



Comprehensive Needs Assessment 2026 - 2027 School Report



Candler County
Metter 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.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Will Thigpen
Team Member # 2	Assistant Principal	Miranda Rigdon
Team Member # 3	Academic Coach	Cassandra Donaldson
Team Member # 4	ELA Lead Learner	Haley Todd
Team Member # 5	Math Lead Learner	Holly Beasley
Team Member # 6	Social Studies Lead Learner	Chayton Todd
Team Member # 7	Science Lead Learner	Rebecca Hickman

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Special Education Lead Learner	Lisa Deloach
Team Member # 2	ELA Lead Learner	Lindsey Blocker
Team Member # 3	Connections Lead Learner	John Mark Sweat
Team Member # 4	Connections Lead Learner	Leah Hackle
Team Member # 5	School Counselor	Patrice Hunter
Team Member # 6	ESOL Teacher	Chasity Barnard
Team Member # 7	Migrant Specialist	Lizbeth Pantoja
Team Member # 8	Savanna Conner	Gifted Specialist
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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Principal	Will Thigpen
Stakeholder # 2	Assistant Principal	Miranda Rigdon
Stakeholder # 3	Parent/School Governance Team	Hillary Coney
Stakeholder # 4	Parent/School Governance Team	Kelsey Anderson
Stakeholder # 5	Teacher/School Governance Team	Rebecca Hickman
Stakeholder # 6	Academic Coach	Lindsey Tucker
Stakeholder # 7	Community Representative/School Governance Team	Marcus McCray
Stakeholder # 8	School Counselor	Patrice Hunter

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?	Metter Middle School representatives met with a variety of stakeholders throughout the year on continuous school improvement planning. Each time SIP goals and progress toward goals were discussed. Feedback was provided via focus groups, surveys, and open-ended forms. Stakeholders were also invited to attend School Governance Team meetings, BOE workshops, community partnership meetings (Inter-agency Family Connections, Communities in Schools and a variety of family engagement meetings). A formal end-of-year needs assessment process was conducted in conjunction with the School Governance Team meeting to ensure that stakeholders, in particular parents, were able to provide meaningful input into the process. Not only were SGT members invited to the meeting, but invitations were sent out to all parents and stakeholders via the school's social media account and the district website. At the meeting rotational sharing was used to discuss preliminary results on progress toward SIP goals as well as survey and perception data. Feedback on the the needs of a variety of programs was solicited to ensure representation for different programs and subgroups. Rotational sharing on a variety of topics ensured that everyone had an equal voice in the process. Meeting notes serve as documentation of input provided.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

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.	

Coherent Instruction Data

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

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	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.	

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

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 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

Family and Community Engagement 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 Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [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]	In order to gather data throughout the year we utilized a variety of different sources inclusive of stakeholder perception surveys, climate surveys, Fireside Chats, PLC minutes/feedback, weekly classroom observations tied to instructional leadership plans, survey data, individual staff conferences, parent meetings, and perception data from stakeholders via School Governance Team meetings.
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?")	1. Stakeholders are willing to strengthen partnerships from both a parental and business/community standpoint. Our partnership with the Chamber of Commerce has been enhanced through Mr. McCray's involvement in our School Governance Team. Other business and community partners continue to step up to support initiatives such as our local Amazing Shake competition. 2. Stakeholders support continued efforts to improve literacy, student achievement across all contents, school climate, attendance, and school discipline. 3. Stakeholders support continuing to build upon enhanced connections and Tiger Time offerings to help align with student interests as well as potential career pathways. 4. Professional learning is aligned to professional learning goals, student performance needs, and strategic planning goals. 5. Stakeholders appreciate additional programs to enhance soft skills (Winning 50, Amazing Shake) and financial literacy (Junior Achievement). 6. Implementation of a House System with incentives for positive behavior and improving school climate has continued to be well received by students, parents, teachers, and community stakeholders. 7. Schoolwide, explicit instruction on Winning 50 expectations has helped to enhance both student behavior and soft skills. 8. Perceptions shared from staff at the high school indicate that efforts related to soft skills and behavior expectations are benefiting students and causing them to enter 9th grade more prepared. 9. Climate survey data indicate that perceptions related to school climate are more favorable at MMS than averages for other middle schools in the state.

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)	We used an equity planning processes along with equity data, parent and community outreach processes, our performance review process (triangulation of student assessment data (formative, benchmark, and summative) classroom observations, and student/adult work samples) continuous school improvement processes (Plan, Do, Check, Act) to meet school and district improvement goals, the GaLeads process, the Standards-based Cycle of Teaching and Learning (Student Learning Cycle or SLC) process, instructional, School Dog safety and cleanliness walks data, PLC meeting agendas and minutes to determine if processes for school and district improvement are effective or if adjustments were needed.
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?”)	1. Through our school-wide behavior PLC we have continued to be more effective at preventing discipline disproportionality while also maintaining an overall reduction in loss of instructional time due to ISS/OSS. These efforts are also supported by the Winning 50 as well as our house system. 2. Professional Learning Communities informed by the Student Learning Cycle (SLC) continue to yield greater teacher efficacy and ownership in decision making related to instructional adjustments and curriculum materials that are needed. 3. Based on feedback from parents and staff we changed our individual parent/teacher conference days to professional learning days without students. This reduced loss of instructional time while also allowing students to attend the conferences. Parent/teacher conferences continue to be well attended and remain an effective way to engage families. 4. Our school-wide House System continues to support the social emotional and behavioral needs of our students which has a positive impact on the overall school climate. While returning staff members have been trained, a continued process for engaging new staff members in the RCA PL has been beneficial and needs to continue (yearly Ron Clark Academy PL for new staff). 5. First year implementation of the newly adopted HMH resources in ELA were considered a success by ELA teachers. They appreciated the resources available to them and felt that they were aligned with the expectations of the newly adopted ELA standards. We plan to take a day to review the results of ELA Milestones once they are released in the fall to gauge the success of implementation, determine adjustments needed, and identify any professional learning needs that are revealed. Until then we will continue with job-embedded PL via instructional coach and PLCs. 6. Beacon continues to serve as a benchmark assessment for math and ELA classrooms while Illuminate has been used somewhat inconsistently to support science and social studies. More training and support for creating effective benchmarks in science and social studies would be beneficial. 7. The redesign of the process for creating PLC goals focused on adult behaviors continues to have a greater impact on implementation of best practices. 8. District level support for interdisciplinary literacy and effective literary practices in science and social studies led to a stronger focus and more

	ownership in PLCs though continued support is needed in order to effectively implement research-based practices to support literacy in 6-8 science and social studies classrooms. 9. Professional learning on student engagement, school culture and climate, and academic excellence received via the Ron Clark Academy continues to be replicated within our building among teachers who have attended the PD. Various school initiatives and opportunities for students were inspired by RCA PD and as new staff members attend, we continue to get new ideas to enhance and strengthen existing programs. 10. The Winning 50, which was developed through collaboration with staff and stakeholders, continues to help explicitly define and teach schoolwide expectations for soft skills/behavior. The effects of these efforts are evident in both perception data as well as school discipline data. 11. Parents continue to desire different methods of communication. Text messages are the desired mode of communication. While this can be accomplished through our current SIS, Infinite Campus, training and support are needed.
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What achievement data did you use?	We used a variety of leading and lagging indicators including teacher-created formative assessment data, unit assessments, benchmarks (Beacon), Universal screeners, iReady data, DIBELS, GMAS, ACCESS, and CCRPI indicators inclusive of Lexile data.
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What does your achievement data tell you?	While there were no new GMAS results available for ELA, previous year trends revealed inconsistencies based on teacher and grade level. When analyzing HMH benchmarks and Beacon results from the 25/26 school year we felt that gains were more consistent across the school than they have been in the past. Social studies achievement declined significantly from the previous year. Science continued to show incremental improvement. District MTSS practices in reading have aided in closing gaps for some students as evidenced by less students being flagged by universal screener compared to previous years. Many students were also exited from remedial reading classes due to making significant gains. In its final year our mathematics intervention class yielded gains as many students were exited from remedial math classes and our overall percentage of level 1 students on GMAS was reduced. Mathematics continues to be a strength as 6-8 results exceeded both RESA and State averages.
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What demographic data did you use?

The following demographic data were used:

- Subgroup and program enrollment data
- English proficiency
- Reading proficiency by subgroup and grade level
- Migrant program enrollment Patterns
- Number of students involved in at least one extra-curricular activity, club, or student organizations
- Number of Students with Disabilities in inclusion environments
- Number of Middle School students taking High School courses and participating in Robotics and Computer Science
- Disproportionality Data
- Annual Performance Summary for Special Education

What does the demographic data tell you?

The demographic data show that there are a number of programs in place to meet the needs of all students. Students across all subgroups continue to struggle with reading proficiency, however gains are being made. Although CCRPI results are not yet available, a review of Closing Gaps data shows that students in the "white" subgroup failed to meet targets in all four content areas while only those considered "multi-racial" met targets set for ELA. Social studies also had several subgroups including "all students" that failed to meet improvement targets.

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 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Vertically aligned, district-wide instructional agreements are used to ensure a coherent instructional program. Systemic processes, centered around the Student Learning Cycle and the Plan, Do, Check, Act Cycle of School and District Improvement are in place to ensure that clear expectations for teaching and learning are carried out and monitored in all schools. By reviewing quantitative formative data during weekly twin planning sessions as well as at quarterly intervals, student, teacher, and leader needs are readily identified. Additionally qualitative data gathered from weekly formal and informal classroom observations focused on a variety of district, school, and PLC agreements are discussed during admin/coach collaborative meetings weekly. This triangulated data analysis ensures that job-embedded professional learning can be adjusted and provided accordingly. Such data includes: student performance by standard and element on formative assessments, data from curriculum based measures (CBM), observations of student and teacher behaviors, student attendance, and discipline data. In addition to this data, teachers, school leaders (principals, APs, and instructional coaches), and district leaders use weekly learning walks based on instructional leadership plans, monthly COA meetings with school admin teams, and the feedback that is provided to teachers teams/PLC and individuals, PLC minutes/feedback, lead learner meeting feedback, instructional unit/lesson plan feedback, implementation of the student learning cycle, and professional growth plans to make adjustments in instructional delivery and to determine next steps for PLC work and district/IC provided professional learning. Important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. Continue effective tier 1 practices reflected in instructional agreements as well as targeted interventions that are closely monitored and adjusted when necessary to ensure that students are reading on grade level and meet Lexile expectations. 2. Implement weekly WIN (What I Need) time to support differentiated instruction based on assessment data. 3. Continued PLC focus on implementation of the Standards-based Cycle of Learning and Teaching (Student Learning Cycle) and continue to provide specific unit, lesson plan, and observation feedback for improvement. Ensure that teachers are using data to drive conversations about CIA needs and provide individualized support based on needs (utilization of SLC with fidelity in 8th grade science and
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Strengths and Challenges Based on Trends and Patterns

	social studies, continued behavior management support and PL for induction level teachers). 4. Continue to support literacy across all disciplines through the effective implementation of speaking, writing, illustrating, reading, and listening (SWIRL) in all content areas. 5. Continue to refine our Multi-tiered System of Support (MTSS) in order to ensure that school academic, attendance, and behavior goals support student growth and achievement. 6. Continue to integrate social emotional learning supports such as the House System, Winning 50, and mentoring. Add specific SEL lessons during house meetings monthly to support Winning 50 using partnership with local 4-H office as well as research-based resources from GaDOE for suicide and violence prevention. 7. Renewed focus on formatives, feedback, and freedom to discuss. 8. Continued monthly behavior PLC at fireside chats with data analysis from Educator's handbook and supports aligned to needs identified in referral data.
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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?	Effective leadership trends and patterns include continuous school and district improvement processes that foster strong collaboration, and in turn, create highly effective, shared governance, and leadership. An external review by a COGNIA accreditation team confirmed that effective governance and leadership processes and practices are in place to support the identification of student, teacher, and leader needs. Patterns and trends of shared decision-making, differentiated, job-embedded professional learning at all levels of the organization, and continuous school improvement planning based on multiple data sources point to systemic efforts to ensure policies, procedures, and practices address the needs of students, teachers, and leaders. Weekly "Fireside Chats" with all staff to solicit input in decision making, weekly Admin/Coach meetings (principal, assistant principal, academic coach), Monthly Board Workshops, Monthly COP meetings, weekly workplans at the middle school inclusive of instructional leaders visiting each class each week and debriefing to inform job embedded PL support, weekly twin PLCs, monthly vertical PLCs, quarterly data reviews, and improvement plan update/revision meetings are in place to ensure progress is made toward achieving the system's vision and purpose. Important trends and patterns that support the identification of student, teacher, and leader needs include: 1. Strong focus on teacher leadership and training teacher leaders (lead learners) to lead grassroots improvement and to help facilitate colleague growth in high-impact PLCs. Bi-weekly lead learner PLC meetings help to build capacity in leading PLCs toward continuous improvement. Focus on goals that embody adult behaviors and controllable factors have strengthened collective efficacy and improved practices school-wide. 2. Continue to refine systems of support for teachers and leaders in Induction through targeted growth plans and differentiated induction
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Strengths and Challenges Based on Trends and Patterns

	plans that included job-embedded professional learning, external workshops that match learning needs, and mentoring plans. 3. Continued visits to the Ron Clark Academy for professional learning to support SEL, positive behavior, culture and climate, as well as student engagement and high expectations. A tiered plan has been implemented across the past few years beginning with the MMS leadership team then expanding to core content teachers followed by support and connections teachers. Now that all have received baseline training the desire is to send teachers to content specific workshops based on need as well as continuing to send new staff members to the initial training.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All system staff participate in collaborative professional learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Teacher and leaders have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, lesson study teams, and peer coaching occur regularly among most system personnel. Student, teacher, and leader needs are monitored through continuous improvement practices and all are accountable to high functioning PLCs. Professional capacity is built through this collaboration and causes improvement results in instructional practice, school and district effectiveness, and student performance. Other important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. Collaborative partnerships with First District RESA and GLRS. 2. Collaborative partnerships with Georgia Southern University, Southeastern Tech, and Ogeechee Technical College. 3. Collaboration with GADOE personnel such as Migrant, Special Education, and ESOL programs. 4. Collaboration with Local Partners to include the Chamber of Commerce, Care Partners, DFACS, Family Connection, Boys and Girls Club, Community and Faith-based Organizations, 4-H, Georgia Power, and Parents/Families. 5. Continue to support instructional coaches in evidence-based, job embedded professional learning practices that ensure teacher effectiveness and student achievement. 6. Continue professional learning opportunities provided by the Ron Clark Academy as many who have participated have demonstrated significant changes in professional practice and their capacity to support the mission of MMS. 7. PLC for TAs to build capacity to serve students with disabilities in science and social studies classrooms. 8. Differentiated teacher induction support provided by MMS instructional coach and Lead Learners.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Interviews with system and school level individuals, as well as parents and community members, revealed that there is a strong partnership and reciprocal relationship within the Candler County community. Deliberate efforts to ensure communication with parents and community include newspaper advertisements, a yearly printed Parent and Family Engagement calendar that includes pertinent system information, mailings to parents and community members, parent portal (Infinite Campus) for checking grades and attendance online, an updated website, Parent-School Compacts, individual conferences, and academic nights. Additionally, in an effort to meet the needs of attracting business and corporations for the community and to better meet the needs of local employers, the system has incorporated a focus on teaching soft skills in kindergarten through grade twelve (Winning 50 at MMS). Throughout the year, several community meetings are held in the K-8 Educational Complex Community/Professional Learning room as well as the MCCA Community room. The district and its schools continue to seek innovative family and community engagement opportunities. Important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. Individual parent/teacher conferences to support partnerships with the addition of students being invited to the conferences which are scheduled on PL days based on School Governance Team feedback. 2. Parent mentor meetings to support parents of Students with Disabilities. 3. District family and community engagement calendar is published yearly and sent home to every student to keep parents informed of all Parent and Family Engagement events planned. 4. Several parent and family engagement events throughout the year such as CCSD Reading Carnival, Reading Night in the park, Chorus and band concerts, athletic events, and Fine Arts Night. 5. ESOL nights to support parents of students served in the ESOL program. 6. The Amazing Shake competition involving school, community, and business stakeholders from a variety of sectors. 7. Community Breakfast to host community stakeholders in the building to highlight school initiatives and thank community partners for their support. 8. School governance team input revealed a desire to host family engagement nights with showcases of connections offerings, Amazing Shake, Winning 50, and House System.
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Strengths and Challenges Based on Trends and Patterns

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?	Supports and interventions are in place to ensure that students have access to a supportive learning environment. Many of the supports in grades K-12 are vertically aligned and show progression as students move through the grade levels. MMS implements a "House System" inspired by the Ron Clark Academy. This system not only provides PBIS, but also improves SEL by sorting students into groups, or "houses" that span across all grade levels, social, and demographic groups to create a sense of belonging which is important for middle school aged students. Additionally, strategies for creating a positive and supportive school climate and culture were learned through visits to RCA and implemented school-wide increasing positive relationships among students and staff which are conducive to a supportive learning environment. Important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. The house system continues to have positive effects on school climate and has contributed to a reduction in discipline referrals. Cost of instructional time due to ISS and OSS was reduced by 33.88% from FY23 to FY24 and another 18% from FY24 to FY25. Although there was an 8% increase in FY 26, this could be attributed to the fact that there were more instructional days in the year, having lost many days to severe weather the year before. 2. Professional learning attended at the Ron Clark Academy continued to impact on the staff's ability to effectively implement supports to enhance the learning environment. During end of year conferences several new teachers cited the visit as a highlight and the most impactful PD they experienced during their first year at MMS. 3. More PL is needed in order to continue to improve the supportive learning environment. 4. More resources are needed for the house system in order to create a positive learning environment through enhanced SEL and positive behavior intervention systems. 5. Continued support for soft skills development and schoolwide consistency of implementation. MMS adopted an "essentials" list (Winning 50) inspired by Ron Clark's Essential 55 that is being taught and reinforced schoolwide. 6. Continued support is needed in order to implement the Amazing Shake at the local level as well as being able to send students and teachers to compete at the Global competition.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The district reviewed expenditure patterns to determine if per pupil expenditures are adequate in funding the comprehensive instructional program; with an emphasis on curriculum needs for literacy and reading fluency and comprehension interventions. This information helped district and school leaders coordinate funding sources appropriately when creating action steps on the District and School Improvement Plans. Important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. Continue to facilitate community partnerships to increase vocational opportunities for our graduates.
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Strengths and Challenges Based on Trends and Patterns

	2. Continued funding for staff training on SEL and positive behavior supports used in implementing the house system. Resources to support positive behavior interventions, essentials, and SEL will also be needed. 3. Continued funding for professional learning opportunities to enhance school climate and culture, increase student engagement, and promote academic excellence. 4. Funding for training and resources related to enhanced soft skills (Winning 50). 5. Continued funding and support for Amazing Shake competition at local level as well as the global competition. 6. Funding for opportunities to visit middle schools with similar demographics and SES that have experienced success with academic achievement.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	For the past several years, the district has implemented a literacy goal to increase Lexile levels and to implement targeted fluency and comprehension interventions to ensure that all students/subgroups received the appropriate scaffolding, support, and flexible scheduling opportunities needed. In addition, appropriate scheduling took place in Tier I instruction by allocating enough time to the literacy block as well as cross-curricular planning to ensure teachers in other content areas are using evidence-based comprehension strategies in their subject areas. PLCs at all levels, including the Board Workshop and District COP, focused on literacy in their improvement plans and monitored comprehension and Lexile growth. As teams reviewed all sources of data (observation, common assessments, quarterly reviews, and preliminary Georgia Milestones results), needs assessment and strategic planning revealed improvements in pockets of the ELA and the occurrence of growth at the "expected" level in ELA, though SIP targets were not met. Math continues to outperform FDRESA and state averages while hitting improvement targets. Social studies showed a significant decline with a new teacher after a year of slight decline and two years of improvement. Science continued to improve after hitting improvement targets the year before. We are still awaiting results from the ELA GMAS which was revised to match new standards during the FY 26 school year. Important trends and patterns that will support the identification of student, teacher, and leader needs include: 1. As we have not yet received GMAS results, local measures reveal that continued academic coach, GaDOE, and FDRESA support is needed for effective training on new ELA standards and HMH resource as well as support for effective implementation of ELA non-negotiables. 2. Continued support for interventions is needed including continued professional learning for the reading interventionist, additional resources to support assessment and instruction in reading. 3. The MMS math interventionist position was eliminated by the district, so more training and resources to intervene at the classroom level are needed. 4. Continued academic coach support specific to ELA, reading
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Strengths and Challenges Based on Trends and Patterns

	interventions, and social studies teachers is needed. 5. Continued resources to support effective social studies instruction and assessment are needed in addition to PL for paraprofessionals supporting students with disabilities in science and social studies environments. 6. Continued access to Illuminate and IXL to support mathematics instruction and assessment. 7. Continued access to Illuminate and materials for hands-on labs and the effective implementation of the 5-E frameworks are needed. 8. We would benefit from access to the Lexile feature in Beacon as we have no school-wide Lexile measure to monitor our district and school goals. 9. Teachers expressed a need to bring back Write Score resources as the HMH writing components meet their assessment needs, but does not include enough instructional resources to support writing.
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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.

Strengths	Strong collaboration among special education staff K-12 exists as teachers and staff work diligently to provide the best opportunities for our students with disabilities to succeed in the classroom and beyond. Teachers work collectively as a group and take ownership in the "whole child". This concept leads to thinking in terms of "transition" from day one when a child enters the program. Initiatives are in place to support successful transition for students whereby they are taught necessary soft skills to prepare them for graduation and post secondary opportunities. Professional development to include Behavior Intervention Plans (BIP), Functional Behavior Assessment (FBA), Mindset/De-escalation and Restraint training, and Autism training has increased teacher knowledge and effectiveness in these areas. In addition, technical assistance and professional development for CCSD Special Education teachers have improved IEP writing. Specifically, training on PLAAFP, measurable goals, and progress monitoring have improved and currently meet state compliance. PL related to co-teaching and high leverage practices (HLPs) have also been delivered through a strong partnership with GLRS. A renewed focus on Specifically Designed Instruction (SDI) at the PLC level has led to more focus on meeting needs at the individual level in order to provide scaffolds within inclusive settings that allow students to be successful with grade level content.
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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.

Challenges	Challenges include: 1. Determining appropriate interventions for students with disabilities. The district is focused on implementing evidence-based intervention programs using MTSS that can assist with improving literacy outcomes and behavioral challenges for students with disabilities. While some staff has been trained on research-based practices such as the Numeracy Project and Orton-Gilliam, others are still in need of support to meet the needs of students with disabilities who are significantly behind grade level. 2. Schoolwide positive behavior intervention systems and other supports have yielded improvements in disproportionality. We will continue these efforts as a proactive measure against disproportionality. 3. GAA 2.0 continues to illustrate challenges in instruction and assessment for students with the most severe cognitive disabilities. 4. Recruitment and retention efforts have improved in the PEC department and the parapro to certified pipeline has helped with this. 5. Specially Designed Instruction (SDI) that is co-planned and co-taught with Special Education teachers and general education teachers to meet the varied needs of students with disabilities continues to be a challenge. This will continue to be a focus for the PEC PLC at MMS. 6. Teacher capacity to deliver instruction using high leverage practices continues to be a challenge due to number of induction level teachers at MMS but a strong partnership with GLRS has helped in this area as those teachers continue to be afforded PL and coaching support through High Leverage Practices (HLP) cohorts.
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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 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	There is a need to improve literacy among all subgroups as measured by ELA achievement levels, Lexile scores, and writing performance provided on the Georgia Milestones Assessment.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Data from FY25 GMAS results showed gains in 6th grade ELA, specifically Lexile. However, the percentage of 7th grade students reading on Lexile declined while 8th grade remained relatively unchanged. Although we do not have results from the FY26 GMAS nor any other Lexile data it would be reasonable to assume that there is still a gap in performance between students in our school district and the students in First District RESA as well as across the State on the Georgia Milestones Assessment (GMAS). All stakeholders overwhelmingly agree that we should continue to emphasize literacy as a primary focus and that current focus areas and efforts are beginning to yield improvements.
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Overarching Need # 2

Overarching Need	There is a need to meet the academic and behavioral needs of all student subgroups through multiple and targeted interventions.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	District efforts and supports at the elementary school have led to a decreased need for interventions at the middle school level, however there are still a large
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Overarching Need # 2

Additional Considerations	number of students who need additional support in reading and math in order to be successful in the tier 1 classroom. Last year math and reading interventions were provided during connections time and Tiger Time. Many students exited both classes due to meeting individual goals and gap closure. This year we no longer have the human resources to provide both math and reading interventions and will be handling interventions using a variety of teachers across the school which creates the need for more training and resources. The implementation of schoolwide positive behavior supports have helped to decrease office referrals and contributed to a decrease in instructional time lost due to ISS/OSS. We need to continue our focused efforts so that these trends continue and our gains are not lost.
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Overarching Need # 3

Overarching Need	There is a need to improve performance among all subgroups on the Georgia Milestones Assessment in 8th grade Social Studies.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	There was a significant decrease in student performance on the FY26 social studies Milestone assessment putting the percentage of students scoring at a level of proficient and above 30% below RESA and state.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - There is a need to improve literacy among all subgroups as measured by ELA achievement levels, Lexile scores, and writing performance provided on the Georgia Milestones Assessment.

Root Cause # 1

Root Causes to be Addressed	Students need timely feedback and support based on a variety of assessment data inclusive of formal and informal assessment measures along with time to act upon the feedback through independent reading and writing opportunities.
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 C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	There is a need for continued training, resources, and coaching to support the implementation of effective feedback to support readers and writers.
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Root Cause # 2

Root Causes to be Addressed	Students need assessments and feedback that are aligned to GMAS expectations.
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 C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Programs such as HMH, Writable, and Illuminate are needed to ensure that teachers have adequate resources for assessing students and providing them with the feedback needed to meet the expectations of GMAS.
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Root Cause # 3

Root Causes to be Addressed	Teachers need the ability to assess and monitor progress toward Lexile growth without waiting on end of year assessments. Access to the Lexile measure provided by Beacon would provide them with this information.
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	While HMH resources and Writeable meet assessment needs, more instructional resources such as Write Score are needed to help teachers prepare students for the expectations in the writing area of GMAS.
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 C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - There is a need to meet the academic and behavioral needs of all student subgroups through multiple and targeted interventions.

Root Cause # 1

Root Causes to be Addressed	Due to instructional time lost during the pandemic, attendance issues, student transience, and learning delays/disabilities there are students who still have significant gaps in requisite skills that make success in tier 1 math and reading difficult.
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 C - Education of Migratory Children Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	A school-wide positive behavior intervention system and Winning 50 expectations need continued support via training on evidence-based behavior practices along with the resources to support schoolwide PBIS.
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 C - Education of Migratory Children Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - There is a need to improve performance among all subgroups on the Georgia Milestones Assessment in 8th grade Social Studies.

Root Cause # 1

Root Causes to be Addressed	Instructional/assessment methods and resources aren't adequately preparing students for the demands of the Georgia Milestones Assessment.
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 C - Education of Migratory Children Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is limited time in the schedule devoted to providing support for remediation and acceleration specific to 8th grade social studies content.
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 C - Education of Migratory Children Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Due to pacing not all content was covered last year and many history standards (which are the most heavily weighted) were not taught.
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 C - Education of Migratory Children

Additional Responses	
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School Improvement Plan 2026 - 2027



Candler County
Metter Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Candler County
School Name	Metter Middle School
Team Lead	Will Thigpen
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve literacy among all subgroups as measured by ELA achievement levels, Lexile scores, and writing performance provided on the Georgia Milestones Assessment.
Root Cause # 1	Students need assessments and feedback that are aligned to GMAS expectations.
Root Cause # 2	Students need timely feedback and support based on a variety of assessment data inclusive of formal and informal assessment measures along with time to act upon the feedback through independent reading and writing opportunities.
Root Cause # 3	Teachers need the ability to assess and monitor progress toward Lexile growth without waiting on end of year assessments. Access to the Lexile measure provided by Beacon would provide them with this information.
Root Cause # 4	While HMH resources and Writeable meet assessment needs, more instructional resources such as Write Score are needed to help teachers prepare students for the expectations in the writing area of GMAS.
Goal	Increase the percentage of students reading on Lexile by 3% from FY26 to FY27 as measured by the Georgia Milestones ELA assessments in grades 6-8.

Action Step # 1

Action Step	Continue to provide training, support, and resources to support independent reading and writing with effective feedback conferencing in the ELA classroom.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas and minutes, weekly instructional leadership observations with followup at admin/coach meetings, COP learning walks, instructional walk-through data and feedback, quarterly reviews, Schoolwide plan, SIP goals, Monthly COA

Action Step # 1

Method for Monitoring Implementation	meetings.
Method for Monitoring Effectiveness	Formative assessments, summative assessments
Position/Role Responsible	Principal, AP, Academic Coach, Interventionists, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	1. Coordinate family engagement literacy events with community partners such as Communities in Schools and the Literacy Council. 2. Recruit PAC member representation on School Governance Team for support with community literacy initiatives such as the Literacy council. 3. Work with Program for Exceptional Children (PEC) Parent Liaison to coordinate family and community engagement Literacy events. 4. Solicit mentors from the community (business leaders, retired teachers, and other community organizations) to read with students. 5. First District RESA staff will assist with training, unit development, and unit audits as needed. 6. Continue to implement evidence-based literacy strategies and SWIRL in all content and CTAE areas.
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Action Step # 2

Action Step	Administer appropriate and aligned assessments to ensure students are assessed at the right level of rigor and to show accurate levels of standards mastery in order to provide appropriate feedback and supports.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 2

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLCs, assessment audits with feedback
Method for Monitoring Effectiveness	Artifacts of student performance and teacher feedback
Position/Role Responsible	Principal, AP, academic coach, teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnerships with Illuminate, Beacon, and Write Score for reading and writing assessment as well as FDRESA for additional support as needed.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to meet the academic and behavioral needs of all student subgroups through multiple and targeted interventions.
Root Cause # 1	A school-wide positive behavior intervention system and Winning 50 expectations need continued support via training on evidence-based behavior practices along with the resources to support schoolwide PBIS.
Root Cause # 2	Due to instructional time lost during the pandemic, attendance issues, student transience, and learning delays/disabilities there are students who still have significant gaps in requisite skills that make success in tier 1 math and reading difficult.
Goal	MMS will meet the academic and behavioral needs of all student subgroups through multiple and targeted interventions inclusive of reading, mathematics, and schoolwide PBIS. These interventions will result in improved tier 1 performance and a 3% reduction in loss of instructional time due to ISS/OSS.

Action Step # 1

Action Step	Implementation of the House System for PBIS and SEL using the RCA House Points app, a PBIS store for rewards to promote positive student behavior, and items to allow students to feel like a part of a group in their house.
Funding Sources	Title I, Part A Title I, Part C IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly Behavior PLCs, monitoring of RCA house points app data, monitoring of PBIS store
Method for Monitoring Effectiveness	Reduction in loss of instructional time (ISS/OSS) as measured by Educators Handbook
Position/Role Responsible	Principal, AP, teachers

Action Step # 1

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

Action Step	Provide remedial support for students who are well below grade level in reading and math during WIN time.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly observations by the MMS admin/coach team, quarterly learning walks conducted by district MTSS representative
Method for Monitoring Effectiveness	Progress from screeners, benchmarks, and progress checks
Position/Role Responsible	Principal, AP, teachers
Timeline for Implementation	Monthly

Action Step # 2

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve performance among all subgroups on the Georgia Milestones Assessment in 8th grade Social Studies.
Root Cause # 1	Instructional/assessment methods and resources aren't adequately preparing students for the demands of the Georgia Milestones Assessment.
Root Cause # 2	Due to pacing not all content was covered last year and many history standards (which are the most heavily weighted) were not taught.
Root Cause # 3	There is limited time in the schedule devoted to providing support for remediation and acceleration specific to 8th grade social studies content.
Goal	The percentage of students scoring proficient or higher will increase by 3% from FY26 to FY27 as measured by the 8th grade Social Studies Georgia Milestones Assessment.

Action Step # 1

Action Step	Develop and administer assessments that cover all essential content and are aligned to the expectations of the 8th grade Social Studies Milestone assessment.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly planning session with academic coach
Method for Monitoring Effectiveness	Pacing guide, classroom lessons plans, formative assessments, benchmark results
Position/Role Responsible	Social studies PLC, principal, AP, academic coach
Timeline for Implementation	Quarterly

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	Provide a daily 30 minute WIN time group devoted to remediation and acceleration adjusted and informed by classroom assessments administered weekly.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly meetings with the teacher, weekly submission of data analysis document with plans that reflect DI support
Method for Monitoring Effectiveness	Quarterly analysis of data specific to those receiving support
Position/Role Responsible	Social studies teacher with support from academic coach and administrators
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step	Utilize a pacing guide that ensures coverage of essential content with a focus on History which is the most heavily weighted domain on the 8th grade Social Studies Milestone.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Weekly planning sessions with academic coach
Method for Monitoring Effectiveness	Admin/coach meeting discussions and review of benchmark data
Position/Role Responsible	Academic coach, principal, AP
Timeline for Implementation	Quarterly

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

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

Action Step	Work with academic coach and district curriculum director to develop benchmark assessments that ensure alignment to GMAS as well as help to maintain pacing and coverage of crucial content.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Review benchmarks quarterly
Method for Monitoring Effectiveness	Review benchmark data quarterly
Position/Role Responsible	Academic coach, Principal, AP, curriculum director
Timeline for Implementation	Quarterly

Action Step # 4

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

Partnership with FDRESA and GaDOE for training and resources

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were varied and inclusive of members of the community, as well as staff members of both Metter Middle School and the Central Office. The ways they were involved include School Governance meetings, involvement in numerous staff meetings, and information from various surveys. Such meetings included comprehensive data analysis in both large group and small group settings geared toward identifying areas of strength and weakness. Factors and causes were significant topics of discussion as stakeholders worked toward identifying viable strategies and programs to enhance strengths and remedy weaknesses. A variety of data were used to draw conclusions including surveys (parents, students, and staff), Milestones data, GaLeads, MTSS data, Beacon data, HMM data, Infinite Campus data, Educator's Handbook data, and teacher feedback. System leaders, staff members, and parents have met to brainstorm, analyze, and reflect on perceived strengths and weaknesses, as well as solutions to needs. We have endeavored to consider all populations and subgroups involved to ensure representation for all students attending Metter Middle School.
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.	Our primary focus, when it comes to educating our students, is ensuring that we have content specific, highly qualified instructors in every classroom. We strive to have a guaranteed and viable curriculum at Metter Middle School for all students. It is important that every child, no matter economic status, race, or nationality, have access to the same instruction and opportunities afforded to every other child. We try to ensure that we address the needs of every child individually through differentiation and by providing the resources needed for enrichment and/or acceleration. We systematically review data on each student to ensure the effectiveness of supports provided and adjust as needed. Despite our rural location we make every effort to recruit and retain effective staff. New teachers are provided with intensive induction support to ensure their ability to meet the diverse needs of students and support is provided for all teachers based on needs revealed through a variety of formal and informal data sets.

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).	The staff and stakeholders review student achievement data and existing resources and make recommendations and suggestions for expenditures of the Title I funds to ensure that all students meet the state standards. After considering the recommendations, the principal completes a Title I planner for the school allocation and submits it to the LEA Director of Federal Programs for approval. Examples of expenditures from the Title I budget are: -Salaries and benefits for personnel to ensure small group instruction and individualized learning plans (Tier II Reading reading interventionist and job embedded professional learning via onsite Academic Coach) -Supplemental teaching materials -Supplemental books -Professional development, including conferences registrations, stipends, purchased professional services, travel, and lodging -Instructional technology (Edgenuity, HMH, Illuminate, Writeable, supplemental chrome books, etc.) -Extended day instruction (After school tutorials, transportation, etc.) This year, we will continue our focus on addressing literacy throughout the disciplines. As a school, we are focused on the integration and incorporation of research-based literacy strategies, not only in English Language Arts, but also in Social Studies, Science, and Math. However, data have revealed that many of our students are deficient in reading and writing, so we will also continue to focus on research based practices in ELA. The Science teachers have been working in their PLC and in various workshops discussing the 3D and the 5E Models of instruction. Social Studies teachers have focused on utilizing formative assessments to design reviews and DI. Professional learning provided by the Ron Clark Academy has helped to address a variety of school improvement goals including increased student engagement, academic excellence, and improved culture and climate which has a positive effect on SEL and discipline disproportionality.
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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.	At Metter Middle School, children most in need of services provided by our Title 1 programs are identified through academic based performance criteria which rank students for services. The academic based performance criterion is a two tiered system. The first screening criterion is the Lexile level of the child as determined by the Milestones End of Grade Assessment. Students falling below the Lexile band for his/her grade level are identified. These identified students are then assessed with iReady or DIBLES in order to determine level of literacy need. Literacy support services are provided through Title 1 funds.
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	NA
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.	We have a transition plan in place from Metter Elementary to Metter Middle School; from grade to grade once in the middle school; and from 8th grade into high school. The following are our plans for assisting students in the transition from Metter Elementary School, other schools, and private schools to Metter Middle School. Also, our plans for transitioning students to Metter High School are included: Transition of 5th graders to Middle School: -Coordination takes place between Metter Middle School and Metter Elementary School to ease the transition from 5th grade to middle school. This transition begins at the beginning of 5th grade with the scheduling and flexible grouping of students. Students are given the opportunity to adjust to changing classes, getting organized, and handling the stress of a full academic course load. Classroom guidance activities throughout the year focus on social skills that will help them successfully transition from elementary to middle school. -Fifth grade teachers provide middle school teachers and counselors detailed notes on "placement cards" to assist them with making schedules for the students. Much time and consideration are given to make certain that all students are registered appropriately. An Orientation Day with connections class tours and registration is made available in the spring giving the students an opportunity during the school day to visit the middle school that they will be attending. The middle school gives them a tour of the school, provides classroom visits, and introduces them to all of the opportunities in middle school life. Rising 6th graders are also sorted into houses and welcomed by soon to be 7th and 8th grade house members. Transition from One Grade Level to Another: -Teachers provide information about students via "placement cards" to share student strengths, weaknesses and behaviors that impact learning. Information shared is used to aide in the scheduling process. Once the school year is underway all staff participate in a "dot" activity to ensure that adults know about the students they teach and to facilitate collaboration among teachers to learn more about students in order to support them. This year we will be implementing focused career lessons provided by connections teachers to provide exploratory opportunities based on

	interests and hopefully strengthen our current process of using YouScience to create a profile for each student that mixes interest with aptitude. The goal of these efforts are to provide students with a better idea of potential career paths and to help them select pathways entering high school that will motivate them to seek opportunities beyond graduation. Transition of 8th graders to High School: -The counselors of both the middle and high school conduct a pre-registration seminar for the 8th grade students at the beginning of the second semester. -An orientation night in which all eighth-grade students and their parents attend the high school is conducted in March. -During pre-planning of the new school year, rising ninth grade students have the opportunity to tour the high school and spend the day following a mock schedule.
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7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Every year, we reflect on the disciplinary practices from the previous year by reviewing the data. We primarily look at the subgroup data in the areas of OSS and ISS. The data revealed although there was a slight increase in ISS/OSS from the previous year, it was still well below historical trends and was not disproportionate toward specific subgroups. We contribute this success to the implementation of PBIS using our house system as well as reflective behavior PLC processes with monthly data review. We will continue to support students through mentor programs and PBIS with the goal of maintaining our positive trends in student removals.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Staff and stakeholders are proud of the work going on at MMS. We saw significant gains in math and modest gains in science and attendance while maintaining positive behavioral and climate trends. While social studies presented challenges, we feel that we understand how to address these challenges and have a good plan in place for improvement. We will also review ELA results once made available and make adjustments as needed.
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Candler County School District 2026-2027 Parent and Family Engagement Plan

Revised June 22, 2026

210 S. College Street

Metter, GA 30439

www.metter.org



In support of strengthening student academic achievement, Candler County School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement plan that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The plan establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The Candler County School District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement plans meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with federal law.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively engaged in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED

LEA PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

JOINTLY DEVELOPED

The Candler County School District will take the following actions to meaningfully engage parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

During the final spring parent meetings and School Governance Team (SGT) meetings, all parents are invited to participate and provide suggestions and ideas to improve this district's parent and family engagement plan for the next school term. Notes home, social media, SGT meeting announcements, and website postings are used to inform parents and family members about these meetings. During these meetings, parents also review and discuss the Comprehensive LEA Improvement Plan (CLIP) and Schoolwide Program/School Improvement Plans. Additionally, all Title I schools utilize School Governance Team meetings to invite stakeholders to review the plans and compacts and provide meaningful input. Other meeting opportunities used to meaningfully engage parents and family members in jointly developing LEA and School plans include:

**Migrant Parent Advisory Committee (PAC) Meetings*

**Fall and Spring Parent Conferences*

**Parent Workshops*

Upon final revision, the district parent and family engagement plan is incorporated into the CLIP for submission to the state. Parents, families, and community stakeholders are welcome to submit comments and feedback regarding the plan at any time on the school district website or by submitting written comments to their child's school. All feedback received prior to CLIP submission is utilized in final revisions.

The district parent and family engagement plan is made available to the public on the district website, distributed during the early fall, annual Title I school meetings, and made available in the schools' first day of school packets. Candler County Schools will take the following actions to meaningfully engage parents in the joint development/revision of its district and school parent and family engagement plan:

- 1. Schools are required to possess a parental advisory group comprised of parents with children who attend Title I schools and receive Title I services; to talk and collaborate, and conduct regular meetings of the parent advisory group. This group can function within the School Governance Team (SGT) Structure.*
- 2. Schools will develop and implement procedures for the advisory group.*
- 3. Schools will annually review and revise the school-wide parent and family engagement procedures/activities at a meeting.*
- 4. Schools will publish the Parental and Family Engagement Plans for review and comment.*
- 5. The district will annually review the Parental and Family Engagement Plans of each Title I to ensure that all required components are addressed.*
- 6. Schools will provide direction and access for parents to comment on the Parental and Family Engagement Plan at the school and district levels.*
- 7. Schools will annually present the Parental and Family Engagement Plans to the parents at a meeting.*

TECHNICAL ASSISTANCE

The Candler County School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The central office staff shall provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental and family engagement activities to improve student academic achievement and school performance. The Title I central office staff and principals shall coordinate parental and family engagement strategies, programs, and activities, to the extent feasible and appropriate, with such programs as Head Start, Even Start, Pre-kindergarten programs, Health and Human Services programs, business/community leaders, philanthropic organizations, and other literacy training groups. The principal of each school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand and shall provide such other reasonable support for parental engagement activities as parents may request.

Candler County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental and family engagement activities to improve student achievement and school performance as follows:

- 1. Conduct regular school awareness walks by administrative staff to observe parental and family engagement during the school day.*
- 2. Schedule administrative staff to regularly attend school functions outside the regular school day.*
- 3. Send staff and parents to parent and community engagement workshops and conferences (when appropriate and available).*
- 4. Appoint a parental and family engagement contact at each school and one at the district level to ensure that the parental and family engagement program is meeting intended goals and objectives.*
- 5. Conduct job-embedded training for staff, parents, and community members on the planning and implementation of strong parental and family engagement programs and activities, and schedule training at flexible times to accommodate working parents whenever possible*
- 6. Work with schools, parents and families, and community groups to organize literacy/reading events to help reach district and school improvement goals.*

ANNUAL EVALUATION

The Candler County School District will take the following actions to conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement plan in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement plan to design evidence-based strategies for more effective parental engagement and to revise, if necessary, its parent and family engagement plans.

A district-wide meeting will occur annually with the aim of evaluating the content and effectiveness of the Title

I Parental and Family Engagement Program in improving student achievement. The school district will revise its plan on the basis of the annual review. The evaluation will include:

**Identification of barriers that hinder parental participation and break down information with particular attention to parents that are economically disadvantaged, are disabled, have limited literacy skills, have limited English proficiency, or are of any racial or ethnic minority background. SGT members will participate in reaching out to parents and families of diverse backgrounds and invite them to participate regularly.*

**The school district will use its findings about parental and family engagement plans and activities to design evidence-based strategies for more effective parent and family engagement, and to revise its parental and family engagement plans based on:*

- 1. Annual parent surveys completed by all schools*
- 2. Annual evaluation meeting with the parent advisory group/SGT members (inclusive of Annual Title I Meetings, PAC Meetings, and District ESOL Meeting)*
- 3. Feedback/comments on plans from stakeholders and focus groups*

Upon evaluation of these findings, district and school leaders will use advisory groups and SGT meetings to determine the most effective, evidence-based strategies to employ and monitor the progress of these strategies during the district-wide practice of quarterly schoolwide program reviews.

RESERVATION OF FUNDS

The Candler County School District will meaningfully engage the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

CCSD will reserve 1 percent from the total amount of Title I funds it receives in FY25 to carry out the parent and family engagement requirements listed in this plan and as described in Section 1116 of the ESSA. Furthermore, CCSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities (teams may opt to return a portion of these funds to fund a district-wide parent and family engagement project). The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and parent recommendations. Funds reserved by the district will be used to:

- 1. Support schools and nonprofit organizations in providing training for school and district personnel, as well as parents and family members, regarding parent and family engagement strategies.*
- 2. Disseminate information on best practices focused on parent and family engagement (especially best practices for increasing the engagement of economically disadvantaged parents and family members).*
- 3. Support programs that reach parents and family members at home, in the community, and at school.*
- 4. Each Title I school will host a spring meeting for parents to provide input and suggestions about how these family engagement funds will be used in the upcoming year at the district and school-level. Input forms and minutes from these meetings will be reviewed by school teams and the district to determine areas of need for the upcoming school year and consider changes to the parent and family engagement budget.*

COORDINATION OF SERVICES

The Candler County School District will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Head Start, State Operated Preschool or other public preschool programs, parent resource centers, and other programs that encourage and support parents in more fully participating in the education of their children by:

The district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and post-secondary schools or careers through the following methods:

- 1. Collaborating with external early education programs to develop an effective program that prepares young learners for grade school and parents for school transition.*
- 2. Coordinating with early educational programs to invite families and preschool children into the schools to take a tour and participate in planned activities.*
- 3. Active participation Family Connections, Communities in Schools and the Candler County Boys and Girls Club*
- 4. Collaborating with the Public Library*
- 5. Collaborating with the Candler County Education Foundation*

BUILDING CAPACITY OF PARENTS

The Candler County School District will, with the assistance of its Title I schools, build parents' capacity for strong parental engagement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

- 1. Discussing academic progress toward mastery of the Georgia Standards of Excellence and performance on the Georgia Milestones and local assessments at Fall and Spring parent conferences*
- 2. All Title I schools will host parent meetings/workshops/classes*
- 3. Send home information via written correspondence, communication folders, notes home in student planners, post information on district and school websites and Social Media*
- 4. Hosting parent/family workshops that promote literacy training and Community Reading/Literacy Events*
- 5. Disseminating Family Engagement Calendars with all district and school parent and family engagement*

activities

- 6. Providing Parent Success Web with evidence-based strategies and resources for parents to work with schools to improve their child's academic performance and best practices for effective parent engagement*
- 7. Hosting parent meetings to gather input from parents on best practices for communication*
- 8. Disseminating a parent survey annually, requesting input about effective school/home communication*
- 9. Maximize the use of school-parent compacts in fostering commitment to improve student performance and reach academic goals.*

BUILDING CAPACITY OF SCHOOL STAFF

The Candler County School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

- 1. The district Parent and Family Engagement contact will work with school contacts on scheduling times to watch state-sponsored Family Engagement Webinars, review documents produced to enhance parent and family engagement strategies, and meet with parent and family engagement team members once a month to provide support for implementation of School Parent and Family Engagement programs.*
- 2. Providing training to school and district leaders during monthly COP meetings and to teachers, paraprofessionals, support personnel, and other staff during PLC and faculty/staff meetings*
- 3. Providing adequate Professional Development for school staff/parent engagement on a yearly basis to address a variety of topics that may include, but are not limited to the following:*

**Communicating with Parents*

**Effective Family Engagement*

**Promoting Cultural Competency*

The Candler County School District will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:

**Providing an interpreter as needed for parent conferences and meetings*

**Providing written communications in a language that parents can understand*

BUILDING CAPACITY FOR ENGAGEMENT

- o Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training- The district will ensure that parents are trained on how to help students meet literacy goals.*

- o Training parents to enhance the engagement of other parents- Parents who serve on working committees and as SGT members will be trained on how to get other parents engaged.
- o Maximize parental engagement and participation in their children's education, arranging school meetings at a variety of times and using innovative approaches such as digital conferencing to allow educators who work directly with participating children to meet with parents who are unable to attend those conferences at school
- o Conducting School Tours- Diverse groups of parents and stakeholders will be invited into the schools to tour the facilities, ask questions about programs and activities occurring for their children, and provide input and feedback.
- o Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental engagement activities.

ADOPTION

This LEA parent and family engagement plan has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by stakeholder participation and feedback documents.

This plan was adopted by the **Candler County School District** on **06/22/2026** and will be in effect for the period of the 2026-2027 school year. The school district will distribute this plan to all parents of participating Title I, Part A children on or before September 30, 2026.

Tami Wallace
(Signature of Authorized Official)

6/22/2026
(Date)

Metter Middle School
Parent and Family Engagement Plan
2026 - 2027

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to parents of participating children a written parent and family engagement plan, agreed on by such parents, that contains information required by section 1116 (b) and (c) of the Every Student Succeeds Act (ESSA). The plan establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The school agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the school wide program plan under Section 1114 (b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement plan periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parental engagement plan available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the school-wide program plan under Section 1114 (b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parental engagement and will carry out programs, activities, and procedures in accordance with this definition:
Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents play an integral role in assisting their child's learning.

(B)Parents are encouraged to be actively involved in their child's education at school.

(C)Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D)The carrying out of other activities, such as those described in Section 1116 of the ESSA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOLWIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

1. Metter Middle School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including involvement in the decisions regarding how the 1% of Title I, Part A funds reserved for parent and family engagement will be used.

- Annual Title I Meeting
- Local SGT Meetings
- Parent Surveys

2. Metter Middle School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement plan.

- SGT Meetings
- Parent Conferences
- Parent Involvement Nights
- School Webpage
- Other forms of communication inclusive of social media and flyers

3. Metter Middle School will take the following actions to offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental engagement.

- Parent Surveys
- Parent Conferences
- Group Conference with Translator
- Phone Conferences
- Home visits by Social Worker & Teachers
- County Transit Transportation
- Child Care

4. Metter Middle School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs.
- Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.
 - Parent Academic Nights
 - School Facebook Page
 - School Website

5. Metter Middle School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- Local School Governance Team (LSGT)
- Parent Surveys
- Parent Conferences
- Leadership Team

6. Metter Middle School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following activities specifically described below.

A. Metter Middle School will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The State's academic content standards.
- The State's student academic achievement standards.

- The State and local academic assessments
- The requirements of Part A.
- How to monitor their child's progress.
- How to work with educators.
- Parent Academic Nights
- ESOL Parent Nights
- Parent Action Council (PAC) Meetings

B. Metter Middle School will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement through the following:

- Parent Academic Nights
- Parent-School Computer & Resource Center
- Parent Portal
- Parent/Teacher Conferences

C. Metter Middle School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school through:

- Professional Development
- District Support via Professional Development

D. Metter Middle School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through:

- Birth to 5 literacy nights

E. Metter Middle School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

- System translator
- Bilingual Staff
- Electronic Translation Devices

F. Metter Middle School will provide other reasonable support for parental and family engagement activities under Section 1116 as parents may request by:

- Contacting the principal or designee by phone 912-685-5050 or by email wthigpen@metter.org

PART III. DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

Indicate which of the following discretionary school parental engagement plan components the school will implement to improve parent engagement.

- ✓ Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- ✓ Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.

✓ Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

✓ Train parents to enhance the involvement of other parents.

✓ To maximize parent engagement and participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.

✓ Adopt and implement model approaches to improving parent engagement;

✓ Establish a school-wide Parent Advisory Council to provide advice on all matters related to parent engagement in Title I, Part A programs.

✓ Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental engagement activities.

- Academic Night
- Provide transportation for parent meetings
- Provide childcare
- Phone conferences
- Home Visit Conferences
- Group Conferences w/ Translator
- Before & After School Conferences

Revised July 11, 2026

Metter Middle School
Parent and Family Engagement Plan
2026 - 2027

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to parents of participating children a written parent and family engagement plan, agreed on by such parents, that contains information required by section 1116 (b) and (c) of the Every Student Succeeds Act (ESSA). The plan establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The school agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the school wide program plan under Section 1114 (b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement plan periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parental engagement plan available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the school-wide program plan under Section 1114 (b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parental engagement and will carry out programs, activities, and procedures in accordance with this definition:
Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents play an integral role in assisting their child's learning.

(B) Parents are encouraged to be actively involved in their child's education at school.

(C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOLWIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

1. Metter Middle School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including involvement in the decisions regarding how the 1% of Title I, Part A funds reserved for parent and family engagement will be used.

- Annual Title I Meeting
- Local SGT Meetings
- Parent Surveys

2. Metter Middle School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement plan.

- SGT Meetings
- Parent Conferences
- Parent Involvement Nights
- School Webpage
- Other forms of communication inclusive of social media and flyers

3. Metter Middle School will take the following actions to offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental engagement.

- Parent Surveys
- Parent Conferences
- Group Conference with Translator
- Phone Conferences
- Home visits by Social Worker & Teachers
- County Transit Transportation
- Child Care

4. Metter Middle School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs.
- Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.
 - Parent Academic Nights
 - School Facebook Page
 - School Website

5. Metter Middle School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- Local School Governance Team (LSGT)
- Parent Surveys
- Parent Conferences
- Leadership Team

6. Metter Middle School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following activities specifically described below.

A. Metter Middle School will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The State's academic content standards.
- The State's student academic achievement standards.

- The State and local academic assessments
- The requirements of Part A.
- How to monitor their child's progress.
- How to work with educators.
- Parent Academic Nights
- ESOL Parent Nights
- Parent Action Council (PAC) Meetings

B. Metter Middle School will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement through the following:

- Parent Academic Nights
- Parent-School Computer & Resource Center
- Parent Portal
- Parent/Teacher Conferences

C. Metter Middle School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school through:

- Professional Development
- District Support via Professional Development

D. Metter Middle School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through:

- Birth to 5 literacy nights

E. Metter Middle School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

- System translator
- Bilingual Staff
- Electronic Translation Devices

F. Metter Middle School will provide other reasonable support for parental and family engagement activities under Section 1116 as parents may request by:

- Contacting the principal or designee by phone 912-685-5050 or by email wthigpen@metter.org

PART III. DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

Indicate which of the following discretionary school parental engagement plan components the school will implement to improve parent engagement.

- ✓ Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- ✓ Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.

✓ Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

✓ Train parents to enhance the involvement of other parents.

✓ To maximize parent engagement and participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.

✓ Adopt and implement model approaches to improving parent engagement;

✓ Establish a school-wide Parent Advisory Council to provide advice on all matters related to parent engagement in Title I, Part A programs.

✓ Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental engagement activities.

- Academic Night
- Provide transportation for parent meetings
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- Phone conferences
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