



Comprehensive Needs Assessment 2019 - 2020 District Report



International Academy of Smyrna

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.

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Katrina Brinker
Multiple Program(s)	Federal Programs Director	Zinta Perkins
Multiple Program(s)	Curriculum Director	Elizabeth Merritt
Multiple Program(s)	School Leader (#1)	Katrina Brinker
Multiple Program(s)	School Leader (#2)	Aleceia Lyles
Multiple Program(s)	Teacher Representative (#1)	Curliss Harris
Multiple Program(s)	Teacher Representative (#2)	Brittany Talley
McKinney-Vento Homeless	Homeless Liaison	Michele Jones
Neglected and Delinquent	N&D Coordinator	NA
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Hilda Tate
Title I, Part A	Title I, Part A Director	Zinta Perkins
Title I, Part A	Family Engagement Coordinator	Tonicka Lewis
Title I, Part A - Foster Care	Foster Care Point of Contact	Michele Jones
Title II, Part A	Title II, Part A Coordinator	Zinta Perkins
Title III	Title III Director	Zinta Perkins
Title IV, Part A	Title IV, Part A Director	Zinta Perkins
Title I, Part C	Migrant Coordinator	NA

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	NA
Multiple Program(s)	Testing director	Ashley Haney
Multiple Program(s)	Finance director	Nicole White
Multiple Program(s)	Other federal programs coordinators	NA
Multiple Program(s)	CTAE coordinator	NA
Multiple Program(s)	Student support personnel	Aleceia Lyles

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Brandi Dixon
Multiple Program(s)	High school counselor / academic counselor	NA
Multiple Program(s)	Early childhood or Head Start coordinator	NA
Multiple Program(s)	Teacher representatives	Skyler Randolph
Multiple Program(s)	ESOL teacher	Quadira Nelson
Multiple Program(s)	Local school governance team representative (charter systems only)	Nana Boone
21st CCLC	21st CCLC program director	NA
21st CCLC	21st CCLC site coordinator or data specialist	NA
Migrant	Preschool teacher	NA
Special Education	Student success coach (SSIP)	NA
Title II, Part A	Human resources director	Zinta Perkins
Title II, Part A	Principal supervisors	NA
Title II, Part A	Professional learning coordinators	Elizabeth Merritt
Title II, Part A	Bilingual parent liaisons	Cecilia Pena
Title II, Part A	Professional organizations	NA
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	Cornell Longino, Marie Davis, Nana Boone
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	NA
Title III	Refugee support service staff	NA
Title III	Community adult ESOL providers	NA
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	Najee Guthrie
Title IV, Part A	Technology experts	Jeff Lennox
Title IV, Part A	Faith-based community leaders	NA

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.

Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Lashonta Salter
Title I, Part A - Foster Care	Local DFCS Contacts	Aleceia Lyles
Title II, Part A	Principals	Katrina Brinker
Title II, Part A	Teachers	Elizabeth Merritt
Title II, Part A	Paraprofessionals	Ernestine Davis
Title II, Part A	Specialized Instructional Support Personnel	Elizabeth Merritt
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	NA
Title I, Part A	Parents of English Learners	Marie Mendoza

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	NA
Multiple Program(s)	Technical, college, or university personnel	NA
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Natasha Stapleton
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	NA
Migrant	Farm worker health personnel	NA
Migrant	Food bank representatives	NA
Migrant	Boys and Girls Club representatives	NA
Migrant	Local health department representatives	NA
Migrant	ABAC MEP consortium staff	NA
Migrant	Migrant high school equivalence program / GED representatives	NA
Migrant	College assistance migrant programs	NA
Neglected and Delinquent	Residential facility(ies) director(s)	NA
Special Education	Parents of a student with disabilities	NA
Special Education	Parent Mentors	NA
Title II, Part A	School council members	NA

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The CLIP team included staff, parents and community members with the intention of being inclusive and representative of all demographic, ethnic and student groups in the school. Consideration was also given to the population of students/families in Cobb County, those who may potentially enroll. Because IAS is a small charter school, individuals on the team provided input regarding multiple areas related to school improvement. Parents and staff provided input in person and by responding to surveys.</p>
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<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</p>	<p>Stakeholders were provided multiple opportunities to provide feedback. Face-to-face meetings were held as well as establishing means for stakeholders to give input in writing. Formal stakeholder meetings began in February and continued through the end of the school year. Parents submitted surveys and were invited to two stakeholder input sessions. Informal feedback sessions for parents were held during the school year during parent visitation days and principal forums. Students were able to provide input to school administration during first semester and second semester. Staff members also provided feedback to the administration a when responding to surveys, evaluations or in small group meetings. During all meetings, ample time was given to participants to thoroughly discuss topics and reach consensus, when needed, on various programs and operations at school.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
4. Not Evident	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	✓
4. Not Evident	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.91
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.76
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.76
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.88
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.88
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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 District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	✓
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	✓
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	✓
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	✓
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	✓
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	✓
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.12
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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 District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.12
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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 District Performance Standard (GDPS). 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

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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 District Performance Standard (GDPS). 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

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	✓
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	✓
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.91
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.76
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.76
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.88
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.06
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.88
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.12
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use?</p>	<p>Perception data included the following: Trends related to teacher surveys and feedback conversations; parent climate and Title I surveys; student input; key points from parent and staff input meetings; and feedback from professional development evaluations.</p>
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<p>What does the perception data tell you?</p>	<p>Families and staff have enjoyed the family friendly atmosphere at IAS. The small school environment and being a school of choice have been mentioned by parents and staff as positive aspects of the school. Previously, families and staff shared concerns with the lack of consistency with operational processes, poor communication and follow-through from the administrative team and some teachers. During the past year, communication was targeted as an area of concern and a variety of communication tools were used to reach parents and to engage the community. There was a concern regarding the decline in school's academic performance over a five-year period of time. Test scores, however, improved during the 2018-2018 school year. The perception was that the school's mission of being an IB program was not fully embraced and implemented. The Governing Board made the decision to discontinue implementation of the IB program and to focus on rigorous curriculum, experiential learning, service learning, Spanish in all grades and stakeholder engagement. In the past, teachers also cited the lack of resources as a major concern. With the addition of federal programs and slightly increased budget revenue, teachers were able to get additional resources and technology for instructional use. The Governing Board also changed the organizational structure of the school after reviewing input from teachers and families. Instead of a single leader structure for the district, a dual leadership model was implemented utilizing a Head of School and Director of Operations. This changed addressed the perception that improvements with the operational structure, timely communication and follow up regarding concerns from the administration to staff and parents were needed.</p>
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<p>What process data did you use?</p>	<p>The following process data was reviewed: Agendas and minutes from grade level, RTI, School Leadership Team and staff meetings; teacher surveys and feedback conversations; parent climate and Title I surveys; student surveys of instruction and climate; key points from parent and staff input meetings; feedback from professional development evaluations; and SACS external review.</p>
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<p>What does your process data tell you?</p>	<p>In reviewing comments and input regarding school processes, there were effective practices in place. Sessions were evaluated, and adjustments were made to meet the needs of staff. Efforts continued to keep parents involved with school activities. The school moved from Title Targeted Assistance to a Schoolwide Title school. The parent facilitator continued providing</p> <p>There was still a need to improve consistency with implementation of school improvement practices, such as infrequent monitoring of the teachers' use of evidence-based instructional strategies, lack of structures or systems for monitoring the DIP action steps. A targeted monitoring system that was shared with all stakeholders was needed. Through the Data Team process, teachers must to continue to develop systems that effectively identify student deficits that lead to personalized learning for individual students.</p> <p>Communication processes, that are timely and specific to students' needs, must be identified for staff. A mutual process of two-way communication that is beneficial to parents and students should also be employed. Finally, teachers should continue to provide input for their professional development needs. Timely and effective communication was the process that needed to be improved from the parents' perspective. Information should be targeted to specific student learning needs so that parents could assist their students with mastery of standards. Parents wanted the administration to be more sensitive to their needs and work schedules when planning meetings and events.</p>
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<p>What achievement data did you use?</p>	<p>The following achievement trend data was analyzed: CCRPI; Georgia Milestones End of Grade; NWEA MAP; Moby Max; and local school summative and formative assessments.</p>
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<p>What does your achievement data tell you?</p>	<p>When viewing student performance from previous years, achievement data at IAS was mixed. Overall, IAS standardized test scores declined over a five-year period from 2013 to 2017. Math was an area of struggle with a 15% drop each year. Along with math, there was a significant drop in science with the percent of students in Achievement Levels II - IV being below the state average. The percent of students reading on or above grade level was the same percent of students scoring at the beginning level in science and social studies. Gains made by 3rd grade were lost by 5th grade, but the 5th grade cohort scored higher than the district and the state in all academic areas. A large percentage of students scored in Achievement Level II.</p> <p>When looking at performance by student groups, IAS girls outperformed boys across the subject areas. IAS is predominantly a minority school and the students struggled across all the content areas. Economically disadvantaged, ESL and Students With Disabilities performed below other student groups. There was some improvement in student scores for the 2017-2018 school year. Increases were noted in scores for ELA and math in all grades except fourth grade ELA and sixth grade ELA. The following grades met the DIP goal of a 5% or more increase: 3rd in both ELA and math, 4th in Math and 5th in ELA. Positive cohort growth was noted in the following grades and subjects with</p>
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<p>What does your achievement data tell you?</p>	<p>student achievement levels 2 through 4: 3rd to 4th graders in math with an 11% gain, 4th to 5th graders in ELA 6% gain, 5th to 6th graders in math 11% gain.</p> <p>When compared to students in the state, 3rd, 5th and 6th graders at IAS performed higher than the state average. Lexile scores revealed that IAS had more students above and within the Lexile band than students across the state. In math, however, IAS students in all grade levels performed lower than students across the state.</p> <p>Structures and practices utilized during 2017-2018 produced some positive growth. Efforts must continue to develop an effective teaching force where positive gains can be sustained across all subjects and grade levels. A schoolwide emphasis on understanding curriculum standards and using the most effective instructional strategies was needed in both ELA and math, but particularly in math.</p>
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<p>What demographic data did you use?</p>	<p>The following demographic data was used: Student demographic trends including race/ethnicity, economically disadvantaged, ESL and SWD; discipline; and attendance reports.</p>
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<p>What does the demographic data tell you?</p>	<p>Due to the change in authorization at the end of the 2017, IAS went from a K – 8 school to K – 6 school. The enrollment dropped from over 1000 students to 539, with the current enrollment at 455. Trend data, including the transition year, revealed the following: An increase in economically disadvantaged students from 55% to 61%, a decrease in white students, and an increase in Hispanic students. IAS had a 98.2% minority population which has increased over the past five years. There has also been an increase in SWD students but IAS was below the state average. The ESL population of 15.3% was higher than the state average.</p> <p>Absences and tardies continue to be a concern, mainly due to parents having to provide their own transportation. Student insubordination and disrespect comprised 32% of all referrals and aggressive behaviors were 20% of all referrals. The number of aggressive discipline infractions increased, with some students also requiring therapeutic and wrap around services. Steps were taken to address the behavior management plan. The implementation of the "Scholar Dollar" program was promising with students and teachers buying into the program. Data revealed that the Scholar Dollar program was promising with a decline in in-school and out-of-school suspensions.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There are some effective practices in place at IAS that contributed to a coherent instructional system. In past years, inconsistent implementation of the action steps and infrequent monitoring of the implementation of the school improvement structures negatively impacted student success and school operations. The administration focused on ensuring that all staff implement the school's expectations with fidelity which resulted in improvements being made with student achievement. Emphasis, however, on a targeted monitoring system must continue to be implemented. While teachers worked hard to plan lessons and provide quality instruction, the use of evidence-based instructional strategies must be implemented continuously. Over the past year, improvements were noted with the Data Team process and some monitoring of instructional practices. A more intense monitoring system with frequent feedback to teachers is needed. With continuous administrative support, teachers made improvements with their understanding and implementation of the data team process. Emphasis should now be placed on making timely decisions regarding students' performance and personalizing instruction to close gaps. Teachers were also beginning to develop a better understanding of the curriculum standards but must focus on planning rigorous lessons where students can demonstrate their understanding and application of knowledge at high levels.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The leadership at IAS communicated the vision, mission and goals to all stakeholders on a regular basis. While some action steps were not always implemented consistently, leadership shared expectations and monitored implementation occasionally. Leadership must focus on a consistent system of monitoring effective instructional practices with timely feedback to teachers and instructional staff.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>IAS assured that professional development sessions were relevant and aligned with the needs of students, staff and parents. Professional development sessions were held in a variety of ways: (1) Whole group, small group or individual training; (2) Off campus training; (3) Onsite half day professional development using the Professional Learning Communities model; and (4) short targeted professional development during staff meetings. Assessing the impact of professional development on student learning improved but a structured monitoring system should be implemented consistently. A fully-developed monitoring system will also increase the effectiveness of teachers and leaders.</p> <p>Staff expressed concerns regarding the time provided to process and practice strategies or expectations learned during professional development. The administration expressed concern that there were more teachers in need of support or intensive training than the staff could accommodate.</p> <p>Over the past five years, teacher turnover was a consistent problem at IAS with a high of 40% but only 17% for 2018. Due to the numbers of new and inexperienced teachers at IAS, teacher development programs were created with a mentoring program, new teacher development, and individual coaching of teachers. These programs continued. In reviewing the TAPS standards, professional development should focus on the following areas: TKES 3 Instructional Strategies, 4 Differentiated Instruction, 6 Assessment Uses, and 8 Academically Challenging Environment. Feedback to teachers was generally shared through the TKES portal or during whole group or small group meetings. Teachers should continuously receive individualized, specific feedback as often as possible. This is more challenging with just the Head of School conducting all evaluations. With targeted professional development and strategic use of the Academic Coach, teacher leaders and utilizing peer observations, teachers will receive feedback needed to make improvements with their instructional practices.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Several opportunities were available to all parents and students to welcome and engage them in school life. Even though activities were planned by school officials, overall parent attendance at activities and volunteerism steadily declined over the past five years. As a Targeted Assistance school during FY18, parents of TA students actively participated in training sessions and school events. The Parent Facilitator and Academic Coach made personal contact with TA parents. When moving from TA to schoolwide status, participation by parents decreased. Parents provided input on activities or events that would attract better attendance. Parents also requested ample planning time to attend school events. Based on parent input, changes were made regarding the type of training provided and adding multiple training sessions. Despite these changes, parent engagement remained low. Efforts to reach parents in FY20 will continue with sharing strategies at sessions where students perform; videotaping or video streaming training sessions; using carpool as a time to disseminate information; and continuing to add multiple</p>

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>dates and times for the same training. Training will also be provided on Saturdays.</p> <p>A Family Handbook that included policies, practices and procedures was disseminated to all parents but intentional actions to note parents' understanding of operational and curriculum procedures were needed. Repeating orientation sessions will assist in acclimating parents to all rules, procedures and policies. During FY18, stakeholders expressed concerns with communication that was not always timely, structured and designed to specifically inform parents of their child's progress. Leadership did make improvements with timely communication.</p> <p>It is necessary to continue working on two-way communications regarding student achievement and how parents can support their students' learning. True collaboration is needed where parents are supported, informed of instructional practices and engaged in problem-solving opportunities.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Safety procedures and protocols were in place that supported a safe school environment. Drills were practiced, and students understood their responsibilities. During FY19, a comprehensive safety assessment was conducted and revisions were made as needed.</p> <p>Facility maintenance and cleanliness were areas of concern. Securing an effective maintenance/custodial company allowed for improvements in this area. During FY19, the Governing Board changed the organizational structure by using a dual leadership model. The Head of School focused on academics and instruction while the Director of Operations focused on facilities, human resources, finances and other non-academic processes. Maintenance and custodial concerns were effectively addressed.</p> <p>The school counselor was proactive and highly engaged in working with students to meet their needs. Staffing limitations affected student support systems and services. Coordinated efforts with outside agencies were considered to provide support to school personnel. Roles and responsibilities of staff were clear and designed to improve student achievement and behavior. Utilizing contracted support staff like the behavior therapist, psychologist and other specialized professionals provided needed assistance to the administrative team and counselor. Due to the increasing number of students with emotional needs and learning challenges, support specialists should remain engaged with school staff.</p> <p>IAS continued to modify the RTI process so that all students' needs were identified, and plans were developed to help individuals reach success. Teachers gained more knowledge of the RTI process and implementation improved. A positive behavior program was added in FY19 which proved to make some difference with student behavior. IAS should continue to seek outside services to support students with challenging behaviors as well as incentives to motivate the general population.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school's demographics have changed over the past few years. There has been an increase in the minority population and a decrease with white students. There was also an increase with economically disadvantaged students which allowed the school to become a Title I Targeted Assistance school in FY18 with schoolwide implementation in FY19. IAS was authorized by the SCSC for the FY18 school year instead of being under the authorization of the Cobb County School District. Funds were limited but the school was able to increase the per pupil expenditures. Limited resources had a negative impact on student performances and contributed to the frustrations of the teaching staff.</p> <p>With the addition of federal funds and some increased revenue of state allocations, the staff benefited from receiving more instructional resources including new technology for teachers and students. The Governing Board was also able to approve pay raises and other activities to improve the climate for teachers and students.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Initially, IAS students performed higher than the Cobb School District and the state. A detailed review of trend data revealed the following: White students outperformed Black and Hispanic students in all subjects. In math, the percentage of White students' scores remained at the same rate while Black and Hispanic students scores dropped significantly. There were gaps in math and reading between girls and boys with girls performing better. Students struggled in math with a 15% drop each year. There was a significant drop in math and science by 2017 with the percent of students in Achievement Levels II - IV was below the state average. In 2017 the 5th grade cohort scored higher than the district and the state in all academic areas. A large percentage of students scored in Achievement Level II. IAS predominantly relied on the Georgia Milestones to note student achievement. The performance of IAS students on standardized measures steadily declined over the past years but progress was made during the 2017-2018 school year. In 2018, students were assessed using the NWEA MAP as well. By spring, school growth was 80th percentile or higher for kindergarten, first, fifth and sixth grades. The lowest percentile was second grade who were at the 45th percentile. 50% of students in all grade levels met the projected growth with 71% in sixth grade. In 2019, preliminary Milestone scores were mixed. In ELA, there was no growth with cohort students from 3rd to 4th; 10% increase from 4th to 5th, and a 7% decline in performance of students moving from 5th to 6th. There were no increases in increasing students performing in achievement levels 3 and 4. In mathematics, all grade level cohorts declined with the percentage of students in achievement levels 2 through 4. The 3rd to 4th grade cohort of students did, however, demonstrate a 9% increase of students scoring in achievement levels 3 and 4. Similar performance was noted on the MAP. There were only two grade levels who demonstrated projected growth in math, 1st and 6th. No grade levels demonstrated the projected growth in reading.</p>

IDEA - Special Education

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	<p>The special education teachers were relatively new staff members, but were dedicated to the students they served. They continuously sought ways and resources to assist students with mastering the curriculum content. General education teachers were positive and receptive in working with special education students. The contracted Special Education Director addressed concerns and helped improve the processes being used by special education staff. With training and monitoring, teachers had a better understanding of the eligibility process and IEP meetings.</p>
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Challenges	<p>While the special education teachers were dedicated to the students they served, they were inexperienced: one in year two at IAS and the other in her first year at the school. Turnover in the department disrupted the continuity of learning for students because of their lack of knowledge and experience. Considerable time was needed to acclimate teachers to IAS and to train them on curriculum, instruction, classroom management and special education compliance. Due to budget constraints, the administration contracted with special educators to provide specialized support such as compliance, speech, occupational therapy and behavioral therapy. The numbers of students with special needs or with challenging behaviors increased which required more attention from staff to identify and address challenges. There was also a large number of students identified and working through the RTI process. It was difficult to determine contract hours due to the numbers of newly enrolled students who needed supportive services or who were identified through the RTI. Increasing contract hours or hiring part-time or full-time special educators must be considered.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>IAS had a strong staff to serve Targeted Assistance students and parents in FY18. In FY19, IAS became a Schoolwide Title I school where staff focused on identifying the strengths and deficits of the students to address their individual needs. Teachers were able to benefit from additional training, particularly in mathematics, and time in Professional Learning Communities. Funds were available to provide students with extended learning time and to purchase technology that would improve personalized learning efforts. 5th grade</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	students who participated in the after school program performed well on the Milestone assessment.
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Challenges	While the Schoolwide status allowed support for all students, it was difficult to provide assistance to all students in need especially with extended learning programs. Efforts must be made to provide additional learning time within the school day. As a Targeted Assistance school, the Academic Coach and Parent Facilitator had more involvement from parents than as a Schoolwide Title I school. While many tools were used to communicate with parents using mass means, it was some times difficult to personally reach the parents of struggling students. Increasing parental involvement will continue to be a focus. Due to the levels of experience of the staff, it was also challenging to build capacity of teachers in all areas of need. Differentiating support is needed which will require additional support, specifically adding a math academic coach to work along with the ELA academic coach.
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Title I, Part A - Foster Care

Strengths	The Director of Operations, Parent Facilitator and other support staff collaborated to develop a plan to serve students in foster care. There were, however, no foster care students at IAS. IAS has a plan to serve any foster students who may enroll. The school has coordinated with the Department of Family and Children Services.
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Challenges	A foreseeable challenge for foster care would be with providing transportation. IAS parents provide their own transportation. IAS serves students in Cobb County which has a very large geographic area. Continuous costs for transportation would pose a challenge.
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Title I, Part A - Parent and Family Engagement

Strengths	The Parent Facilitator planned a variety of trainings and activities to help parents meet the needs of their students. Evaluations from parents indicated that they benefited from and enjoyed the sessions. Parents who were involved in stakeholder meetings and forums provided valuable input on ways to improve attendance and program offerings. The Parent Facilitator also collaborated with PTA officers to increase opportunities for parents to
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Title I, Part A - Parent and Family Engagement

Strengths	participate and to provide quality services. Multiple tools were used to communicate with parents: website, email, group/individual text, weekly announcements, print materials given to each student, and monitor in the lobby with scrolling announcements.
Challenges	Parent participation at school events was low. Very few parents attended the many events planned by the Parent Facilitator and school administration despite offering multiple times for sessions. Volunteerism was encouraged but very few parents volunteered at school despite several days of volunteer training. Mandatory volunteer training seemed to be a deterrent to securing parent volunteers. Parents wanted to know specific academic information that would help them address their child's deficits but when Data Night was scheduled to provide parents the information, very few parents chose to attend. A creative approach of disseminating information or training parents must be considered to boost parental engagement and volunteerism.

Title I, Part C - Education of Migratory Children

Strengths	IAS did not have any migratory children, but a plan was in place to serve students. The IAS staff was warm and nurturing, ready to receive and support any new students. While there were not migratory students, teachers received training on culturally responsive teaching.
Challenges	IAS had limited resources for working with migrant students. It would be beneficial to increase the bilingual staff and to add training to meet the specific needs of migratory students.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	IAS had a knowledgeable and supportive counselor who was resourceful when working with students. The counselor was familiar with supportive services that could be used outside of the school community. IAS did not have any neglected and delinquent students but did have a plan in place to serve those students.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	A challenge in this area would be the lack of internal support services. There was no social worker on campus and one counselor had considerable responsibilities in meeting the needs of the student population.
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Title II, Part A - Supporting Effective Instruction

Strengths	IAS had a strong nucleus of dedicated staff members who were employed at the school. Professional development plans were aligned to the school's goals and were designed to increase content knowledge and improve the quality of teaching. Professional development sessions were evaluated so that staff could provide input regarding their needs. Adjustments were made based upon review of surveys. IAS continued its leveled teacher support programs to address the concerns with retention: mentoring program, new teachers meeting, intensive teacher support and individualized coaching. The Governing Board of IAS made teacher retention a priority. They approved salary increases and planned several activities designed to increase teacher morale. Teacher turnover remained low.
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Challenges	Although efforts were made to increase salaries, IAS remained lower than surrounding counties. Teachers continued to mention pay as an area of concern. The Governing Board decided to change directions academically by moving away from the International Baccalaureate program due to the difficulty to continuously train staff considering the past turnover rate. The administration must focus on the development of teachers to meet the academic and behavioral needs of students. Observations revealed that teachers need more training with evidence-based instructional strategies and making immediate adjustments to instruction. Building the staff capacity to meet administrative expectations must continue to be a focus. The Head of School has the sole responsibility of evaluating all teachers. Creating more support to provide constructive feedback is a challenge that must also be addressed.
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Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	<p>IAS had several bilingual staff members who assisted students and parents. The majority of IAS students were Spanish speakers and parents were engaged in the educational process. IAS teaches Spanish to all students and ensures that English and Spanish terminology and phrases are used by staff and posted throughout the building.</p> <p>On the 2019 Access test, grades K-6, 62 students tested, 32% of those tested scored a level 5 or 6 in the area of reading and the area of writing. In the area of literacy and the area of comprehension, 45% of those tested scored a level 5 or 6. Comparatively, in 2018, 65 students were tested, and 27% scored level 5 or 6 in the area of reading and the area of writing.</p>
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Challenges	<p>The challenges included having a teacher who was new teaching ELL students, and not as familiar with the appropriate teaching strategies and interventions to best support students. Lack of resources and materials to adequately supplement instruction was also a concern. Also, having only one teacher was a challenge, especially as students demonstrated a wide range of academic levels. Preparing lessons, based on student data was not occurring consistently or with fidelity. The teacher needed to attend professional development, as well as use a variety of assessments to determine appropriate, evidenced-based instructional strategies that would have supported the varying academic levels of the ELL students. A part-time teacher will be added to the staff for FY20 which should assist with the teaching caseload and allow more flexibility with scheduling.</p> <p>On the Access test, in the area of literacy .01% scored a level 5. The 2018 EOG reflected that 44% of ELL students scored at the Proficient Learner Level in ELA. However, in math, 26% scored at Proficient and Distinguished Levels. Despite challenges, students showed growth from EOG performance in 2017 but they did not achieve state performance targets in ELA or math.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>IAS had a plan of support to serve any homeless families. The enrollment clerk and parent facilitator coordinated to assure a smooth transition for students which included free before and after school care, uniform assistance, and school supplies.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	There were no homeless students who enrolled long enough to receive assistance. Funding transportation of homeless students over a long period of time may be a challenge.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	IAS scheduled students to maximize support from specialized instructional teachers. Struggling students such as EIP and special education students were supported in a co-teaching and/or self-contained environment. When possible veteran teachers were assigned to work with struggling students. Also, the gifted teacher and administrator attended all Professional Learning Communities to assure that best practices and evidence-based strategies were being used.
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Challenges	With high teacher turnover, it was difficult to prevent new teachers from having classes with EIP and/or special education students. For FY 19, the master schedule was not developed in a timely manner which required some adjustments to be made after school started. For FY20, students will be heterogeneously distributed as much as possible and the master schedule was created at the end of the FY19 school year.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	Physical education, art and Spanish teachers were dedicated to IAS students and provided quality learning experiences. Spanish was taught to all students at IAS (k – 6). Additional funds were used to support the Spanish curriculum with emphasis on improving reading and writing. Physical education and art classes utilized funds to strengthen their curriculum and to provide enriched experiences for students. As a part of the behavior management plan, IAS added morning meetings to allow students to discuss behavioral objectives in a structured yet safe environment and to set the focus of the day. A contracted behavior specialist worked with challenging students and provided teachers with support and feedback.
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Title IV, Part A - Student Support and Academic Enrichment

<p>Challenges</p>	<p>Physical education, art, and music teachers serve all students. Preparing for multiple grades created additional workloads for these teachers. Funds and resources were very limited. Teachers often sought PTA grants to secure funds for classroom materials. With an increase in students with challenging behaviors, teachers needed support in learning deescalation strategies and management strategies. There is only one counselor at the school so the school relied on outside and contracted personnel to help address some the concerns with students emotional and behavioral difficulties. IAS provides Spanish instruction to all students. Additional resources will be needed as the school moved from two Spanish teachers to one Spanish teacher.</p>
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Title V, Part B - Rural Education

<p>Strengths</p>	<p>IAS is a suburban school and was prepared to serve any students. There were no students in need of rural education services at IAS.</p>
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<p>Challenges</p>	<p>Due to the school's location, IAS was not eligible for Title V.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve teacher quality and effectiveness in mathematics
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	IAS has suffered from a high turnover of teachers for the past few years. Having to continuously train teachers new to the profession or teachers who did not attend traditional education programs, hindered the administration from moving to higher levels of training with the International Baccalaureate program and other educational initiatives. The Governing Board decided to move away from IB moving forward so that teachers could be properly trained on instructional strategies and adjusting instruction. Staff training must be differentiated and additional support is needed to reach all levels of teacher development. IAS must assess the needs of the teaching staff and plan meaningful ways to build teacher capacity.
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Overarching Need # 2

Overarching Need	Improve reading comprehension skills of students
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	Improving the reading comprehension skills of students will not only address the concerns regarding student performance in English Language Arts, but will also strengthen students' performance in mathematics. Data from standardized measures revealed that students meeting target on the Milestones was higher than math, but cohort growth declined. Students demonstrated no growth in reading on the MAP. The school was in its first year
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Overarching Need # 2

Additional Considerations	of using Journey's as a reading program. Limited training was available to support teachers. There was no intensive reading program for students identified as struggling readers. During 2019-2020, Intensive Learning Time will be added to the master schedule for all grades.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve teacher quality and effectiveness in mathematics

Root Cause # 1

Root Causes to be Addressed	Teachers lack knowledge and skills in developing rigorous lessons and helping students make connections to content.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 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

Additional Responses	A schoolwide, leveled reading program needs to be implemented where teachers receive training on pedagogy and use of reading resources. Teachers must be trained to use evidence-based, high-yield instructional strategies as well as Standard Mathematics Practices. Teachers must also develop a deeper understanding of rigor needed to appropriately challenge students in reading and mathematics courses.
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Teachers lack knowledge and skills in analyzing a variety of data for personalizing learning for students.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 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

Additional Responses	This is a critical area but secondary to addressing the teachers' skills in providing quality, evidenced-based instructional strategies.
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Root Cause # 3

Root Causes to be Addressed	Teachers need to consistently utilize evidence-based, high yield instructional strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 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 Others :

Additional Responses	There are a few teachers who utilize a variety of effective instructional strategies to meet the needs of students. IAS needs to increase the capacity of more teachers so that all use evidence-based strategies that get results. Teachers must have a variety of effective
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Root Cause # 3

Additional Responses	strategies and must know the type of approach or strategy that will yield the best results based on the academic needs of the students.
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Overarching Need - Improve reading comprehension skills of students

Root Cause # 1

Root Causes to be Addressed	Students need to improve their vocabulary skills and prior knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 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

Additional Responses	Students need to understand the vocabulary, seeing relationships among words and concepts, organizing ideas, recognize the author's purpose, evaluating the context, and make judgments. With a high number of students in poverty, their vocabulary is not extensive and their experiences are more limited. With vocabulary development, teachers must also broaden the experiences of students. Building prior knowledge is critical to helping students make connections and meaning.
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Root Cause # 2

Root Causes to be Addressed	Teachers must develop skills in using evidence-based reading strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness

Root Cause # 2

<p>Impacted Programs</p>	<p>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 Others :</p>
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<p>Additional Responses</p>	<p>Building teacher capacity to use reading skills and to assess students is critical to reducing gaps in learning. With limited resources, funding may not be available for additional resources. It is, therefore, imperative to increase teaching tools and strategies for use with learners.</p>
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District Improvement Plan 2019 - 2020



International Academy of Smyrna

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	International Academy of Smyrna
Team Lead	Zinta Perkins

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)The IAS stakeholders evaluated and reviewed all relevant data to make informed decisions regarding the school's current status and the plans to make improvements. Progress was made during the 2017-2018 school year. While the staff wanted to sustain and build upon improvements that were made, students did not perform as well based on preliminary scores for 2019.

2. DISTRICT IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve teacher quality and effectiveness in mathematics
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers lack knowledge and skills in developing rigorous lessons and helping students make connections to content.
Root Cause # 2	Teachers lack knowledge and skills in analyzing a variety of data for personalizing learning for students.
Root Cause # 3	Teachers need to consistently utilize evidence-based, high yield instructional strategies.
Goal	Increase mathematics proficient and distinguished achievement scores by 5% by the end of 2019-2020

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step # 1

Action Step	Consistently utilize standard mathematical practices during mathematics instruction
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations Walk-throughs Surveys of Instructional Practice by students and teachers Review of students performance on formative and summative assessments
Method for Monitoring Effectiveness	Review of local school assessments, universal screeners and Milestone data Disaggregation of standardized test data Review of TKES standards 3, 4, 6, and 8 Observations of teachers implementing strategies Surveys of teachers and students regarding the implementation of strategies
Position/Role Responsible	Head of School Dean of Students Teachers
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	IAS teachers will receive additional training in standard mathematics practices. MRESA training will be utilized to strengthen teachers' pedagogy and knowledge. Resources purchased will support the implementation of evidence-based practices.
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Action Step # 2

Action Step	Provide professional learning on standard mathematical practices
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Evaluation of professional development TKES Observation and classroom walks Review of students performance on formative and summative assessments
Method for Monitoring Effectiveness	Examination of local school assessments, universal screeners and Milestone data Disaggregation of standardized test data Review of TKES standards 3, 4, 6, and 8
Position/Role Responsible	Academic Coach Head of School Teacher Leaders
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	Professional learning utilizing standard mathematical practices, review of the Georgia Standards of Excellence and application of math concepts. MRESA trainers will provide professional learning sessions.
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Action Step # 3

Action Step	Effectively use teacher collaboration to implement the data team process; use data analysis to inform instruction and to personalize learning
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of Data Team Documents Review of students performance on formative and summative assessments
Method for Monitoring Effectiveness	Examination of local school assessments, universal screeners and Milestone data Disaggregation of standardized test data Review of TKES standards 3, 4, 6, and 8
Position/Role Responsible	Head of School Academic Coach Teacher Leaders Teachers
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	Collaborate with Academic Coach, MRESA and consultants for training on evidenced-based instructional strategies. Consultation with Georgia Charter School Association to examine academic practices, PLCs to determine effectiveness. Continue SLDS training as provided by GaDOE consultant.
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Action Step # 4

Action Step	Administer common formative and summative assessments
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of assessments Review of students performance on formative and summative assessments Parent and student surveys
Method for Monitoring Effectiveness	Analysis of assessments' results Review of standardized tests measures
Position/Role Responsible	Teachers Head of School Academic Coach
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

What partnerships 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)?	Collaborate with MRESA for training on evidenced-based instructional strategies and mathematics content. Student performance data will be shared with the governing board and parents.
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2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve reading comprehension skills of students
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students need to improve their vocabulary skills and prior knowledge.
Root Cause # 2	Teachers must develop skills in using evidence-based reading strategies.
Goal	Increase English Language Arts proficient and distinguished achievement scores by 5% by the end of 2019-2020

Equity Gap

Equity Gap	Teacher Retention
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide professional learning on explicit reading instruction including foundational skills to support reading for understanding, vocabulary development, and evidence-based instructional and assessment strategies.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations and Walk Throughs MAP scores Milestones scores Common Formative and Summative Assessments
Method for Monitoring Effectiveness	Review of TKES observations and walks to note implementation of strategies Analysis of formative and summative assessments Analysis of standardized test scores Teacher surveys regarding professional development Teacher and student surveys regarding effectiveness of instructional practices
Position/Role Responsible	Head of School Dean of Students Academic Coach
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	IAS staff will coordinate with MRESA and educational consultants for training. Kiwanis organization reads to students in grades K - 2. Teachers will continue to select resources to address non fiction reading and text comparisons.
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Action Step # 2

Action Step	Effectively use teacher collaboration to implement the data team process; use data analysis to inform instruction and to personalize learning
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrative review and observation of PLCs Review of PLC documents such as agendas, outcomes and deliverables
Method for Monitoring Effectiveness	Review and analysis of common assessments Review and analysis of student data tracking Review and analysis of standardized assessments
Position/Role Responsible	Head of School Dean of Students Academic Coach
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	IAS staff will coordinate with MRESA and educational consultants for training. Collaborate with community organization to provide enrichment activities that focus on reading and writing.
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Action Step # 3

Action Step	Utilize Journey's as a comprehensive reading and writing program
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations and Walk Throughs MAP scores Milestones scores Common Formative and Summative Assessments
Method for Monitoring Effectiveness	Review and analysis of common assessments Review and analysis of student data tracking Walk throughs to note implementation of reading strategies Review and analysis of standardized assessments
Position/Role Responsible	Head of School Dean of Students Academic Coach
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships 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)?	IAS staff will coordinate with MRESA and educational consultants for training. Kiwanis organization reads to students in grades K - 2.
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding</p> <ul style="list-style-type: none"> • how best to improve the district’s activities to meet the purpose of Title II, Part A; • and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community. 	<p>The following steps were taken to develop the District Improvement Plan: A variety of stakeholders were consulted in creating the plan: teachers, parents, students, administrators, community members, and board members. Input was received from as many stakeholders as possible. Other avenues were taken as well: Research of evidence-based instructional and professional development strategies; Use of Evidence for ESSA and What Works Clearinghouse; Conversations with vendors; Collaboration with other charter school leaders; Working with educational consultants on governance and student achievement; and Utilizing State Charter School Commission staff when necessary.</p> <p>Planning sessions began in February and continued with several meetings through June 5, 2018. Sessions were planned during and after school for parents and community members. Stakeholders were trained on (1) the role of federal awards to supplement school resources and (2) the Continuous Improvement process for improving schools in Georgia. The CNA and DIP were divided into manageable sections for stakeholders to review and provide input.</p> <p>Input focused on ways to improve the performance of teachers, increase the students' academic performance and to strengthen parental and community engagement. Suggestions and outcomes were always shared with different groups of individuals.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three</p>	<p>The International Academy of Smyrna is a majority minority school (98.2%) with over 60% of students receiving free and reduced lunch. The school had high staff turnover over the past few years. Teachers are, therefore, carefully balanced across grade levels to assure that there are qualified, veteran teachers on teams with new, inexperienced teachers. Experience, certification and professional attributes/skills are considered to provide appropriate balance and to assure that low-income and minority students have the best learning experience possible. Struggling students are placed in the classes with veteran teachers as a first option. Out-of-field, inexperienced and ineffective teachers</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers</p> <p>(Please specifically address all three variables)</p>	<p>are provided additional support through a mentoring program and new teacher meetings. Administrators observe teachers frequently using TKES. Struggling teachers are monitored closely and receive assistance through intensive planning sessions and/or coaching. Teachers who do not make progress using low-level interventions are placed on Professional Learning Plans.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<p>The professional development plan was written based on a variety of qualitative and quantitative data. Consideration was given to students' performance on standardized tests, local school measures, discipline data, and climate surveys of parents, students and teachers. Data was shared with staff during the school year, at collaborative team meetings and planning meetings, Key professional learning needs were finalized by the School Leadership Team with input from stakeholders based on the Comprehensive Needs Assessment, the identification of overarching needs and root cause analysis. The five systems of continuous improvement were also considered.</p> <p>The district provided resources and designated times for professional development. The professional development plan was incorporated into a year-at-a-glance school calendar. Training and/or work sessions based on PD topics were held on standing meeting dates: Faculty instructional meetings twice a month, PLC meetings with coaching twice a week, 1/2 day collaboration each semester, and new teacher meetings. Mentors and an instructional coach worked with new and struggling teachers respectively throughout the year. Administrators held intensive coaching sessions for identified teams. Teacher leaders were identified and asked to play key roles in supporting, coaching and providing professional development. Teachers will also attend professional learning sessions outside the school setting where they were required to train colleagues upon the teachers' return to school. Staff will participate in peer observation and videotaping lessons for peer feedback. Efforts will focus on the high-yield instructional strategies that teachers will learn during staff development.</p> <p>Teachers were also encouraged to take leadership roles for school events, collaborative planning and committee work. After professional learning sessions, implementation of strategies will be discussed and evaluated. Data will be collected using TKES and teacher/student survey instruments. After examining the results, adjustments to professional learning will be made. To determine if efforts are effective, the staff will examine student performance</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<p>data and teacher/student survey results. Focus groups will also be used to gain information regarding professional development.</p> <p>Any professional development sessions/topics will be evidence-based. Assurance of evidence will require the use of What Works Clearinghouse, Evidence for ESSA or other scientific research models.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The district waives certification.</p>
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PQ – Waiver Recipients

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>All certified positions, except Special Education, are eligible for the broad flexibility waiver.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>MINIMUM: Background clearance, bachelor's degree or higher in relevant field or equivalent experience; enrollment in certification program. PREFERRED: Background clearance, bachelor's degree or higher in Early Childhood Education or middle grades education; hold or be eligible for valid Georgia certificate in-field. Special Education teachers and paraprofessionals must meet state requirements.</p>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p>	<p>The International Academy of Smyrna is a one school LEA . Our District Improvement Plan reflects attention to areas identified as deficits in the Comprehensive Needs Assessment. Actions were prioritized to first increase the quality of instruction by teachers to positively affect student achievement in English Language Arts. The second priority area is to continuously support and train teachers so that improvements will be made in mathematics. Our actions are supported by Local School funds and Title II funds which address</p>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p>	<p>improving teacher and leader effectiveness. With Title II funds, teachers will attend professional development sessions using a MRESA mathematics consultant and trainers from Houghton Mifflin (Journeys). Other trainers will come from GaDOE, Georgia Charter School Association and Ed Innovation Planners. The consultants will work with teachers on standard mathematical practices, reading methodology and strategies, and making adjustments to instruction. Resources may be purchased to assist teachers with implementation of the practices. Title II funding will also be used to support and develop teachers through a mentoring program and new teacher support meetings. Improving teacher quality, supporting the school leader who will be in her second year as Head of School, and reducing teacher turnover will be the primary purposes of using Title II funding.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>The school will continuously examine ways to integrate career and technical education for all grade levels. Counselors guide students through career options during classroom guidance. Students also provide counselors and administrative team with input regarding their academic and possible career goals.</p> <p>Career education and skills development are addressed as follows: College and Career Week using parent and community leaders Dress for Success In-house Field Trips with Community Experts tied to curriculum standards Virtual and Out-of-School Field Trips Teachers and staff incorporate 21st Century Skills throughout the curriculum Service learning projects where students problem-solve and learn critical information about global concerns</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The International Academy of Smyrna implements the following steps to reduce discipline: Scholars are encouraged to meet the 3R's: Respectful, Responsible and Ready to Learn. The 3R's are discussed during morning meetings and identified by teachers as they see the traits exhibited during the school day. The 3 R's are emphasized to scholars and serve as the foundation for the Student Code of Conduct.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Positive reinforcement is encouraged and progressive discipline techniques are utilized. Scholar Dollars is the positive incentive program where students receive tokens for meeting expectations. Several events are planned to encourage students to meet the behavioral goals.</p> <p>Students are trained and informed of the behavioral expectations. Parents and students review the Family Handbook.</p> <p>Teachers are trained on the school's behavior management plan and employ morning meetings for goal setting and continuous review of expectations, utilizing the Caring School Community program (EBS)</p> <p>Administrators disaggregate discipline data monthly to determine areas that need attention. High level infractions will be the focus of classroom guidance.</p> <p>School counselor works with teachers, parents and students to address social/emotional needs and to utilize the RTI process if necessary. The school utilizes the services of a behavior therapists to provide strategies for staff and to work with individual scholars or small groups.</p> <p>Student representatives meet regularly with the Head of School to discuss student issues, concerns, and service projects.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> • coordination with institutions of higher education, employers and local partners; and • increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. 	<p>The International Academy of Smyrna is a K-6 school. The IAS counselor coordinates with middle school counselors for articulation purposes for rising 7th grade students. Students are also made aware of the different high schools in Cobb County, especially the magnet program options. The counselor conducts career counseling with students which exposes them to careers and college options.</p> <p>The Parent Facilitator will work with parents regarding transition to middle schools, high schools and college/career options. Literature will be provided in the Parent Resource Center and during the introductory parent training session.</p> <p>IAS will operate a 5th/6th grade Global Academy beginning the 2018-2019 school year. This academy will provide students with educational experiences that integrate the curriculum around themes that focus on geography and cultural themes. Students will experience an integrated approach to the curriculum that include the humanities, math, science, technology, art and Spanish. Students will meet monthly to discuss academic issues/concerns, social challenges, best practices, and opportunities for subject based tutoring. Transition to other school will be emphasized with the academy.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Kindergarten Kick-Off is held three days prior to the start of school. Parents and students receive orientation to the school. Kindergarten students have early exposure to their teachers and follow a modified schedule.</p> <p>IAS engages in community outreach to local Pre-K programs to share information about the International Academy of Smyrna.</p> <p>Prospective Parent School Tours are conducted several times during the school year. Parents are also invited to Passport to IAS where they are provided an overview of school operations and curriculum and instruction practices.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Not applicable; IAS is a schoolwide Title I school.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>In general, the schoolwide Title I plan for IAS is as follows:</p> <p>The schoolwide plan addresses the academic growth of all students especially struggling students. Providing quality professional development and targeted, tiered interventions are the foundation of the school improvement plan. Professional development will focus on all teachers using a leveled, guided reading program for literacy and standard mathematical practices. Resources purchased with Title I funds will support teacher training and the effective implementation of strategies learned during training. Academic coaches will also provide training, modeling and coaching for teachers. Teachers will receive feedback regarding instruction and implementation of explicit reading and math strategies by the Academic Coach, administrators and through peer observations.</p> <p>Incorporating a system of administering common formative and summative assessments will allow teachers to monitor the academic performance of all students. Teachers will also continue to collaboratively examine data through Professional Learning Communities (PLCs) and will adjust instruction.</p>
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Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and
- schools for children living in local institutions for neglected or delinquent children.

Frequent monitoring will allow teachers to personalize instruction for all students. PLCs are scheduled twice a week during grade level planning. ½ Day PLCs take place during the school year and allow time for teachers to plan differentiated lessons, develop assessments and analyze students' performance so that students in need of additional support can be identified.

Struggling students who are identified using a multiple criteria method will attend an Extended Learning Program (Soaring Scholars) where they will receive additional remediation, previewing and scaffolding of content. The Extended Learning Program will take place throughout the school year and during the summer. The administrators, counselors and teachers will identify students who need support, both academic and behavioral, using the RTI process which will be an active agenda item during PLCs (collaborative planning). Intensive Learning Time (ILT) has been incorporated into the master schedule where scholars will receive additional instruction based on their academic performance (skill deficits).

To build a positive school community, all students will participate in morning meetings facilitated by teachers where the 3Rs and character virtues are emphasized as well as elements of the Caring School Community model. Through Caring School Community, students will be taught social skills and learn self-discipline. Teachers will be trained to build relationships and to implement effective classroom management practices.

Scholar accountability for knowing their academic performance and setting goals for improvement will be an integral part of the instructional day. Student-led conferences will allow students to demonstrate their responsibility for learning as they share critical information with their parents. A data tracker will be maintained by both scholars and teachers.

Parental Engagement will directly relate to making home/school connections where parents are provided with training, data and online resources to support their students. Teachers will provide current information regarding standards, assessments and resources on their web page. Parents will be able to access this information continuously throughout the school year. The Parent Facilitator will provide training and support for parents throughout the school year: Understanding Data, Reading Strategies, Mathematics Strategies and grade level content support for identified standards. Parents will also provide input to school officials through Parent Visitation, parent forums and completion of surveys and evaluations. Resources for parents will be available in the Parent Resource Center.

Screening will be provided to enrolling new students, migrant, and neglected and delinquent students. Assistance to transition to a new school will be provided. The screening process will determine the additional level of support that will be provided to students.

A detailed schoolwide Title I plan has been submitted to the appropriate supervisor.

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> • the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; • the timely transfer of pertinent school records, including information on health, when children move from one school to another; and • how the district will use the Migrant Student Information Exchange (MSIX). 	<p>The Title I, Part C Occupational Survey will be included in enrollment documents for new and returning students. When the form is returned, we will follow the directions of faxing or emailing to our consortium Program Manager.</p> <p>Currently, we do not have migrant students, but the following procedures are in place to serve students should they enroll:</p> <p>A release for records will be used to secure student files and academic history. School records will be transferred to other schools in a timely manner, usually no later than 24 hours after receiving the request. If there is difficulty receiving information, the school clerk will use SLDS to determine the student's academic history. Assessments using a Universal Screener (MAP, Moby Max and USA Test Prep) will be utilized to appropriately place and support students.</p> <p>If needed, MSIX will be used to secure information regarding the students. Parents will receive the MSIX brochure. The school's data clerk will facilitate this process for enrollments and withdrawals.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> 2. to migratory preschool children 3. to out-of-school youth and drop-outs/ul 4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer. 	<p>The school's data clerk and Dean of Students will work with the consortium Program Manager for program delivery. Health screenings can take place through Cobb-Douglas Community of Health. The school conducts hearing and vision and scoliosis screenings.</p> <p>Parent Facilitator will work with parents in the Parent Resource Center to provide additional resources based on the family needs.</p> <p>IAS staff will provide a connection with community-based services and faith-based organizations.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	<p>This will be completed by the special education staff at IAS. Students will receive specialized instruction daily, as mandated in their IEPs. The Special Education Director will conduct monthly informal observations and work with the administrators who complete TKES to ensure this is completed in an effective manner. Professional Learning is offered monthly by the SPED Director to ensure that the SPED staff are knowledgeable about supportive instruction and to answer questions regarding specialized instruction. The SPED Director and the SPED teachers will work with the school counselor to ensure every 6th grade student has a transition plan that details specific post-secondary goals for each student. Students will receive training in career opportunities through morning meetings, participation in career day, and through exploration of careers and interests in their classes. Students and teachers will also receive training on the social emotional competencies including self-awareness, self-management, social awareness, responsible decision making, and relationship skills (is this training for these skills monthly, weekly, or all built into the morning meetings). These training opportunities will occur monthly for teachers and students and will be monitored by the Head of School and the SPED director. Professional Learning will be offered for this activity on an on-going basis through PLC meetings, staff meetings, and morning meetings with students. To facilitate effective transitions for students from middle grades to high school, IAS will coordinate with institutions of higher education and hold yearly college and career day activities. School tours will also be offered to the families of all newly enrolled students. Parent information will be sent in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; 	<p>The teachers will receive Child Find training during pre-planning. IAS uses iReady and a universal screener to identify students with disabilities in August. This screener is used to identify students who should receive EIP services and/or begin the RTI process. The SPED director will request special education documents from sending LEA for students who share that they have an IEP or have previously received special education services and supports. IAS provides a "Kindergarten Kickoff" for kindergarten students. During this event, which is held over two half-days, the students become acclimated with their teacher and schedules, routines, and practices. The parent liaison canvases local preschools to let them know about IAS and to leave information with them about the school. IAS also has "Sneak a Peak" for all students and orientation is provided for new families. IAS also has "K for a Day, the IAS Way" in April in which students from local preschools come to the school to enjoy a day in the life of a kindergarten student. This event features a parade and pep rally for the pre-k students. Monthly open house sessions are also held at the school in which parents can get information about the school and enroll their child, if they so choose. IReady is used as a universal screener three times per school year and</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; 	<p>the SPED Director provides professional learning to staff on child find practices.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; 	<p>Special education teachers are trained on IEP and eligibility procedures during pre-planning. LRE is ensured by reviewing each student's data quarterly to determine if their placement remains appropriate. A continuum of services is offered at IAS including resource, co-taught, collaborative, and consult settings. IEP accommodations and modifications are provided to general education teachers by the special education case manager at the beginning of the school year, and accommodations and modifications are explained in detail to all teachers during pre-planning. The school provides FAPE by ensuring that all students participate in morning meeting, by allowing global academy students (5th and 6th grades) to choose their electives, and by keeping data notebooks that inform quarterly IEP progress reports to verify proper placement for all students with IEPs. The director of special education checks the data notebooks and progress reports quarterly for supervision and monitoring. Professional learning is provided to the SPED team during monthly team meetings and staff meetings. The PL is provided by the director of special education and by the school administrators on a monthly basis. The special education staff and IAS administrators at IAS are responsible for the implementation of special education policies and procedures. Special education staff are also involved in Professional Learning Communities where they can review data, plan assessments and collaborate with other staff about the needs of students with disabilities. The school uses data-driven decision making and uses GMAS scores, iReady results, previous IEPs, progress reports, eligibility reports, and previous psychological reports to drive instruction.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. 	<p>The Special Education Director and administration at IAS provides ongoing training and professional learning for teachers and staff to assure compliance with state and federal laws and regulations. The Special Education Director will participate in Metro RESA training sessions for charter schools and attend webinars and other training sessions to remain current of changes in the law. Technical assistance and training is provided to IAS special education staff by the Special Education Director during monthly team meetings. IAS special education staff will continue its summer intensive training to work on critical areas and to make improvements where there were deficits. Funds are dedicated to special education staff for ongoing professional learning. Continuous monitoring and evaluation of the program, quarterly information</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. 	<p>meetings with the administration and seeking input from parents will assure that the school is in compliance.</p>
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Title IV, Part A – Activities and Programming

<p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> ● well-rounded educational opportunities for all students, if applicable ● safe and healthy students, if applicable. ● the effective use of technology, if applicable. 	<p>See the chart below regarding the Title IV activities:</p>												
	<p>Title IV, Part A – Ongoing Consultation and Progress Monitoring</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Title IV</th> <th style="text-align: center;">Description</th> <th style="text-align: center;">Outcome</th> </tr> </thead> <tbody> <tr> <td> focusMath workbooks, Origo products, resources aligned with Standard Mathematic (SMP) </td> <td> Teachers will use resources to close the achievement gaps for struggling students. Making mathematics visible and uses SMP in all classrooms is included in the action steps to reach the mathematics goal. </td> <td> Scholars will improve in the area of mathematics by developing their foundational skills of number sense, numbers and operations and overall problem solving. </td> </tr> <tr> <td></td> <td> Teachers use the Scholastic Magazines to create cross curricular connections. Increasing reading comprehension, citing text evidence, drawing conclusions, making inferences, connections and justification of responses are critical skills that demonstrate achievement. Scholastic also has a science resource that provides interactive activities designed to improve science, math and reading skills. </td> <td> Scholars will improve their reading comprehension and vocabulary skills as evidenced by increasing the numbers of scholars moving from level 2 to 3 and level 3 to 4 on the EOG. </td> </tr> </tbody> </table>	Title IV	Description	Outcome	focusMath workbooks, Origo products, resources aligned with Standard Mathematic (SMP)	Teachers will use resources to close the achievement gaps for struggling students. Making mathematics visible and uses SMP in all classrooms is included in the action steps to reach the mathematics goal.	Scholars will improve in the area of mathematics by developing their foundational skills of number sense, numbers and operations and overall problem solving.		Teachers use the Scholastic Magazines to create cross curricular connections. Increasing reading comprehension, citing text evidence, drawing conclusions, making inferences, connections and justification of responses are critical skills that demonstrate achievement. Scholastic also has a science resource that provides interactive activities designed to improve science, math and reading skills.	Scholars will improve their reading comprehension and vocabulary skills as evidenced by increasing the numbers of scholars moving from level 2 to 3 and level 3 to 4 on the EOG.		
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<p>Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.</p>	<p>IAS stakeholders include students, parents, community members as well as school staff. Staff members are asked to evaluate plans and to provide input regarding purchases. The Director of Operations meets with staff to explain the purpose of Title IV and to solicit input regarding budgetary needs. Once the director deems that the purchase is allowable and will contribute positively towards the school reaching its goals, then the budget is submitted for approval. Parents, community members and Governing Board members participate in stakeholder input meetings, forums and complete surveys regarding the needs at the school. All input is considered when working on the CLIP and determining the school's action plan. Input sessions are held when it is time to prepare for the CLIP and also during first and semester of the school year. Parents also complete surveys and evaluations after activities so that the staff can determine the effectiveness of the session, program or event. Efforts such as these will continue. Feedback and evaluation of activities is ongoing. The administration regularly observes classes and attends any</p>												

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.</p>	<p>extracurricular activities that support the development of well-rounded students. Staff members are required to collaborate with each other and are encouraged to work with outside agencies. The art teacher was particularly successful with a student art show working with a company who provided frames for the work. The chorus teacher continued having concerts that engage parents. The School Climate committee worked to involve staff and parents with a cultural event, The Taste of IAS.</p> <p>Safety concerns are frequently discussed, addressed and revised as needed. The school counselor, administrative team rely on the support of consultants, contractors, community and county agencies when considering the safety and health needs of the student population. The school nurse and nurse supply attended trainings with Cobb County School District and CHOA to make sure they were prepared for assessing students' health needs. The school also works with the local police department for review of safety plans and to build a relationship where officers interact with students at the school. There is a systematic approach to monitor and evaluate practices which include the aforementioned opportunities for input as well as regular staff meeting where safety plans, student behaviors and operations are addressed.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? ● Intervention Effective – Equity Gap Eliminated</p> <ul style="list-style-type: none"> ● Intervention Effective – Maintain Activities/Strategies ● Intervention Effective – Adjust Activities/Strategies ● Intervention Not Effective – Adjust Activities/Strategies ● Intervention Not Effective – Abandon Activities/Strategies 	<p>Federal Programs Effectiveness</p>	
	<p>Equity Gap 1: Student Achievement identify subgroups, grade level span, content area</p> <p>Teacher development in pedagogy, student supports and interventions</p>	
	<p>District Improvement Plan - Action Steps</p>	
	<p>Action Steps</p>	<p>Results</p>
<p>Professional development on standard mathematics</p>	<p>100% of the staff were trained on the SMP's, however, approximately 25% of the staff uses the SMP's consistently in their teaching.</p> <p>Most teachers did not have a complete understanding of how they</p>	<p>Effective – Adjust</p> <p>The use of SMP's are effective when understood and implemented with fidelity. Further training on the SMP's is needed for staff. Several sessions throughout the 2019-2020 school year would be more effective for teachers to understand the importance and how to implement the SMP's instead of one or two isolated trainings. Teachers should receive an</p>

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	<p>Utilize standard mathematical practices</p>	<p>should be implemented. 3rd Graders-66% scored Levels 2-4 on EOG 5th Graders-63% scored Levels 2-4 on EOG (scores before retake)</p>	<p>overview followed by targeted training on a few of the strategies at a time. There should also be monitoring, feedback, and continuous support. A math program that is used by teachers along with consistent implementation of appropriate SMPs should yield more positive results.</p>
	<p>PLCs utilizing the data team processes</p>	<p>100% of teachers participate in PLC utilizing the data team process. 3rd Graders-82% scored Levels 2-4 on EOG 5th Graders-71% scored Levels 2-4 on EOG (scores before retake) Math 3rd Graders-66% scored Levels 2-4 on EOG 5th Graders-63% scored Levels 2-4 on EOG (scores before retake)</p>	<p>Effective-Maintain PLC's are effective and will be maintained; however, teachers will be required to continue to take a deeper dive into benchmark and common assessments in order to make instructional adjustments earlier and more frequently.</p>
	<p>Provide quality professional development using effective instructional and assessment</p>	<p>100% of teachers received quality professional development provided by an MRESA or vendor consultant or from teachers who attended a training.</p>	<p>Effective-Maintain The use of MRESA consultants, in-person and online training from Journeys will continue. Monitoring of the practices will increase.</p>

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	strategies		
	Math and ELA Training (Strategies)	<p>100% of staff attended either a Math or ELA training provided throughout the school year. Training was provided to the staff on multiple topics. Differentiated training was given to groups as needed. Results of MAP and Milestone testing was mixed. Growth was not noted as expected.</p> <p>3rd Graders-82% scored Levels 2-4 on EOG 5th Graders-71% scored Levels 2-4 on EOG</p>	<p>Effective-Adjust</p> <p>The Journeys and math trainings were evidence-based strategies. Monitoring of implementation by the administration, academic coaches and adding peer observations will allow administrators to better identify actions that yield the best results. An additional adjustment will be to require teachers to monitor data frequently and to make specific instructional adjustments.</p>
	Action Steps	Results	Effectiveness
	Journey's Training	<p>100% of staff were trained on the Journey's system. There were 3 trainings this year.</p> <p>100% of teachers who teach ELA have trained on using Journeys.</p> <p>3rd Graders-82% scored Levels 2-4 on EOG 5th Graders-71% scored Levels 2-4 on EOG (scores before retake)</p>	<p>Effective - Maintain</p> <p>The training has been effective and allowed teachers to effectively implement the program. We will continue to utilize the remaining training sessions in order to maximize the intended use of each aspect of the program.</p>
	Data analysis used to inform	<p>100% of the staff are productive during the BET Days.</p> <p>100% of teachers collaborated, planned, and</p>	<p>Effective -Maintain.</p> <p>BETs were very effective and allowed teachers time to analyze data and make instructional decisions. This practice will continue and extend to include vertical planning with increased observations.</p>

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	instruction	disaggregated data to inform instructional decisions.	
	Building Effective Teams (BET) Days and subs		
	Administer common formative assessments and benchmarks	There is progress being shown; however, continued monitoring of formative and benchmark data with instructional adjustments, and more differentiation is necessary.	Effective – Adjust More systems need to be put into place to guarantee that assessments and benchmarks are turned in prior to administering so that feedback can be provided in a timely manner.
	Equity Gap 2: Teacher Retention Provide targeted teacher development on content, pedagogy and student supports and interventions District Improvement Plan - Action Steps		
	Action Steps	Results	Effectiveness
Provide quality professional development	100% of teachers received quality professional development provided by an MRESA or vendor consultant or from teachers who attended a training.	Effective-Maintain The use of MRESA consultants, in-person and online training from Journeys will continue. Monitoring of the practices will increase.	

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	pment using effecti ve instruc tional and assess ment strateg ies		
	Implement a leveled teacher support program providing guided and/or intensive training and mentoring/coaching: (1) First year teacher support; beginning to years two and three mentoring program; and intensive small group or individual veteran teacher support.		
	Mentor Program	75% of teachers with mentors returned for the FY20 school year. Most new teachers had a successful school year. Mentors expressed varying degrees of growth with the mentees. Activities included assisting with classroom management, providing instructional support with an emphasis on TKES standards, assisting with developing groups, finding resources and understanding school operations.	Effective – Maintain Providing teachers with support was beneficial for both mentors and mentees. The program will be strengthened by providing sub release during the year for observations, follow-up conversations and completion of specific tasks.
	New Teacher Support Sessions	99% of new teachers were involved in New Teacher Support Sessions throughout the year. The sessions were well received, however the content for support provided basic information.	Effective – Adjust Effective, but will adjust to assure that teachers are provided with more support relevant to their needs. Providing opportunities for teachers to make suggestions from the new teachers. To further the effectiveness of the New Teacher Support Sessions, teachers need to be provided with a different opportunity to express their needs. For example, if these sessions were hosted off campus, or hosted by another member of the staff (versus by the Administration), it

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

			might prove to be more productive for the new teachers. Additionally, a firm schedule should be provided at the beginning of the year.
	Intensive Teacher Support	Teachers identified by the administration received additional support and coaching from the Academic Coach and Head of School	Effective – Maintain While the process of providing intensive support is an effective strategy, two of three teachers receiving such support continued to struggle and will not return for the FY20 school year. Early identification will continue to be the objective.
	Structure for teachers to provide input on organizational and instructional practices	100% of teachers were given opportunities to provide input during SLT, faculty meetings, and Title meetings.	Effective - Maintain Input from teachers was used to make real time changes and adjustments to academic and/or operational structures. The administration encouraged open communication and provided a variety of opportunities for staff both formally and informally. Opportunities for staff input will continue.
	Teacher retention will not be a focus for IAS next year. Improvements were made with numbers of teachers remaining. The supports for staff will continue but the DIP will focus on increasing ELA and math scores. The action plan was revised to reflect the need to address students' performance and teacher actions for ELA as well as mathematics.		

Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The chart above provides a detailed explanation of effectiveness or ineffectiveness of steps to address equity gaps. To summarize, teacher retention greatly improved during the last two years at IAS. Where teacher turnover was between 40% and 50%, it was 17% and 23% in FY18 and FY19. Improving and focusing on the climate of the school and providing teachers with opportunities for input were key reasons that pointed to a reduction of teachers leaving. Because teachers remained at the school, the administration was able to build upon training to further develop the capacity of teachers and to strengthen implementation of action steps to reach the district/school goals. While students' performance with test scores were mixed, teachers improved
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<p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>and gained better awareness of the Data Team process. Teachers were able to apply knowledge of this process more independently which will allow the administration to delve deeper into helping teachers use data to bridge the gaps in students' learning and to improve performance on local, state and national assessments.</p> <p>Another success is that teachers monitored student data more and utilized systems to note students' performance based on standards. Teachers must now also use their knowledge of data to make real time adjustments in instruction that will yield results. Students also began monitoring their own data by keeping data notebooks. Students learned to be accountable for their academic success and/or deficits. Students use and understanding of their own data will become a non-negotiable and a daily part of life for IAS scholars.</p>
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