GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2022 - 2023 School Report

Identify Needs

Select Interventions

Coherent Instruction

Effective Leadership

Professional Capacity

READY TO LEARN
READY TO LIVE

WHOLE CHILD

READY TO LEAD

Examine Progress

Family & Community Engagement

Supportive Learning Environment

Implement Plan

Plan Implementation

Walker County
Chattanooga Valley Middle School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Wade Breeden
Team Member # 2	AP	Sara Dickson
Team Member # 3	AP	Josh Forrester
Team Member # 4	Academic Coach	Shiela Perry
Team Member # 5	Counselor	Chery Matthews
Team Member # 6	Book keeper	Jenny Sweatmon
Team Member # 7	Family Engagement Coordinator	Brit Williams

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Parent	Jodi Gregory
Team Member # 2	Parent	Gerald Collins
Team Member # 3	Teacher	Tammy Galyon
Team Member # 4	Teacher	Josh Forrester
Team Member # 5	Parent	Heather Bednar
Team Member # 6	Business owner	Bam Aven
Team Member # 7	Counselor	Cheryl Mathews
Team Member # 8	Teacher	Cory Lingerfelt
Team Member # 9	Connection teacher	Jon Elliott
Team Member # 10	Teacher	Lauren Bruning

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Assistant District Attourney	Melissa Pittman
Stakeholder # 2	Business Partner	Matt Dickson
Stakeholder # 3	Business Partner	Cliff Martin
Stakeholder # 4	Graduation Task Force	David Moore
Stakeholder # 5	Parent	Stephanie Hixon
Stakeholder # 6	Parent	Heather Bednar
Stakeholder # 7	Mentor	Adam Stewart
Stakeholder # 8	Parent	Stephanie Middlebrooks

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?	Most stakeholders are able to attend regular meetings where they are given information and allowed opportunities to ask questions if they are not familiar with certain aspects of the process. Many of the team members and stakeholders will have opportunities to work in groups to discuss the elements of the Data Collection Analysis. Opportunities to observe the school's functions will also be available at such events as data night, transitions, council meetings, and open house so that the stakeholders are more informed and can simulate questions.

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]	Family Engagement Surveys 21-22 GA Milestone Data MAPS Data School Climate Survey Discipline Data Attendance Data SLDS Teacher Survey

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?")	The hybrid schedule Walker County schools were on the first semester allowed for a decrease in referrals over years without Covid with 89 total referrals for all three grades. Second semester, once a normal schedule was resumed, showed an increase to 173 as of May 9th. 109 students (21.3%) earned a referral. 401 students (78.6%) had zero referrals. Due to Covid, we were forced to postpone the Renaissance program for the 20-21 school year, however, the Renaissance program has been reinstated for the 21-22 school year. There was an increase in the number of students that earned privileges to participate during the previous year. 15% of the total student population maintain an A average for the first semester, 27% of the student population was on honor roll, and 19% of students maintained Cs or better. 41% of student population were on the honor roll after the first semester. There was a concerted effort to advertise the positive behavior and celebrations throughout the year using social media. Teachers have expressed a positive report concerning the information going out and responses by parents. School Climate Survey Data indicates parents typically give Chattanooga Valley high ratings in the areas of school safety, cleanliness, overall satisfaction with teachers and administration. In the area of ELA, level 1 is 22.7%, level 2 is 39.88%, level 3 is 30.67%, and level 4 6.75%. Proficient or above is 35.82%. Developing or above is 71.04%. In the area of Math, level 1 is 36.75%, level 2 is 35.54%, level 3 is 21.08%, and level 4 is 6.63%. Proficient or above is 34.68%. Developing or above is 74.19%.

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)	Better Seeking Team (BST) input and feedback. Team collaboration on needs assessment. Teacher summative assessment data. Comparison of two years GA Milestone data, 2020 - 2021 and 2021 - 2022. School Council Feedback Peer counseling with high school students Student counselors MAP data

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?")	**Get CVMS data** Teacher summative conferences revealed the following needs to improve instruction, engagement, and achievement. ● Teacher devices: Chromebooks, teacher laptops to run software programs, calculators, and other technology. ● Resources: Updated workbooks with current standards, general supplies, and interactive tables/desks. ● Mentoring/counseling: Technology and mental health instruction concerning Covid 19. ● Collaboration: Cross-curricular, common expectations. ● Effective Leadership: More feedback, professional learning.

What achievement data did you use?	GA Milestone data CCRPI Lexile data (Rewards) Retention/Placement data *MAPS*Assessment Student grades

What does your achievement data tell you?	The first semester of the 21-22 school year showed that Covid-19 still had an effect on students and school. Grace, in the areas of grades, absences, and assignment requirements was applied to all students. At this time CCRPI data is not available along with the performance flags. All CCRPI is on hold. Five students will be retained from 2021-2022 school year. Two of the students are in the S/P classroom. In the area of ELA, for the 2019-2020 school year there was no test. 2020-2021 school year 70.61% of students passed the Milestone test. For the 2021-2022 school year information is not yet available. passed the Milestones. In the area of math, for the 2019-2020 no scores are available. 2020-2021 school year 78.98% passed the Milestone test. For the2021-2022 school year 74.19% passed. This indicates that our passing rate in math has decreased. No adequate information for determining ELA at this time. For the 20-21 school year 32.64% of students met their projected growth from fall to spring. For 21-22, 53.16% of students met their projected growth from

fall to spring. The median RIT score for 20-21 was 218. The median RIT score for 21-22 was 219.
Achievement levels are as follows: 2020-2021 school year using MAP data in Reading: 42.9% scored less than 40th percentile in achievement. For 21-22 35% scored less than 40th percentile in achievement.
2020-2021 school year MAP data shows 45.8% of students scored less than 40th percentile in achievement. For 21-22 47.7% of students scored less than the 40th percentile.

What demographic data did you use?	Percentage of free and reduced lunch: Information unavailable due to free lunches for all students. Percentage of students with disabilities -22% male 258, female 250 6th grade 178, 7th grade 161, 8th grade 169 Asian-1, black-19, hispanic-14, Native American-0, multi racial-27, white-447

What does the demographic data tell you?	Math Met projected growth40% or less Black11.1184.2 Hispanic46.1550 Multi rac.71.4352.2 White52.3845.8 Reading Met Projected growth40%or less Black38.8968.5 Hispanic63.6418.2 Multi rac.66.6729.6 White52.7134.3 Our minority groups, particularly the black students, need improvement in the areas of math and reading. All areas should be performing at a higher level. 2020-2021 data shows students with disabilities 25.97% met projected growth from fall to spring in reading. 80.9% of students achieved in the 40th percentile or less. 2021-2022 data shows students with disabilities 46.42% met projected growth from fall to spring in reading. 73.3% of students achieved in the 40th percentile or less. 2020-2021 data shows students with disabilities 34.62% met projected growth from fall to spring in math. 85.2% of students achieved 40th percentile or less. 2021-2022 data shows students with disabilities 49.4% met projected growth from fall to spring in math. 81.4% of students achieved 40th percentile or less.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	There are several areas that were identified as weak areas for Chattanooga Valley using the survey. According to the surveys, there needs to be additional attention to aligning assessments with standards. Rituals and routines need to be better communicated and more consistent throughout the school. Also, it was determined that administration should be more visible and offer more feedback and an increase in professional learning. In all other areas of the survey indicate that we are functioning at an operational or exemplary level. Additional instruction concerning mental health and physical health will be required due to the Covid 19 pandemic. Also, additional instruction will be given to all students, through Study Skills, concerning character development and the implementation of Seven Mindsets.
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?	Administration needs to develop more effective ways to incorporate teachers input in the decision making processes, including professional learning communities. Information does show that in the areas of protocols such as safety drills, severe weather drills, lockdown drills are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. All other areas of the survey indicate that we are performing on an operational level. Information also indicates that feedback and more positive feedback would be appreciated.
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?	It has been determined that more personable communication between administrators and all staff members would be beneficial. Administrators and teacher leaders only occasionally define expectations for the implementation of professional learning. Therefore, it would be reasonable to more directly and often discuss and explain these expectations.

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?	It was determined that the school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. That being said, it is still very difficult to get parents to actively participate in the educational process except in small numbers. CVMS rated itself as emerging in the area of developing the capacity of families to use strategies at home that will enhance academic achievement. Helping families to increase their ability in building the capacity for families to help their child at home.

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?	The school only occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement. There should be be more emphasis in the area of teaching parents how to be an active participant in their child's education.

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?	Like the years previous, sub groups have had difficulty attaining learning goals set by the school and state, particularly in the areas of ELA and math. Some subgroups failed to meet their improvement target in both ELA and math.

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?	Over the past two years math scores have improved slightly on Milestones each year. Data from MAPS indicate that that this trend is the same. However, in the area of reading, there was a substantial gain in reading growth for the 21-22 school year from 32.64% to 53.16%. On Milestones,

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

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

Strengths	2020-2021 data shows students with disabilities 25.97% met projected growth from fall to spring in reading. 80.9% of students achieved in the 40th percentile or less. 2021-2022 data shows students with disabilities 46.42% met projected growth from fall to spring in reading. 73.3% of students achieved in the 40th percentile or less. 2020-2021 data shows students with disabilities 34.62% met projected growth from fall to spring in math. 85.2% of students achieved 40th percentile or less. 2021-2022 data shows students with disabilities 49.4% met projected growth from fall to spring in math. 81.4% of students achieved 40th percentile or less.

Challenges	Based on information from the 2020-2021 school year the following information can be applied. There is no information for ED for 2021-2022 because of Federal programs. Economically disadvantaged students 52.98% literacy rate. Students with disability literacy rate of 27.03%. 32.15% level one growth rate for economically disadvantaged. 38.24% level one growth rate for students with disabilities.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase in Lexile scores and improve the domain of reading informational text.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	No
Priority Order	1

Additional Considerations	Students are entering our school below grade level in reading ability.

Overarching Need # 2

Overarching Need	Improve in the areas of mathematical operations and algebraic thinking.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase in Lexile scores and improve the domain of reading informational text.

Root Cause # 1

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

Additional Responses	

Root Cause # 2

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

Root Cause # 2

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Root Cause # 3

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

Additional Responses	

Root Cause # 4

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

Additional Responses	

Overarching Need - Improve in the areas of mathematical operations and algebraic thinking.

Root Cause # 1

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

Root Cause # 1

Impacted Programs	Others :

Additional Responses	With the transition to middle school, math becomes less concrete and more abstract, causing confusion for students.

Root Cause # 2

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

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Parents lack the capacity to use strategies at home that will enhance academic achievement.
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

Root Cause # 3

Impacted Programs	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment
	Others :

Additional Responses	

Root Cause # 4

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

Additional Responses	

School Improvement Plan
2022 - 2023

Walker County
Chattanooga Valley Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Chattanooga Valley Middle School
Team Lead	Wade Breeden
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title IV, Part A

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	Increase in Lexile scores and improve the domain of reading informational text.
Root Cause # 1	Comprehension
Root Cause # 2	Fluency and comprehension
Root Cause # 3	Many parents lack the capacity to use strategies at home that will enhance academic achievement.
Root Cause # 4	The lack of common assessment and data analysis to monitor student progress.
Goal	Increase percentage of students whose Lexile scores are at grade level or above by 5%. From 60% in spring of 2022 to 65% of students on grade level by May 2023.

Action Step # 1

Action Step	Increase the expectations and use of the reading programs known as "Rewards" and "Reading Plus" to improve reading proficiency and ensure that technology devises and supportive equipment are kept up to date to run the supplemental programs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Study Skills time on schedule; Purchase Order for supplemental program; Student Usage reports for program
Success Criteria for Impact on Student Achievement	Student growth/progress reports for program
Position/Role Responsible	Academic coach, administration, classroom teachers.
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Some mentoring for limited number of students from outside sources.

Action Step # 2

Action Step	CVMS will employ a Family Engagement Coordinator to help parents build their capacity to use strategies at home that will enhance academic achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	HR documents; CPI report; Sign In Sheets and Agenda for FE events
Success Criteria for Impact on Student Achievement	Parent feedback pertaining specifically to building parent capacity and use at home
Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Professional development for teachers to use common assessments and analyze data to monitor student progress and inform instruction, including professional development through mentors (STIPENDS).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign In Sheets and Agendas for PLCs
Success Criteria for Impact on Student Achievement	TKES observations documenting the use of common assessments and students monitoring progress
Position/Role Responsible	Administration, academic coach, 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)?	

Action Step # 4

Action Step	The action regarding project based learning is incorporated within all of our academic areas, more specifically Science and Social Studies. Within these specific academic areas, our teachers plan their lessons based upon project based learning to help incorporate ELA standards within their subject areas to help increase lexile scores.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Lesson plans showing ELA integration into content courses
Success Criteria for Impact on Student Achievement	TKES observations documenting the use of ELA into content courses
Position/Role Responsible	Teachers and administration
Timeline for Implementation	Monthly

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

Action Step # 5

Action Step	Higher a class size reduction teacher for the 8th grade team to allow for smaller student count in ELA classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	HR paperwork; CPI report
Success Criteria for Impact on Student Achievement	Student growth documented on 8th grade ELA MAP benchmark assessments

Action Step # 5

Position/Role Responsible	Admin. and HR department
Timeline for Implementation	Others : Ongoing

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

Action Step # 6

Action Step	Create an outside classroom environment to create interest and broaden reading experiences.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign up sheets for usage, included on lesson plans
Success Criteria for Impact on Student Achievement	Student growth documented on 8th grade ELA MAP benchmark
Position/Role Responsible	Administration and teachers
Timeline for Implementation	Monthly

Action Step # 6

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve in the areas of mathematical operations and algebraic thinking.
Root Cause # 1	Lacking math skills demonstrate a need for differentiation.
Root Cause # 2	Parents lack the capacity to use strategies at home that will enhance academic achievement.
Root Cause # 3	Students' lack of understanding expressions and equations.
Root Cause # 4	Students' lack of understanding number sense.
Goal	Improve student MAP scores in math above level one by 3% school wide. Go from 24.5% of students scoring in the 20th percentile or less to 21% scoring in the 20th percentile or less on MAP test by May 2023.

Action Step # 1

Action Step	Continue development of Study Skills class designed to meet the specific academic needs associated with the deficiencies of students in the area mathematics and ensure that technology devises and supportive equipment are kept up to date to run the supplemental programs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Study Skills time on schedule; Purchase Order for supplemental program; Student Usage reports for program
Success Criteria for Impact on Student Achievement	Student growth/progress reports for program
Position/Role Responsible	Academic coach, administrators, teachers.
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Higher a class size reduction teacher for the 8th grade team to allow for smaller student count in math classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	HR paperwork; CPI report
Success Criteria for Impact on Student Achievement	Student growth documented on 8th grade Math MAP benchmark assessments
Position/Role Responsible	Admin. and HR
Timeline for Implementation	Others : Ongoing

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

Action Step # 3

Action Step	Professional development will be provided to support math instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Sign in sheets and agendas.
Success Criteria for Impact on Student Achievement	TKES observations showing math skills learned from PD.
Position/Role Responsible	Academic coach and admin.
Timeline for Implementation	Others : Ongoing

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

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).	Specific meetings were held to include grade level, Better Seeking team, and school council to discuss specific needs, ideas, and plans . Also, all Walker County middle school principals shared information about ideas and direction. A "Better Seeking Team" meeting was held at the end of the 21-22 school year, which included representation consisting of parents, staff members, and community was held to discuss school improvement. Electronic documentation was provided ("BST suggestion summer 22") so that all participants could add necessary information as needed.

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.	All teachers of Chattanooga Valley are highly qualified in their area. Low income and minority children are equally dispersed among the general population with consideration for special needs as directed by IEP requirements.

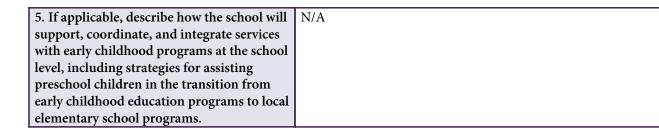|	
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The workshop model is the preferred instructional design in the classroom. "Google Classroom" and "Freckle" are online platforms used to supplement classroom instruction. Each classroom is provided a Chromebook cart to ensure appropriate development of technology use and keep students engaged. Project based learning will also encourage student growth in problem solving and critical thinking. Class size reduction teacher will benefit students and teachers by improving by allowing teachers to spend more time with individual students.

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

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.	N/A

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	All 8th grade students visit the local high school at the end of their 8th grade year. STEM and Honors teachers come to interview perspective candidates of which all students can participate. All 8th grade students develop a tentative plan of study for high school based on their interests. Vertical planning with middle school and high school teachers better ensure that middle school is preparing students for freshman year. Senior walks, planned by the high school, encourage students to continue their education. High school coaches visit to discuss possible extracurricular activities in high school.

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.	There are set expectations and requirements that teachers must complete prior to referral of any student. Conferencing, parent contact, and relationship building must occur before a referral is submitted. Rituals and routines outlining behavioral expectations are prominently displayed throughout the school and classrooms. The referrals for the previous year did not indicate any disproportionate issuance of referrals for any subgroup.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The school counseling program provides learning and strategies for students to improve students' skills outside the academic content area through classroom counseling and the 7 Mindsets curriculum. School counseling program also provides preparation and awareness of opportunities regarding careers and selecting career pathways in high school.*This school annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing*

ADDITIONAL RESPONSES

	student achievement, particularly for the lowest-achieving students. The CVM School Improvement Plan will be made available to SEA, LEA, parents and public in an understandable and uniform format and to the extent practicable, provided in a language that the parents can understand.