve the academic achievement for at-risk students.The Assistant Principal for Instruction has supported the implementation of all instructional strategies at TCMS. The API is instrumental in assisting teachers in the classroom and through Professional Learning Communities with increasing rigor, which should translate into improved student performance on meet the state's challenging academic standards.There are no Telfair County Middle School students living in local institutions for neglected or delinquent children.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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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>N/A</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>The implementation of the BRIDGE Act provides middle school students with career counseling and regularly-scheduled advisement to choose a focused plan of study.</p> <p>TCMS offers support for students and parents of students making the transition from middle grades to high school. During the Spring, TCMS coordinates with TCHS to provide an 9th Grade Orientation that explains the registration process along with specific courses and pathways offered at the high school level. Support is also given by the 8th grade teachers as students and parents are deciding on advanced courses. TCMS capitalizes on community partnerships to provide a world-class, innovative, and dynamic education for our students. TCMS coordinates with Georgia Power to provide hands-on, real-world, innovative learning that the students can carry with them throughout the rest of their educational careers. The educational outreach coordinator for Georgia Power visits TCMS science classrooms twice a year to teach science standards that are correlated to the standards that Georgia Power employees use every day in their careers.</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>TCMS has instituted a "School-Wide Discipline Plan" that attempts to curb the number of office referrals by providing the classroom teacher with strategies for maintaining discipline. There are 7 Steps on this plan, as well as required parent contact, in the effort to correct misbehavior before it gets to the point of an office referral. Also, the administration has reduced the number of consecutive days that a student will be placed in In-School Suspension/Out of School Suspension for any one incident. Also, we will now employ both a full-time and part-time counselor to address student social/emotional well-being in an effort to combat problems early that could lead to discipline issues later.</p>

ADDITIONAL RESPONSES

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

We further support students through extended learning time, remediation time, and extended reading time and afterschool tutoring.