Comprehensive Needs Assessment
2024 - 2025 School Report

Forsyth County
Little Mill 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	Molly Lavin
Team Member # 2	Assistant Principal	Aimee Brooks
Team Member # 3	ESOL Lead/Family Engagement Coordinator	Whitney Strickland
Team Member # 4	Title 1 Lead Teacher	Kari Shepherd
Team Member # 5	Instructional Coach	Chris Duncan
Team Member # 6	Graduation Coach	Jill Sullivan
Team Member # 7	Math Teacher/Department Chair	Morgan Adams

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Educational Technology Coach	Cassie Tallant
Team Member # 2	Counselor	Sabrina Howell
Team Member # 3	Reading/Social Studies Teacher	Jennifer Hester
Team Member # 4	Special Education Teacher	Amber Beatty
Team Member # 5	Paraprofessional	Lori Torrence
Team Member # 6	Science Teacher	Jessica Agnew
Team Member # 7	ELA Teacher	Ashley McKenna
Team Member # 8	Staff Member/Parent	Alicia Hester
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Juliana O'Hara	PTO President
Stakeholder # 2	Heather Jones	PTO Officer
Stakeholder # 3	Mariah Williams	Parent
Stakeholder # 4	Liz Cano	EL Parent
Stakeholder # 5	Cristina Dimas	EL Parent
Stakeholder # 6	Cynthia Jimenez	EL Parent
Stakeholder # 7	Cristina Mathias	EL Parent
Stakeholder # 8	Hannah Blount	Parent/Business Partner

| 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? | Prior to holding the meetings where stakeholders were invited to provide input, the school's Title 1 Leadership Team met on numerous occasions to develop a plan on how best to host the Comprehensive Needs Assessment (CNA). Some of the discussion revolved on how we could best present the information to stakeholders so they could review and analyze the data and provide meaningful input. The decision was made to begin the initial sessions with a brief presentation on the process, why the school was hosting a CNA as well as review the expectations of the process. During this informative phase, stakeholders were also giving a list of questions to use to aid them in the process. The team discussed the importance of providing the stakeholders with the data in formats easy to read and to group them by the different systems. At each station, the stakeholders were provided with an overview of the system's data being analyzed. Stakeholders worked together during the different sessions looking at the sets of data, making notes, and writing questions down for items requiring clarification. Members of the Title 1 Leadership Team were present throughout the sessions to answer questions or provide explanations. At the end of each data analysis rotation, stakeholders used QR codes to access a Google form where they recorded their observations and added their input. |

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	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 answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	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 answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	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]	The perception data used by the team included stakeholder feedback regarding parent and guardian perceptions of the social and academic environment provided at Little Mill, perceptions of the effectiveness and modes of communication provided by staff at Little Mill, as well as social media posts. Additionally, we considered the biannual teacher survey. We also asked stakeholders to help us interpret the data drawn from these sources.

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?")	Broadly speaking, most parents indicated that their needs were being met. In response to the statement "Little Mill Middle School promotes a positive and supportive environment for students" roughly 90% of parents scored 3 (average), 4, or 5 out of 5. With similar questions about the welcoming environment and friendliness and responsiveness of staff, 57% of respondents scored a 5 out of 5, with fewer than 9 percent indicating dissatisfaction. Other areas where stakeholders indicated a high level of satisfaction with Little Mill included a supportive academic environment, stakeholder comfort in talking with teachers about their child's progress, and providing opportunities for for parent involvement (although we acknowledge the possibility that many of these parents may serve on our PTO which may have skewed their overall impression). Growth areas for Little Mill according to our perception data include improving communication with parents and guardians regarding their child's learning and progress, addressing the social and emotional needs of their child, and raising the standards for achievement.
	When considering teacher survey data, teachers broadly indicated that they are satisfied with their work environment. On a scale of 1-100, the average satisfaction score was a 79 which is consistent with previous survey results. Teachers broadly indicate a feeling of comfort and safety discussing work-related issues with their administrators and coaching/student support team. Teachers frequently cited that the supportive environment, "family atmosphere," and the students as the things that kept them at Little Mill. The most cited thing they would like to see change at Little Mill was challenging student behaviors. 20% disagreed with the statement that "Discipline issues are handled in a timely, fair, and consistent manner." Teachers indicated on the survey that the vast majority of them used community-building circles multiple times per week. Almost every teacher responded that they felt that they were informed of daily events and activities, but felt less informed about

important matters involving the students they taught (almost 20% disagreed with this statement).

Regarding restorative practices, something that Little Mill has been promoting and training teachers to embrace and utilize, over 90% of teachers felt that they knew how to respond to student situations restoratively, but nearly 31% felt that it was not having a positive impact on our school climate, and almost 50% disagreed with the idea that restorative practices were having a positive impact on student behavior. Almost all teachers responded that they felt both supported and appreciated by their grade level administrators.

761 students completed our Fall Student Survey, with respondents split almost evenly between the three grades. More than 20% of students disagreed with the statement "The things I learn and do in class are important or useful to me, or will be important or useful to me in the future." Additionally, 87% of respondents said that two or fewer of their classes were challenging to them. These two data points seem to suggest that students feel that their coursework is not, broadly speaking, meaningful or rigorous. Interestingly, when students asked why they were stressed, nearly 75% said "the demands of schoolwork" and more than 77% said "school grades or performance." Conversely, 88% of students indicated that they knew an adult at school that they could talk to if they needed help, which indicates that a safe and supportive environment has been created at Little Mill. This seems consistent with responses from the Teacher Survey. Unfortunately, 37% of students disagreed with the statement "The students at Little Mill are generally respectful to the adults." This also seems consistent with sentiments expressed in the Teacher Survey. 41% of students indicated that that students were not respectful to each other, and 39% disagreed with the statement "I enjoy coming to school most of the time." More than ? of students said they would not tell an adult if something troubling, such as bullying or vandalism, occurred. 85% of students said that they liked being at Little Mill, and the vast majority indicated that bullying was an infrequent occurrence. However, 36% responded that they did not feel recognized for the good things they did at school. Nearly 20% of students said that they felt they spent too much time on technology at school. When asked about community-building circles, nearly half of students said they did not find circles meaningful.

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)	- Little Mill Middle School's FY24 SIP 2023-2024 SIP - Professional Learning Data - Collaborative Team (PLC) Data - Discipline Referral/Behavior Data - MTSS Data including FastBridge Data - Student Activities Survey Student activities survey

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?")	-The vast majority of professional learning is optional or "grab and go", and most of it is either dictated by the district (ex.- Canvas training) or focused on resources and tech tools. Very little of it directly supports the SIP goals.
	-Collaborative teams are well-established as a ritual, although there are great variances in the productivity and effectiveness of collaborative teams. This may be because of a lack of teacher ownership (most are led by a coach), a lack of clarity of purpose, or both.
	-Based on the January student activities survey, which was completed by roughly half of the student body, about 17% of students indicated that they were uninvolved in any extracurricular activities. The most popular student activities were band, chorus, sports on a recreational or travel team, sports on a high school feeder team, and drama society. Little Mill currently offers almost 30 extracurricular activities for students.
	-MTSS data reveals that 12% of students (112 students) are receiving Tier 2 interventions, and 2% of students (17 students) are receiving Tier 3 interventions. Of those, 72 students are receiving interventions in reading, 65 are receiving interventions in math, and 15 are receiving behavior interventions.
	-Breakfast Club, a before-school program using the acceleration model which previews content and skills needed for success in math has the potential to help students close academic achievement gaps. Attendance at a rate of 50% or greater of the sessions offered is key in helping students close those gaps. Success of the program is measured using classroom performance data, EOG scores and student /teacher survey data. For the FY24 school year, EOG math scores may not be available due to the onset of new standards in this content area so it may be difficult to measure the impact of this intervention for those who do attend.
	-The SIP indicates efforts towards creating a sense of belonging and community for students, although the action steps do not make it clear how this will be fostered for students. Academically, there is a focus on improving writing skills through common grade-level expectations for writing, professional learning on improving writing instruction, district-level support for teachers, simulating the Milestones by providing every student the opportunity to complete a "cold write," and incorporating writing in science classes. Additionally, there is a focus on improving students' Lexile levels through the introduction of a reading class in 6th and 7th grade, an increase in the number of intervention classes to close reading deficits, and teacher training on the meaning of Lexile levels and how to use them to promote reading literacy across the curriculum. The SIP suggests certain priorities, but it is not clear how many of these action steps were accomplished or emphasized throughout the year.
	-Based on our MTSS Universal Screening aReading data, 13% of our students had growth in the 85th percentile or higher, while 55% of our students had growth in the 30th to 84th percentile. About 21% of our students had very low growth (<20th percentile).

	-Based on our MTSS Universal Screening aMath data, 13% of our students had growth in the 85th percentile or higher, while 53% of our students had growth in the 30th to 84th percentile. About 23% of our students had very low growth (<20th percentile).

What achievement data did you use?	Achievement data used included: - Student Classromm Performance data - semester 1 averages - Milestones data - ACCESS testing data - College and Career Ready Performance Index (CCRPI)data - Student Growth Percentiles (SGPs) - Lexile scores - Beacon data (reading & writing)

What does your achievement data tell you?	
	Semester 1 Averages ● 6th grade: advanced course scores were all A averages. On-level math scores were the lowest, with an 80 average, followed by ELA at 83. ● 7th grade: Accelerated math average score was 87, and advanced was 84. All other advanced classes were A averages. The lowest scores were in on-level math (83) with other on-level classes in the mid-80s range. ● 8th grade: Accelerated math average score was 89, and advanced was 83. All other advanced classes were A averages. On-level Georgia studies average was 79, on-level math was 77, and all other on-level course were in the low 80s. ● Considerations: high grades in the advanced classes may indicate that the level of rigor in those courses is too low. ● SGPsul ● 46% of students demonstrated low growth in ELA from 2021-2022 to 2022-23 , and 35% demonstrated low growth in math. Only 1 in 4 students demonstrated high growth in ELA, and only 1 in 3 demonstrated high growth in math over that same period. 2023 Milestones scores● Nearly 60% of students scored Level 1 or 2 on the GMAS in ELA ● Nearly 60% of students scored Level 1 or 2 on the GMAS in Math ● Only 7% scored Level 4 in ELA, and only 14% scored Level 4 in Math ● Of 57 ELL students: ● 86% scored Level 1 and 14% scored Level 2 in ELA ● 63% scored Level 1 and 37% scored Level 2 in Math ● Of 258 Economically Disadvantage students:ul

	● Nearly ½ scored Level 1, and only 19% scored Level 3 or 4 in ELA ● Nearly 31% scored Level 1, and only 19% scored Level 3 or 4 in Math Of 32 Gifted students:● Only 29% scored Level 4, as compared to 61% across the district, in ELA ● Only 28% scored Level 4, as compared to to 77% across the district, in Math ● These numbers also lagged well behind statewide performance for Gifted students Of 139 students with disabilities:● 58% scored Level 1 and only 13% scored Level 3 or 4 in ELA ● 42% scored Level 1 and only 11% scored Level 3 or 4 in Math All of these performance indicators lagged well behind the district's performance in every categoryMany of our Milestones scores seem inconsistent with course averages.uThis suggests there may be several factors at play, including a lack of curriculum alignment to Georgia Performance Standards, assessments that are below the rigor of the standard, students who do not place much value or demonstrate effort on GMAS tests, or students who perform well on course assessments but do not retain or understand curriculum well enough to demonstrate mastery on the GMAS.● ACCESS Testing Dataul ● 54% of students measured on the ACCESS test made no positive movement in 2022-23 ● Only 20 students (32%) made one band or more growth in 2022-23

What demographic data did you use?	Demographic data used included: - Race & Ethnicity Information - Primary Languages - Free and Reduced Information
What does the demographic data tell you?	● Based on enrollment numbers from 2/6/2024, there are 878 students at Little Mill. Of those, 40% are economically disadvantaged, 13.1% are English language learners, and 16.5% are identified as students with disabilities. 166 students identify as Hispanic/Latino, which is our only demographic subgroup that is statistically large enough to factor for the purposes of CCRPI calculations. Additionally, 13 students identify as Asian, 18 students identify as Black or African American, 1 identifies as Native Hawaiian or Other Pacific Islander, 24 identify as Two or more races, and 654 identify as White. ● Among primary languages spoken at home, 740 students primarily speak English at home, 125 primarily speak Spanish at home, and 8 other languages are spoken at home by three or fewer students. ● Of 876 students at Little Mill, 287 (32.7%) receive free lunch, and 71 (8.1%) receive a reduced-cost lunch.

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?	The team reviewed the school's trends and patterns for the coherent instructional system as outlined in the section below.
	● LMMS uses collaborative teams as our process for curriculum planning. Subject-alike, grade-alike teachers meet weekly, with instructional coach, educational technology coach, or graduation coach present to facilitate. The emphasis at the beginning of 2023-24 was focused on using and analyzing formative and summative data, but some teams expressed frustration or confusion. We realized that this is because teams are at various levels of proficiency with the collaborative teams process. As a result, we have helped some teams refocus by placing emphasis on alignment between Georgia Performance standards, success criteria, and common assessments. Many teams have used common assessments for years but only recently realized that they were not aligned to the standards and rigor of the Georgia Performance Standards. Teams that are already functioning at that level have also been challenged to analyze summative data for evidence of student learning, but most teams are not regularly analyzing assessment results.
	● There are many district-level curriculum documents and resources. However, they are not always used by collaborative teams to guide instructional work. We believe that there is more work to be done to establish foundational practices for collaborative teams across the board, including the use (and in some cases, creation) of scope and sequence documents, unit plans, and success criteria to ensure proper alignment and rigor in all content areas.
	● Student behavior and classroom structures are an area of concern identified by many of our stakeholders. Frequently, classes are not structured and managed in a way that is conducive to learning. As a result, teachers often do not ask students to use higher-order thinking skills and students are not actively engaged. Collaboration is used infrequently because proper structures are not in place to manage student interactions.
	● While success criteria are becoming a point of emphasis for collaborative teams, not all teams are proficient at creating success criteria and most teachers are not sharing success criteria with students in meaningful ways. More professional development is required to teach the processes necessary to construct success criteria that are aligned to standards.

Strengths and Challenges Based on Trends and Patterns

	● While there are certainly teachers who provide feedback, advance organizers, and graphic representations, these are not widespread practices. Additionally, not all teachers are using effective questioning techniques, engagement strategies, or cooperative learning. We believe that better classroom management structures would allow teachers to more comfortably employ these practices in their classrooms. ● While universal design for learning occurs in some classrooms, not all teachers are responding to formative feedback in ways that meets the needs of all students. More solid assessment practices that allowed for quick collection and utilization of data, as well as more chances for students to try without fear of failure, would improve the level of differentiation and help meet the needs of all students.Formative assessments allow teachers to plan for further instruction prior to summative assessment. Further professional learning is needed in this area. ● Technology is widely used, although a sizable number of students have indicated that technology is used too often in classes. Most technology use is geared towards assessments, research, and writing tasks. Rarely is technology used to collaborate, design, or demonstrate creativity. ● There are well-established MTSS interventions in place, and LMMS has created Learning Support Time (LST) as an instructional extension/intervention time. LST is offered three times a week to all students, but most students have the autonomy to determine where they go. As a result, many students' time is not maximized because they lack the executive functioning skills to make the best choices about where to spend this time. We have begun putting structures in place to improve the use and efficacy of this time, and this is something we will continue to emphasize in the 2024-25 school year.

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?	The team reviewed the school's leadership trends and patterns which are covered in this section.● Administration is largely viewed in a very positive light by staff, as indicated by recent staff surveys. The feedback consistently shows that staff feel valued and supported by administration. Many staff even cited administration as a key reason they have stayed at LMMS. ● While administrators do initiate change to improve staff performance and student learning, the changes are not always sustained. Sometimes these changes are received as "one more thing", and greater care is likely needed to remove barriers. One example of this was the school;s recent push to create more engaging learning experiences for students. Teachers were provided with Professional Learning where they were equipped with specific strategies, but there was little follow-up after the initial training and no data was collected to measure

Strengths and Challenges Based on Trends and Patterns

progress. One example of this was the school's recent push to create more engaging learning experiences for students. Teachers were provided with Professional Learning where they were equipped with specific strategies, but there was little follow-up after the initial training and no data was collected to measure progress. Increased collaboration between teachers and administration is an example of how to remove these barriers.

● While LMMS administrators have examined data and used it to make changes in order to improve student achievement, this is still a growth area for LMMS. Universal screening data has been used for student scheduling, and Milestones data, student growth percentiles, and Beacon testing data have been used to emphasize student needs and identify trends in the data with classroom teachers. Data analysis was a point of emphasis at the start of the 2023-24 school year but other needs diminished the amount of time and emphasis that was placed on data analysis by the end of the school year. Further work building processes and training all staff on collecting and using data will be needed to continue LMMS's growth in this area.

● There are certain areas where staff engage in shared decision making, but these seem to be concentrated to a few willing staff members. Building leadership capacity is viewed as a growth opportunity.

● There is a well-established school leadership team that has representation from all grade levels and departments, but the focus is concentrated on school operations rather than student learning.

● While there is an established mission and vision for LMMS, it does not necessarily define the culture of the school in all areas. There is an emphasis on community-building in homeroom classes, and restorative practices is a commonly used phrase, but not all staff understand or embrace restorative practices as a response to student behaviors. There is also a flowchart that guides teachers in responding restoratively to student behaviors, but it is not used by all staff. This may contribute to the classroom management concerns shared by both students and teachers.

● The FY25 school improvement plan was developed to respond to student performance data. Not all action steps are measurable and many sections of the plan will require multiple years to fully implement. The goals and strategies outlined in the school improvement plan, as well as the resources available, are monitored quarterly or as needed by administrators.

● LMMS has established some rules, policies, and procedures that are well-communicated but not always implemented with fidelity across the school. They are reviewed and revised when issues become apparent, but are not reviewed as a matter of routine. Some procedures, such as hallway transition expections, morning arrival expectations, and the now cell phone school rules are uniformly administered. However, the teacher survey indicates that issues such as disrespectful behavior and classroom disruption are open to more interpretation from teacher to teacher and the lack of consistency in implementation and enforcement are a source of frustration for many teachers. Some procedures, such as hallway transition expectations, morning arriving expectations, and the no cell phones school rules are uniformly administered. There is a need for clear non-negotiable procedures in various areas in the school such as classrooms and hallways as well as what consitutes an administrative referral. Increased collaboration between teachers and adminsistration should help address some of

Strengths and Challenges Based on Trends and Patterns

	these concers, ● Protocols for safety and maintenance of the school are followed. The school is well-maintained and students feel safe at school.

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?	
	The school's professional capacity trends and patterns were reviewed by the team, and are summarized below.● There are numerous leadership and decision-making groups at Little Mill, many of which are open to any interested staff. These include groups for social-emotional learning, instructional leadership, logistics, and a school leadership team. There are also committees for various school-wide events such as the Art and Innovation Fair. Many of our family engagement nights, such as Science Night, are teacher-planned and student-led. ● When looking at the academic performance of our EL population, the decision was made to target specific groups of teachers who were teaching English-language learners in unsupported classes. These teachers did not have ESOL certification, so we asked the district to help support them with training focused on best practices for ESOL students, including engagement and SIOP strategies and Kagan structures for class discourse. ● With the goal of building leadership capacity for teachers, a volunteer cohort of teachers began training to facilitate collaborative teams. This cohort met several times and discussed topics such as the goals a purposes of collaborative teams, the PLC cycle, the value of collaboration, and working through some of the most common obstacles that PLC teams confront. Over the course of the year, four collaborative teams shifted to teacher-facilitated teams. In the 2024-25 school year all collaborative teams will be teacher-facilitated, and the instructional coach/educational technology coach will provide professional learning and support. ● Several new tools provided to teachers this year necessitated professional development. These included mandatory training sessions on the use of Canvas, the district's chosen learning management system. Teachers also attended professional development in December and January to learn how to use Student Support Time, the scheduling tool that LMMS uses for instructional extension. The educational technology coach provided optional professional development on the use of AI tools such as QuestionWell and Diffit. The graduation coach provided staff training on the use of EduClimber, a student data tool used for documenting school/home communication as well as important student data such as

Strengths and Challenges Based on Trends and Patterns

	interventions, progress monitoring, and universal screening data. ● The instructional coach provided roughly 10 instructional coaching cycles using the Impact Cycle structure to provide data-driven, student-focused instructional improvement for teachers. Areas of focus in these instructional coaching cycles were related to student engagement, time on task, and/or classroom structures for student discussion. The group included a mixture of new and veteran teachers. ● A growth opportunity for Little Mill in terms of professional learning is the systematic measuring and monitoring of the impact of professional development. While there is anecdotal evidence through observations and teacher reporting, there is little statistical evidence that measured the effectiveness of school-wide professional learning. We have evidence of the consistency and content of collaborative team meetings through the use of pacing and assessment guide templates, and there is evidence of common formative and summative assessments throughout the building. This is a challenge for the school - how to measure growth and effectiveness in this area. Shifting to teacher-facilitated collaborative teams in the 2024-25 school year should allow for a greater sense of teacher ownership of the PLC cycle, and will free instructional coaches and administrators to focus on building teacher capacity and measuring the impact of collaborative teams on student learning.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team	

Strengths and Challenges Based on Trends and Patterns

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 trends and patterns for the school's family and community engagement system are summarized in the following section.● The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school. We have an active Parent-Teacher Organization that sponsors several events throughout the year, both for teachers and for students. These events include several staff luncheons, the 8th grade Spring dance, and the "Mustangs on a Mission" schoolwide day of service. Additionally, there were numerous opportunities for parents to volunteer at the school, including aiding in monitoring the cafeteria so that teachers could enjoy a duty-free lunch and chaperoning student experiences such as a 6th grade experiential science lesson where students took water samples and found microinvertebrates in the creek behind the school to learn about measuring water quality. There were several family engagement nights with topics such as a winter holiday gingerbread house building event, a family science night, and an 8th grade transition Q&A session.
	● Parents and guardians receive a weekly newsletter from the school via email that informs them of various school events and happenings. They also receive monthly emails from their grade level team that keep them informed about their students' curriculum. One piece of feedback we received from the stakeholder survey was that parents would like more communication from the school that is specific to their student, and that they would prefer to receive feedback via email or text message. One way the school could address parents' desire to have more communication specific to their student could be the posting of grades more frequently.
	● We have several robust community and business partnerships that have provided numerous benefits to our students and staff. These include Brown's Bridge Church, the North Forsyth Rotary, the Chantal and Tommy Bagwell Foundation, Walmart, Dairy Queen and other community partners. These organizations/business provide planning days for all teachers to create engaging instructional activities, supplemental funding for extended day programs to allow struggling students to receive addtional support, funds for rewards/incentives, money for field trips and school supplies to name a few.
	● Based on stakeholder feedback, we know that parents and guardians desire more frequent and more specific communication about their students' academic progress throughout the school year. We also know that families need to be provided with more frequent communication regarding the use of strategies that will support their students' academic success at home. This was rated as "Not Evident" our our data collection analysis.
	● When stakeholders were asked about the welcoming environment and friendliness and responsiveness of staff, 57% of respondents scored a 5 out of 5, with fewer than 9 percent indicating dissatisfaction. This is a strong indication that parents and guardians perceive Little Mill as a welcoming place.

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?	The team reviewed the school's trends and patterns for the supportive classroom environment. The following is an overview of the system.
	● There are numerous structures in place to recognize and celebrate the achievements of students and staff. There are monthly "Mighty Mustang" celebrations to recognize students who embody the ideals outlined in our schoolwide "I can" statements. There are also Teacher of the Month awards, where teachers who are nominated by students and parents are recognized. We host academic achievement awards ceremonies twice a year, in January and May. Students are honored on our daily morning news program when they have done something, inside or outside of school, that merits recognition.
● Little Mill's mission of "Dream. Strive. Achieve. Celebrate." has been established and is the basis for our "I can" statements.
● Our MTSS data indicates that the majority of our students who are supported by Tier 3 interventions are showing progress. With the implementation of Kid Talks to identify and support students who are receiving or may need to receive Tier 2 or 3 interventions, we are supporting our struggling students in a more systematic way than in previous years. These meetings are held monthly, and our graduation coach provides data, suggestions for Tier 1 instruction, and possible interventions that might better meet the needs of all students, but particularly for those identified by teachers or by universal screening data.

● A well-managed classroom environment is not evident in some classrooms. This is apparent from the student survey, where 38% of students disagree with the statement "Students at Little Mill are generally respectful to adults" and 41% of students disagree with the statement "Students at Little Mill are generally respectful to each other." These issues are also identified by teachers, 43% of whom disagree with the statement "I feel as though a shift towards restorative practices is having a positive impact on student behavior in our building." This is also spelled out in the behavior data, where 247 office referrals were written and most behavior that led to a referral was demonstrated in the classroom. This is also evidence that a culture of trust and respect is established in some places but is not yet pervasive. 88% of students agreed with the statement "The adults at Little Mill are generally respectful to students" but much lower perception numbers are reported for student to teacher interactions and for student to student interactions.
● On the student survey, 87% of students said that two or fewer of their classes were challenging to them. Additionally, only 1 in 4 students demonstrated high growth in ELA on the 2023 Milestones assessment, and only 1 in 3 demonstrated high growth in math over that same period. These data points seem to indicate that most teachers are not creating an academically challenging learning environment.
● Some teachers use forecasting or planning documents to guide their students through the process of prioritizing their weekly academic foci and the subjects |

Strengths and Challenges Based on Trends and Patterns

<table>
<tr>
<td></td>
<td>where they will spend their time during Learning Support Time. Additionally some teachers provide rubrics and checklists for units, assessments, and projects. 76% of students indicated on the survey that school grades and performance are a source of stress for them, despite most students indicating that their classes were not challenging. This suggests that students may feel as though they do not have control over their grades or understand how their grades are earned.
● While there are established rules, practices, and routines for the school, the number of office referrals and the data from the teacher and student surveys would indicate that they are either ineffective or inconsistently implemented across the school. 20% of teachers disagreed with the statement "I feel like discipline issues are handled in a timely, fair, and consistent manner."
● 16% of teachers disagreed with the statement "In general, I believe our school is meeting the needs of our students." Additionally, nearly 60% of students scored below a Level 3 on the GMAS in language arts and math. This indicates that many students are not adequately being prepared for college and career readiness. .</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</table>

<table>
<tr>
<td rowspan="2">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?</td>
<td></td>
</tr>
<tr>
<td>● We have 57 students identified as English Language Learners who took the Georgia Milestones assessment last year. While our achievement data lags behind the district generally speaking, the GMAS achievement levels for several of our subgroups were particularly concerning. The low performance of our English Language Learners lagged behind both the district and the state as a whole, and indicates an urgent need to target these learners. We have made efforts to better prepare teachers who are teaching English language learners in classes that are unsupported by an ESOL teacher by providing them with targeted professional learning; however, the impact of this professional learning on student performance will not be measured until Milestones scores return. It is likely that whole-school professional learning for teaching English Learners will be needed in order to see the greatest impact.
● GMAS scores for our economically disadvantaged students were slightly behind, but roughly on par with Forsyth County and with the state. This is still an area needing more focus and attention in terms of resources and professional learning due to the fact that 30.1% of our students are identified as economically disadvantaged.
● While only 32 students identified as gifted took the Milestones assessment in 2023, this is an area where Little Mill's performance lags far behind both the</td>
</tr>
</table>

Strengths and Challenges Based on Trends and Patterns

	district and the state. ● 16.5% of Little Mill students are identified as Students With Disabilities. While SWD students at Little Mill performed slightly lower than the district average, they outperformed SWD students across the state in both math and language arts on the GMAS in 2023. ● Hispanic students, which make up 19% (or 166 students) of Little Mill's student body, achieved roughly on par with hispanic students across the state in math, but were behind both district and state performance for hispanic students in language arts on the GMAS. Due to the size of this demographic, this is an opportunity for growth for Little Mill. Professional learning on instructional strategies to maximize student writing and discourse around content would likely have a positive impact on this subgroup of students. In order to help these students perform, all teachers will be provided with Professional Learning designed to boost student engagement through instructional and behavorial strategies. ● Professional Learning on instructional strategies to maximize student writing and discourse around content would likely have a positive impact on this subgroup of students.

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?	
	● When analyzing student performance as measured by class grades when compared to student performance on the Georgia Milestones, it is apparent that there is incongruence. Student grades in classes indicate a high level of mastery for most of our students, and in fact the overall course average for all students is above 90% for all but a small handful of classes. This does not correlate with Milestones performance, where only 7% of ELA students and 19% of math students scored at a Level 4 proficiency schoolwide, and only 35% of ELA students and 32% of math students scored at a Level 3 proficiency. While more than half of Little Mill students are not proficient as measured by the Milestones, all but a few earn passing grades in their courses. Possible causes for this discrepancy could be a lack of alignment between state standards and course assessments, a deficit in the rigor of courses, students demonstrating an understanding of material on assessments but not truly mastering it well enough to retain it until the Milestones assessment, or students not putting forth their full effort on the Milestones assessment. Likely, the cause is some combination of all of these factors. Regardless, teachers and staff acknowledge that interventions must be implemented to improve student performance on EOG assessments. ● Teachers in ELA, reading, and math classrooms have used "data placemats" or other assessment data analysis tools to help students understand and reflect on their Milestones scores from previous years. It remains to see what, if any, impact this has on student achievement on the 2024 Milestones.

Strengths and Challenges Based on Trends and Patterns

	● With regards to our English Learners, only 46% made any performance band growth from 2022 to 2023 on the ACCESS test. This is certainly a contributing factor to low achievement by this same group of students on the GMAS. ● We believe that by strengthening school-to-home communication for all of our students, but particularly for our EL students, we can increase the level of commitment from both students and families to ultimately improve student achievement. We also believe that focusing our attention on using instructional strategies that require student interaction, discourse, formative assessment, and use of feedback to improve performance, we can improve student achievement. All teachers will receive professional learning on the use of high-impact as well as evidenced based strategies to ensure that all students are engaging with course content.

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	
	● It is evident through the teacher, student, and stakeholder surveys that Little Mill teachers care deeply about the students they serve, and are committed to taking care of them. Due to socioeconomic factors, itsLearning gaps exacerbated by COVID, and the high number of students we serve with specific learning needs, Little Mill can be a challenging place to work. Despite these factors, teachers at LMMS report overall job satisfaction and ? of the staff reported that they expect to still be at Little Mill in 5 years. ● Little Mill's student support team does an excellent job of making sure that our most at-risk students are taken care of academically, socially, and with material needs. Every Friday 34 students in need of resources at home receive bags of food to ensure that they are well fed over the weekend. There are student support groups to address varous issues, and provide students with additional supports. These are led by the counselors or the graduation coach. ● There are 15 students who are connected with an outside adult mentor who meets them at least once per week. ● The school also provides Connect Club for about 40 7th and 8th grades students who have early warning indicators of not graduating from high school. This group meets monthly. ● A total of 17 students are receiving Tier 3 interventions, and 112 are receiving

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.

	Tier 2 interventions. We have reorganized our fifth academic classes in 6th and 7th grade to offer reading classes to every student who does not receive a special education resource class, and in 8th grade the school offers a study skills/academic support class to assist almost 50 at-risk students. We also provide special education supports in the form of small group and co-taught classes that allow students to be in the least restrictive learning environment while also providing them with the academic support they need to be successful.

Challenges	
	It is clear from our data that our SWD, ED, and ESL students struggling to master state standards. We are also seeing some large discrepancies between the grades that students are receiving and their performance on standardized tests. This likely indicates a lack of alignment, a lack of rigor, or both. We are experiencing additional challenges with attendance and behavior that are likely exacerbating low academic performance. Many of our students do not believe that their classes are challenging or meaningful, and yet they are stressed out by their grades. While some teachers have received intermittent training in using SIOP strategies and Kagan structures to increase academic discourse in class, these strategies have not been widely implemented and all teachers need more professional learning and support in order to make these practices widely adopted.

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	Need for higher academic performance and growth in mathematics
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The percent of students scoring Beginning and Developing on the Milestones in this content areas has increased. This indicates a need to support mathematics with Title 1 funds for instructional materials and supplies, programs, supplemental funds for salaries and benefits for use in the school's Instructional Extension program. Having a Family Resource Room/Center as well as providing families with trainings/academic events to better help their student(s) be more successful at school. One of the areas of focus will include building teacher capacity in an effort to help build a stronger home-school connection. Title 1 funds will help with this by providing family resources, supplies as well postage for mailings.

Overarching Need # 2

Overarching Need	Need for higher academic performance and growth in language arts
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	The percent of students scoring Beginning and Developing on the Milestones in this content areas has increased. This indicates a need to support ELA with Title 1 funds for instructional materials and supplies, programs, supplemental funds for

Overarching Need # 2

Additional Considerations	salaries and benefits for use in the school's Instructional Extension program. Having a Family Resource Room/Center as well as providing families with trainings/academic events to better help their student(s) be more successful at school. One of the areas of focus will include building teacher capacity in an effort to help build a stronger home-school connection. Title 1 funds will help with this by providing family resources, supplies as well postage for mailings.

Overarching Need # 3

Overarching Need	Need for improved student behavior
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	n/a

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 - Need for higher academic performance and growth in mathematics

Root Cause # 1

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

Additional Responses	n/a

Root Cause # 2

Root Causes to be Addressed	Teachers at Little Mill are lacking in requisite skills to properly align standards, success criteria, and assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

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

Additional Responses	n/a

Root Cause # 3

Root Causes to be Addressed	Teachers at Little Mill are lacking in management practices to allow for student discourse and engagement with curriculum to be effectively implemented.
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

Additional Responses	n/a

Overarching Need - Need for higher academic performance and growth in language arts

Root Cause # 1

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

Additional Responses	n/a

Root Cause # 2

Root Causes to be Addressed	Teachers at Little Mill are lacking in requisite skills to properly align standards, success criteria, and assessments.
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

Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	n/a

Root Cause # 3

Root Causes to be Addressed	Teachers at Little Mill are lacking in management practices to allow for student discourse and engagement with curriculum to be effectively implemented.
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

Additional Responses	n/a

Overarching Need - Need for improved student behavior

Root Cause # 1

Root Causes to be Addressed	There is inconsistency with the enforcement and implementation of school-wide expectations and rules.
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

Additional Responses	n/a

Root Cause # 2

Root Causes to be Addressed	Teachers at Little Mill do not have the knowledge or support to implement management and/or restorative practices that will maintain a safe and supportive learning environment.
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 # 2

Additional Responses	n/a

Root Cause # 3

Root Causes to be Addressed	Teachers at Little Mill have not been trained to understand and respond to the specific needs of Little Mill's growing and changing diverse student population.
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

Additional Responses	n/a

School Improvement Plan
2024 - 2025

Forsyth County
Little Mill Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Forsyth County
School Name	Little Mill Middle School
Team Lead	Molly Lavin
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	Need for higher academic performance and growth in mathematics
Root Cause # 1	Teachers at Little Mill are lacking in instructional strategies that will engage students.
Root Cause # 2	Teachers at Little Mill are lacking in requisite skills to properly align standards, success criteria, and assessments.
Root Cause # 3	Teachers at Little Mill are lacking in management practices to allow for student discourse and engagement with curriculum to be effectively implemented.
Goal	The percentage of students scoring at Proficient or Distinguished on the Mathematics Georgia Milestones Assessment will increase from 51% in 2023 to 54% in 2025.

Action Step # 1

Action Step	Provide a 7th grade math teacher allotment to reduce class sizes in mathematics classes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Logic model; classroom grades, EOG scores, pre- and post-test in content areas, LOGIC model, SIP checklist
Method for Monitoring Effectiveness	Classroom performance data, EOG scores, SGP's, TKES, classroom observation, Logic model, SIP checklist
Position/Role Responsible	TKES administration, mentor, department chair, instructional coach, Lead Title 1 teacher
Timeline for Implementation	Others : Ongoing FY 25 school year

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)?	n/a

Action Step # 2

Action Step	Math, ESOL support, and IRR special education support teachers will participate in job-embedded professional development: utilizing strategies to increase student engagement in math, reviewing student achievement data, refining success criteria to increase student ownership, increasing student discourse in math classes. Substitutes will be used so teachers can have time away from the classroom for dedicated power planning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda and minutes from power planning, redelivery of professional learning from conferences to peers, minutes from Pacing and Assessment Guide, classroom observations, Logic Model, SIP Checklist
Method for Monitoring Effectiveness	EOG Scores, TKES, classroom observations, Logic model, SIP Checklist
Position/Role Responsible	LMMS Administrators, core academic teachers participating in "power planning", instructional coach, Lead Title 1 teacher
Timeline for Implementation	Others : Ongoing through the FY25 school year

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)?	n/a

Action Step # 3

Action Step	Provide supplemental funding for the school's Extended learning opportunities in Math including small group tutoring (salaries and benefits; instructional materials/supplies for direct instruction)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Attendance sheets, SIP checklist, beginning of program/end of program student data, LOGIC model, SIP checklsit
Method for Monitoring Effectiveness	Attendance data, classroom performance data, student/teacher survey data, EOG data, LOGIC model, SIP checklist
Position/Role Responsible	Title 1 Lead Teacher and math department chair, graduation coach
Timeline for Implementation	Others : In FY25 school year

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)?	n/a

Action Step # 4

Action Step	Parent education events and meetings providing materials and training based on grade level and content area to share Little Mill's instructional work, building parent capacity for supporting their students in math, and specialized groups to meet the needs of various parent groups with utilization of Title I funds for interpreters, childcare, supplies and a translation system for interpreters to us for the school's non English speaking families.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Attendance sheets/presentations and packets.
Method for Monitoring Effectiveness	Event packets and attendance sheets, Parent/teacher survey data
Position/Role Responsible	Title 1 Lead, Family Engagement Lead, Title 1 administrator
Timeline for Implementation	Others : Ongoing through the FY25 school year

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)?	n/a

Action Step # 5

Action Step	Provide supplemental instructional materials, supplies, web based subscriptions (ixl, Flocabulary)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Logic model for Flocabulary, SIP checklist
Method for Monitoring Effectiveness	Classroom performance data, MTSS data, Fast Bridge data, EOG date, classroom observation, Logic model, SIP checklist
Position/Role Responsible	Title 1 lead, math department chair, instructional coach
Timeline for Implementation	Others : Ongoing through FY 25 school year

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)?	n/a

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need for higher academic performance and growth in language arts
Root Cause # 1	Teachers at Little Mill are lacking in instructional strategies that will engage students.
Root Cause # 2	Teachers at Little Mill are lacking in requisite skills to properly align standards, success criteria, and assessments.
Root Cause # 3	Teachers at Little Mill are lacking in management practices to allow for student discourse and engagement with curriculum to be effectively implemented.
Goal	The percentage of students scoring at proficient or distinguished on the ELA Georgia Milestones Assessment will increase from 42% in 2023 to 46% in 2025.

Action Step # 1

Action Step	Provide a 7th grade ELA teacher allotment to reduce class sizes in language arts classes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom grades, EOG scores, pre- and post-test in content areas, BEACON interim data, SIP checklist, classroom schedule/rosters.
Method for Monitoring Effectiveness	English Language Arts EOG Scores, TKES, classroom observations, Logic Model
Position/Role Responsible	Title 1 Lead, Mentor, ELA department chair, TKES administrator
Timeline for Implementation	Others : Ongoing in FY 25 school year

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)?	n/a

Action Step # 2

Action Step	English Language Arts, ESOL support, reading, and IRR special education support teachers will participate in job-embedded professional development with the use of "power planning" days to include: utilizing strategies to increase student engagement in ELA, reviewing student achievement data, refining success criteria to increase student ownership, increasing student discourse in ELA classes. Substitutes will be used so teachers can have time away from the classroom for dedicated power planning, attending trainings and observing other teachers' as they teach.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda and minutes from power planning, redelivery of professional learning from conferences to peers, minutes from Pacing and Assessment Guide, classroom observations, SIP Checklist
Method for Monitoring Effectiveness	Classroom performance data, Milestones EOG, TKES, classroom observations, Logic Model
Position/Role Responsible	Title 1 Lead, Instructional Coach, Title 1 administrator
Timeline for Implementation	Others : Ongoing throughout FY25 school year

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)?	n/a

Action Step # 3

Action Step	Reading Teachers, who serve all 6th and 7th grade students, will participate in job embedded professional learning focusing on reading across the curriculum, as well as disciplinary literacy strategies for core academic contents. This will provide power planning days with substitutes provided, additional literacy resources provided through the FCS Literacy Cohort, and professional learning and resources aligned to vocabulary acquisition and decoding.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda and minutes from power planning, redelivery of professional learning from conferences to peers, grade level redelivery of vocabulary strategies, FCS Literacy Cohort information redelivery, classroom observations, SIP Checklist
Method for Monitoring Effectiveness	BEACON data, Milestones EOG scores, TKES, classroom observations, Logic model
Position/Role Responsible	Title 1 lead, ELA department chair, TKES adminstrators, Title 1 administrator
Timeline for Implementation	Quarterly

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)?	n/a

Action Step # 4

Action Step	Parent education events and meetings providing materials and training based on grade level and content area to share Little Mill's instructional work, building parent capacity for supporting their students in ELA, and specialized groups to meet the needs of various parent groups with utilization of Title I funds for interpreters, childcare, and supplies including postage and translator system.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign in sheets/packets for events
Method for Monitoring Effectiveness	Sign in sheets, packets for events, Parent/Teacher surveys, LOGIC model
Position/Role Responsible	Family Engagement Lead, Title 1 Lead, Title 1 administrators
Timeline for Implementation	Others : Ongoing throughout FY25 school year

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)?	n/a

Action Step # 5

Action Step	Provide supplemental instructional materials and supplies, and web-based subscriptions for ixl, Flocabulary, Achieve, and Reading Plus
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	SIP checklist, classroom schedule/rosters
Method for Monitoring Effectiveness	TKES, classroom observations, classroom performance data, student use data, BEACON interim data, MTSS data, Logic model for ixl, Reading Plus and Flocabuarly.
Position/Role Responsible	Graducation coach, instructional coach, lead Title 1 teacher, TKES admistrator
Timeline for Implementation	Others : Ongoing through out the FY25 school year.

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need for improved student behavior
Root Cause # 1	There is inconsistency with the enforcement and implementation of school-wide expectations and rules.
Root Cause # 2	Teachers at Little Mill do not have the knowledge or support to implement management and/or restorative practices that will maintain a safe and supportive learning environment.
Root Cause # 3	Teachers at Little Mill have not been trained to understand and respond to the specific needs of Little Mill's growing and changing diverse student population.
Goal	Reduce total number of students with three or more discipline referrals from 36 to 24 in the 2024-25 school year.

Action Step # 1

Action Step	All staff will receive training on the fundamentals of PBIS as a school-wide approach to reducing problem behaviors. This will include providing time for professional development, materials necessary for PBIS, and substitutes when training necessitates that teachers have time outside of classrooms. Substitutue teachers may be required for teachers to attend trainings.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Creation of a PBIS team, minutes from PBIS meetings, creation of initial behavior matrix, PBIS checkpoints with county coordinator, overall decrease over three year period of high level discipline referrals, Logic model, SIP checklist
Method for Monitoring Effectiveness	School discipline referral data. Logic Model, SIP Checklist
Position/Role Responsible	TKES administrators, Title 1 lead, Graduation Coach, Administrators, Instructional Coach
Timeline for Implementation	Others : Ongoing through out FY25 school year

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)?	n/a

Action Step # 2

Action Step	Little Mill work with Tara Davis, Forsyth County's PBIS and School Climate Coordinator, so that teachers will receive professional learning on classroom structures that are conducive to a well-managed classroom, as well as training on de-escalation techniques. Substitute teachers may be required for teachers to attend trainings.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Logic model, SIP checklist
Method for Monitoring Effectiveness	TKES, observations, school discipline data, MTSS data, Logic model, SIP checklist
Position/Role Responsible	TKES administrators, Title 1 Lead, Instructional and Graduation Coaches
Timeline for Implementation	Others : Ongoing throughout the FY25 school year

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)?	n/a

2.3 Overarching Need # 3

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)?	n/a

Action Step # 3

Action Step	Teacher training and implementation PL including engagement strategies, evidence based instructional practices, trauma informed PL, restorative practices, high leveraged job embedded instructional strategies, PBIS, classroom management, executive functioning, and de-escalation strategies Substitutes will be used to cover teachers classes should they be needed to attended trainings as well as observe in other classrooms.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Agendas based on FCS Engagement Structures Resources, increased student attendance, Logic Model, SIP checklist
Method for Monitoring Effectiveness	Logic model, Student discipline data, Milestones scores for content area, TKES, classroom observations, Logic model, SIP checklist
Position/Role Responsible	Instructional coach, Title 1 Lead, Graduation Coach, ESOL teachers., administration, TKES administrators, lead Title 1 teachers
Timeline for Implementation	Others : Ongoing throughout FY25 school year

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)?	n/a

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).	● Title 1 Leadership meeting ● Stakeholder input & data analysis meeting ● CNA data analysis organizational meeting ● Teacher input of systems and subsequent standards ●Title I Leadership Input Review & Plan Development Working Sessions/Meetings ●District Leadership planning meeting ●Stakeholder Input meetings and surveys

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.	Administrators and the school's Graduation Coach closely monitor, and analyze, multiple criteria to determine the best placement for students. Student classroom performance, Milestones EOG scores, BEACON interim data, Fast Bridge screener as well as progress monitoring data are some of the criteria used. Collaborative teams also analyze formative and summative assessment data which can provide additional insight regarding student placement. TKES and teaching observational data also ensures that teachers are effectively serving students at the school. Each school's administrative team knows the strengths and weaknesses of their teaching staff and understands the methodologies and teaching strategies. This enables administration to match the needs of each student - placement from year to year is individualized. This individual attention assures that students are properly scheduled. In addition, our support teachers (General Education/ ESOL/Special Education) that provide instruction to the most academically at risk students are highly effective, experienced teachers. Also, highly effective teachers are utilized in both regular and remedial instructional time (Instructional Extension, ESY, and summer school). All LMMS teachers are highly-qualified to teach students in their assigned content areas with no teachers teaching out of certified fields. LMMS has a strong teacher mentor program, in which new teachers are paired with valued veteran teachers as mentors. LMMS' teacher induction leaders meet regularly with new teachers and mentors to ensure these teachers are receiving communication and support. LMMS administrators work closely with this team and with the school's Instructional Coach to provide support to new teachers in need of growth and development. This individual attention assures that no student is taught by an inexperienced, or ineffective teacher. For the FY25 school year, an emphasis will be on providing teachers and staff will Professional Learning to improve both academics and behavior at the school. These trainings will include evidenced based strategies, high leverage/high impact instructional strategies, PBIS, trauma informed schools, restorative practices, classroom

	management, executive functioning and de-escalation training.

| 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). | At Little Mill, English Language Arts is the content area indicating the greatest need for growth. At the school, the master schedule provides for all 6thand 7thgrade students to have a reading class in addition to their ELA class. Placement in the reading courses is determined using multiple criteria. These include the following: Milestones EOG scores, classroom performance data, interim assessment scores (BEACON), teacher input. and course averages. Furthermore, the school utilizes a Multi-Tiered Support System (MTSS) in which 3 tiers are available for student placement in these reading classes. Data from universal screeners and from progress monitoring assists the Graduation Coach in proper placement in classes. Placement for these classes include Tier 1 (general student population), Tier 2 (students needing some level of support for academic success), Tier 3 (students at highest risk of academic failure) as well as Special Education Literacy.
One of the action steps for the 2024-25 school year is to hire two teachers using Title 1 funds – one for 7th grade ELA and one for 7th grade math. The school is electing to use the Reduced Class Size model as it will allow for teachers in the grade level(s) with the additional segments of ELA will be more easily able to employ the use of greater degrees of differentiation, stations, learning experiences, conferences, and small groups in their instruction. This will be monitored not only through the TKES process, but using additonal observations by administration, coaches and teacher leaders. Progress/growth will be documented at the mid year and end of year. A logic model will be used for these additional teachers. Supplemental instructional materials and supplies will be purchased with Title 1 funds to support direct instruction in these ELA classes. Additionally, technology and web-based subscriptions (ixl, Flocabulary) will be purchased to aid in the instruction of at-risk learners. This monitoring process as well as the Title 1 expenditures will extend to the Title 1 math teacher being hired as well.
At the school, mathematics is another content area showing the need for significant growth. As mentioned, in the 2024-25 school year Title 1 funds will be spent to hire a 7th grade math teacher. The Reduced Class size model will be used for this teacher as well for the reasons listed. As with the ELA teacher, supplemental instructional materials and supplies will be provided to support direct instruction in the Title 1 math classes. Additionally, technology and web-based subscriptions (ixl, Flocabulary) will be provided to aid in the instruction of at-risk learners. Professional Learning on high leverage, high impact instructional strategies, classroom management, trauma informed schools, executive functioning, and restorative practices will be a focus at Little Mill. Substitutes will be provided for teachers to attending PL and trainings as well as to observe these practices be implementing in other classrooms. Additionally, teachers will engage in collaborative planning and data teaming to better drive instructional decisions. Title 1 funds will also be allocated to supplement the school's Instructional Extension (IE) program. The master schedule for the school does not allow for each student to have an additional serving of math as is the case for reading. The school's IE program takes place before school |

two mornings per week. The program begins in October and runs through the end of March. Small group tutoring/help sessions are also held on Thursdays after school. In previous years, LMMS also hosted Saturday School which provide additional support for at risk students. Title 1 monies will be spent to supplement the monies allocated by the county by funding teacher salaries and benefits. The school's IE program uses the acceleration model to assist at risk students in mastering standards. Supplemental materials including paper, pencils, markers, folders, chart paper and white boards will be purchased using Title 1.

Professional Learning on high leverage, high impact instructional and evidenced based strategies, student engagement strategies, classroom management, trauma informed schools, executive functioning, and restorative practices will be a focus at Little Mill. Teachers will be provided substitutes will be provided for teachers to attending PL and trainings as well as to observe these practices be implementing in other classrooms. Additionally, teachers will engage in collaborative planning and data teaming to better drive instructional decisions.

The school does not have a full time Family Engagement Coordinator, but the Title 1 Leadership team will be working closely to implement the Family Engagement Plan (FEP), and to ensure the school's Title 1 Folders as well as all other required components are executed as required. One of the members, the school's ESOL lead, will head up the school's Family Engagement program. This person's salary will not be funded using Title 1 money. The program is designed to build staff capacity in home school communication, and to help families help their students be academically successful. The school will host trainings and academic opportunities for families to better help their students at home. A Family Resource Center will be available for parents to access materials and resources as well as to attend conferences, meetings, and trainings. Title 1 funds will be allocated for books other than English, homework help resources, postage, binders, dividers, envelopes, labels, paper, pencils, pens, markers, folders, chart paper, office supplies The number of families not speaking English is increasing at the school so to better communicate, Title 1 funds will be spent to purchase a translation system.

Finally, students who are residents of Neglected Facilities such as Bald Ridge Lodge (boys) and Jesse's House (girls) are provided the same opportunities as all students at the school as they too undergo the same process in the placement in all classes. These students are provided the same access to resources and computer-based interventions as other students. These students are also eligible for tutoring services provided by Neglected Set Aside. Additionally, the staff at Neglected Facilities are invited to attend family engagement opportunities too. At risk students who are part of the MTSS framework, are progress monitored with fidelity according to their placement on Tiers 2 and 3. Finally, the students at the school are engaged in a variety of lessons designed to improve their executive functioning. Many times, at risk students are significantly lagging in these skills. Lessons are delivered to help students learn to forecast, set goals and analyze progress. In 2024-25, the school is planning to increase its efforts in helping students develop more fully in their executive functioning. This will benefit all students not just at-risk 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. | The identification of eligible children most in need of services in Title 1 targeted assistance programs at the school will include a multiple criteria rank order system. In previous years, the school had access to a survey program called TINA. The program rank ordered each student at the school based upon the information entered in to the program. The criteria measured were the following: teacher and/or parent recommendation, failing grades, need of assistance to complete assignments/work, EOG/EOC scores,Lexile levels, MTSS information, absences, and retention information. Each student's information was entered and then a spreadsheet was generated ranking all of the school's students from highest to lowest point values. Then the list can be used to determine which students are most at risk and who will be served in the targeted assistance program. A "cut score" is determined for eligibility, and any students within that point value, or higher, are included in the program. The use of a program such as TINA is very efficient in determining point values for all students and helps to ensure no students are excluded. If the TINA program is not available should the school need to rank order students, it is felt that a spread sheet using the same multiple criteria would also be effective.

The survey includes both subjective and objective criteria. Subjective criteria include teacher and parent recommendation as well as whether the students requires additional support to complete assignments. These measures are important and provide a greater understanding of the needs of a student. Each of these criteria has a point value assigned to them. When considering whether a student is eligible for a program these insights are important but do not yield a complete overview of a student. To accurately identify which students are most in need of a program, objective measures must also be used in evaluating highest academic need. The measurable scale for ranking order students will be:

EOG/EOC = Beginner, Developing	2 points
EOG/EOC = Proficient, Distinguished	0 points
Grades = 70 or below	2 points
Grades = 71 to 75	1 point
Grades = Above 75	0 points
Absences = Greater than 10	1 point
MTSS = Tier 3 (SST)	2 points
MTSS = Tier 2 (IST)	1point	

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.	LMMS collaborates regularly with the elementary feeder schools to ensure a smooth transition for rising 6th graders. Activities are planned for these students including Middle School 101 where the rising 6th graders and their families attend a program at the school to aid in the transition process. LMMS' 6th grade administrator and Graduation Coach meet with the 5th grade teachers from both feeder elementary schools to discuss the rising 6th graders in ensure students are enrolled in the courses to best fit their academic needs. Family academic nights are also hosted to help build parent capacity for middle school content. Finally, the school hosts a summer transition event known as Mustang Camp where rising 6th grade students and their families attend in an effort to assist both the student and their parents in making the move to middle school.

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.	At LMMS a transition plan is in place that takes effects at the beginning of each student's 8th grade year. The following is an outline of the transition activities and meetings. - Middle to High School Transition: Coordinate and provide activities designed to help facilitate the smooth and successful transition of students from the middle to high school setting. Activities include: -Transition Guidance: Provide classroom lessons on high school credits, GPA, graduation requirements and career planning. -High School Information Sessions: Career, Technical, Agriculture and Engineering staff from the high schools visit LMMS to talk to 8th grade students about their career pathway and specific elective options in high school. -High School Shadowing Experience:Selected 8th grade students participate in a peer shadowing experience where they spend the day at participating high schools with a current high school student. -High School Registration: Insure that all LMMS 8th grade students are registered for high school courses. Counselors assist students in the computer lab during the final days of registration. -Completion of CCRPI/Bridge Bill requirements: Currently, all 8th graders are required to create an account with You Science, complete a career or interest assessment and prepare a 4-year individual graduation plan for high school. Counselors ensure that this plan is in agreement with current Career Pathway options available at the high school. -SST/IEP and Share Team transition meetings: Meet with the high school graduation coach and counselors to address individual concerns regarding 8th graders entering high school. Students and parents were invited to a live "Meet and Greet" meeting

	for students attending East High School in the upcoming year. At this meeting, parents were afforded the opportunity to meet and ask questions of staff members.

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.	In the 2024-25 school year, LMMS will implement Postive Behavior Intervention Supports (PBIS). Currently, the school follows a progressive discipline approach that focuses on small consequences to change behaviors, prior to moving to more severe consequences that may result in removing students from the classroom. Students engage in multiple lessons at the start of the year to learn the schoolwide expectations of behavior. Furthermore, the school's focus on relationship building is felt to be important in an effort to make sure overuse of discipline that removes students from the classroom does not occur. The school's master schedule allows for time within the school day to foster relationship building. This is one of the initiatives put into place as a means of reducing behavior concerns. LMMS must follow the procedures for preventing behavior/discipline concerns in our school buildings. Student Support Services implements social/emotional health training for all administrators. These supports are put in place to hopefully prevent behaviors before they occur. All administrators are also trained in the Progressive Discipline Procedures and the Chronic Behavior Plans. If behavior issues arise with students, the schools first follow the Progress Discipline Procedures. MTSS supports to with behavior interventions and contracts and implemented to an effort to improve student behavior. If the behavior persists, a Chronic Behavior Plan is introduced. Before a student may be Out of School Suspended (OSS) , the school must follow both previous plans and keep documentation of implementation. The School Safety Department monitors documented behavior referrals frequently to ensure that no schools, especially Title I schools, are overusing discipline practices that remove students from the classroom.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	In reviewing data and in hosting a number of CNA and SIP input meetings with all stakeholders, LMMS is prepared to meet the challenges facing the school. As indicated throughout the SIP, the school's population includes a significant Economically Disadvantaged (ED) population as well as a large Student With Disability (SWD) population, and a growing EL population. Additionally, there are many students facing mental health issues also impacting the school as well as student performance. There is a significant number of students who require significant support from administration, counselors, the Graduation Coach, the social worker and the SAS.There are a large number of students with excessive absences (over 10) which affects student learning and subsequent performance. Throughout the CNA as well as in other Title 1 Leadership Team meetings it became evident

ADDITIONAL RESPONSES

that the challenges facing the school had root causes that in some part were outside of the control of the school. This included a lack of emphasis on the part of families of the importance of education - a root cause the school can do little about. However, it was also evident there was a thread throughout all of the challenges facing the school that could be impacted. In short, what the teachers, and staff, were doing could impacted student learning, behavior and attendance. Student engagement is directly correlated to the strategies teachers employ in the delivery of instruction. Much of the focus for the 2024-25 school year will be on Professional Learning for teachers and staff as well as in providing family academic events.

Professional Learning with a focus on high leverage, research- and evidence-based instructional strategies as well as learning on social emotional, trauma informed, restorative practices, classroom management, PBIS, executive functioning, and de-escalation strategies will be provided in 2024-25. This will be emphasized to build teacher capacity and to ensure teachers are meeting the academic, and social emotional, needs of all students. Title 1 funds will be used to provide these trainings and to provide substitutes for teachers to attend trainings as well as to observe in classrooms, or in other schools, where these strategies are effectively being implemented. Additionally, an a continued emphasis on collaboration and data teaming will be in place with teachers engaging in roles as leaders in these processes.

The largest expenditure of Title 1 funds will be the hiring of two (2) full time teachers - one for ELA and one for math. The funds will pay for salaries and benefits/substitutes for the teachers. The model employed by the school will be the Reduced Class Size model. The school will continue with a master schedule allowing for all 6th and 7th grade students to receive an additional period of reading instruction. Further, the school will continue with Learning Support Time (LST) where students can receive additional support within the school day. This time allows for teachers to pull students for additional time on standards as well as to offer students an opportunity to participate in reteach, relearn, and recover summative assessment/project.

Title 1 dollars will be utilized to provide substitutes for teachers to participate in Professional Learning on job evidence based. embedded high leverage, high impact instructional strategies, trauma informed schools, restorative practices, student engagement, PBIS, classroom management and for de-escalation strategies. Additionally, providing substitutes will also allow the school's teachers to observe in classrooms where these strategies are being effectively implemented. Additionally, substitutes may be provided for collaborative planning experiences designed to utilize the Professional Learning to create lessons. These experiences will be funded by the school's General funds when not allowable under Title 1.Supplemental funding for the

ADDITIONAL RESPONSES

| | school's extended learning opportunities will also be provided.

Funding by Title 1 will provide supplemental materials and supplies for Title 1 teachers/instructional extension teachers to use for instruction, web based subscriptions such as ixl and Flocabulary, calculators for use in Title 1 math classes and programs, books other than text, audio books as well as prescriptive computer based interventions that are a necessity to help improve student learning and subsequent achievement. Books other than text, teacher resource books, and books for professional development will be included in the school's budget. Title 1 funds will be allocated to carry out the school's Title 1 Family Engagement plan. One expediture planned is a translation system. Title 1 funds will be allocated to assist the families of the school by providing academic resources to be used at home and to build parent capacity by providing translators and postage as needed as well as helping to build teacher capacity. Other materials and supplies needed to host family academic nights and operate a family resource centered will be funded by Title 1 money. Finally, the school budget will provide a supplement for off-contract time (up to 80 hours) for the TI lead teacher to perform all duties to facilitate the needs of at-risk learners through the support of the U.S. Department of Education's "Statement of Purpose" and will be monitored with the LOGIC Model. 4.a. Definition of evidenced based interventions or effective strategies to improve student achievement.

The school will be using a School Improvement Plan (SIP) Checklist to review the effectiveness of the FY25 plan. The plan will be reviewed at the mid year and at the end of the year. This process will include using data from the State's annual assessments and other indicators of academic achievemnt. This checklist provides a framework to for the regular monitoring of action steps in the plan which has be designed to ensure the continuous improvement of students in the schoolwide program.

A review of the school's goals and action steps necessary to reach the goals yielded the following list -
-Two (2) full time Title 1 teachers; one (1) for ELA and one (1) for math. Will use the Reduced Class Size model = LOGIC model
- Provide computer-based interventions/programs (Achieve 3000/Reading Plus) = ACHEIVE - Strong; Reading Plus - Strong
-Provide ixl for math = Strong
-Provdie ixl for ELA = LOGIC model
-Provide web-based subscriptions (Flocabulary) = Logic Model
- Provide supplemental funding for the school's extended learning opportunites in math as the master schedule does not allow for additional segments of math support. And, provide , supplemental Title 1 funds will be used for small group tutoring after school and on for Saturday School (salaries and benefits) – Logic Model
- Provide Job Embedded Professional Learning (books, resources, speakers, subs for content area teachers) on evidenced based, student |

ADDITIONAL RESPONSES

	engagement, high leverage, high empact instructional strategies, and classroom management - Logic Model - Provide Job Embedded Professional Learning (books, resources, speakers, subs for content area teachers) on PBIS,restorative practices, trauma informed schools, exective functioning and de-escalation - Logic Model - Provide a supplement for during off-contract time (up to 80 hours) for the TI lead teacher to perform all duties to facilitate the needs of at-risk learners through the support of the U.S. Department of Education's "Statement of Purpose" and will be monitored with the Logic Model. - Provide postage, translation, materials, books to carryout the school's Family Engagement plan - Logic Model. -Provide a translation system to carry out the school's Family Engament plan - Logic Model.