



# School Improvement Plan 2022 - 2023



**Hall County  
Martin Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Martin Elementary School
Team Lead	Jeri Lynn Hutchins
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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 type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of grade 3-5 students meeting proficient or exemplary in ELA is lower than DOE performance targets for MTA.
Root Cause # 1	Classroom libraries and guided reading materials lack high interest text
Root Cause # 2	Looking at student data across all areas of ELA and implementing instructional strategies.
Root Cause # 3	Implementation of Fountas and Pinnell word study, guided reading groups, and strategy groups.
Root Cause # 4	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Root Cause # 5	Impacts of the pandemic, particularly student learning gaps and attendance.
Goal	During the 2022-23 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the EOG Milestones (Lexile scores).

#### Action Step # 1

Action Step	Hire/utilize an intervention teacher to provide additional supportive and small group instruction in reading, and modify intervention schedule to provide increased focus on moving students from "developing" to "proficient".
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, school intervention schedules, intervention teacher rosters, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data and PL sign in sheets.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Title I Intervention teacher
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning, coaching and modeling of instructional strategies, assessment, and data analysis.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning Agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading assessment data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

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

Action Step	Provide additional professional learning on reader's workshop model, how to teach and organize strategy groups and guided reading groups, Fountas and Pinnell strategies, utilizing student ELA data to inform instruction
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Implementation and effectiveness will be monitored through Professional Learning Agendas & minutes, instructional coach's schedule & notes, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading data and PL sign in sheets.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly

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

Action Step	Provide parents with information, strategies and materials to use at home to support reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Implementation and effectiveness will be monitored through parent-sign in sheets, agendas and minutes afrom meetings/workshops and events where materials are distributed, records of materials in parent information center.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Parent Liaison
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Augment classroom reading libraries and guided reading sets with high-interest, engaging texts and reading materials.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Implementation and effectiveness will be monitored through student utilization of classroom libraries, TKES walkthroughs, Milestones ELA data, and school-wide monthly student reading data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.

Action Step # 5

Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Media Specialist, Classroom Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide extended learning opportunities for students to increase reading achievement through the implementation of summer school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Success Criteria for Implementation	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school year, as well as attendance records.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIDS, Running Records and Unit Assessments.
Position/Role Responsible	Principal , Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Utilize technology devices and software to support student literacy and reading materials and provide Professional Learning to teachers for implementation.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Implementation will be monitored through walkthroughs, student data, student use of devices and software and PL agendas and sign in sheets.
Success Criteria for Impact on Student Achievement	Success will be monitored through student ELA data sources-BAS, MAP, Milestones, GKIS, Running Records and Unit Assessments.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly



Action Step # 7

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

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of grade 3-5 students meeting proficient or exemplary in math is lower than DOE performance targets for MTA.
Root Cause # 1	3rd, 4th & 5th Grade math fluency is weak
Root Cause # 2	Teacher support of implementation of Eureka Math in grades K-3.
Root Cause # 3	Parent engagement is low. Parents do not know how (or have resources) to support their students at home
Root Cause # 4	Impacts of the pandemic, particularly student learning gaps and attendance.
Goal	During the 2022-23 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the Math EOG Milestones.

## Action Step # 1

Action Step	Provide professional learning on strategies to support Eureka Math implementation, fluency and numeracy strategies
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Implementation and effectiveness will be monitored through professional learning sign-in sheets, agendas and minutes, TKES walkthroughs, Milestones Math data, and monthly school-wide math fluency monitoring data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Hire/utilize an intervention teacher to provide additional supportive and small group instruction in math fluency, and modify intervention schedule to provide increased focus on moving students from "developing" to "proficient"
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, school intervention schedules, intervention teacher rosters, TKES walkthroughs, Milestones math data, and school-wide monthly student math fluency data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal, Intervention Teacher
Timeline for Implementation	Weekly

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

Action Step	Hire/utilize an instructional coach to build teacher capacity by providing professional learning, coaching and modelling of instructional strategies, assessment and data analysis.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Implementation and effectiveness will be monitored through staffing/HR documentation, Professional Learning agendas and minutes, instructional coach's schedule and notes, TKES walkthroughs, Milestones Math data, school-wide monthly math fluency data, unit assessment data, benchmark data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal
Timeline for Implementation	Yearly

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

Action Step	Provide professional learning opportunities for teachers to identify and address gaps between grade levels implementing Eureka Math and those that are not.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Sign-in sheets, agendas, minutes and notes from vertical professional learning sessions, Milestones Math data, school-wide math fluency data, benchmark and unit assessment data.
Success Criteria for Impact on Student Achievement	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide extended learning opportunities for students to increase mathematics achievement through the implementation of summer school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Success Criteria for Implementation	Implementation and effectiveness will be monitored using walkthroughs during summer school and reading level data at the beginning of the school years as well as attendance records.

Action Step # 5

Success Criteria for Impact on Student Achievement	Success will be monitored through student Math data sources-MAP, Milestones, Unit Assessments, Fluency scores, IKAN and GLOSS, GKIDS
Position/Role Responsible	Principal, Assistant Principal, Summer School Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Utilize technology devices and software to support student literacy and reading materials and provide Professional Learning to teachers for implementation.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Success will be monitored through walkthrough data on student use, teacher implementation, PL sign in sheets and agendas and student data.
Success Criteria for Impact on Student Achievement	Success criteria for impact on student achievement will be measured through student data sources: MAP, unit assessments, math fluency assessment, GKIDS, Milestones.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coaches

Action Step # 6

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The percentage of students in K-5 defined chronically absent as defined by the DOE is higher than the district average.
Root Cause # 1	Increased communication with parents on importance of attendance.
Root Cause # 2	Work with school counselor and school social worker to address specific attendance concerns
Goal	During the 2022-23 school year, decrease by 3% the number of students chronically absent in grades K-5.

Action Step # 1

Action Step	Communication with parents regarding the impact of student attendance on achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Implementation and effectiveness will be monitored communication in parent meetings, school information sent out to parents.
Success Criteria for Impact on Student Achievement	Student attendance data
Position/Role Responsible	Principal, Assistant Principal, Counselor, Classroom Teachers
Timeline for Implementation	Yearly

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

Action Step	School counselor and social worker will work with teachers to specifically target and communicate with parents when there is an attendance concern and provide any supports needed.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Implementation and effectiveness will be monitored using contact log in IC, counselor and social worker parent meetings, attendance contracts, home visits.
Success Criteria for Impact on Student Achievement	Student attendance data
Position/Role Responsible	Counselor, Social Worker, Teachers
Timeline for Implementation	Weekly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	During these ever evolving times, students need to have at least one trusted adult in the building that they can go to if needed.
Root Cause # 1	Inconsistency in students being able to identify a trusted adult in the building.
Goal	During the 2022-23 school year, 100% of students will be able to name a trusted adult by the end of the school year.

Action Step # 1

Action Step	Continued PL and support for teachers on building relationships and mental health.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Counselor classroom guidance lessons, observations of building relationships, PL agendas and sign in sheets.
Success Criteria for Impact on Student Achievement	Student trusted adult survey data, state student health survey data
Position/Role Responsible	All Staff. Counselor and Administration will monitor data.
Timeline for Implementation	Monthly

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

Action Step	Counselor classroom guidance lessons
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Success Criteria for Implementation	Counselor classroom guidance lessons, observations of building relationships
Success Criteria for Impact on Student Achievement	Student trusted adult survey data, state student health survey data
Position/Role Responsible	All Staff. Counselor and Administration will monitor data.
Timeline for Implementation	Monthly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Martin Technology Academy has involved all teachers, support personnel and school leadership in developing the comprehensive needs assessment and school improvement plan. All staff were given the opportunity to participate in surveys regarding school needs and goals. Feedback from parents was obtained at multiple parent meetings throughout the year, including Title I parent Engagement meetings, and student-led conference feedback surveys and PTO meetings. Feedback from business and STEM partners was obtained at the STEM partner appreciation meeting in the spring. School leadership team meetings were held during the school year and the following summer to review data and determine school needs and appropriate goals. The school leadership team is comprised of representatives from administration, each grade-level and special area, including ESOL and special education, the school counselor, media specialist and instructional coach.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All Martin teachers are highly qualified in their position. Teachers new to Martin are partnered with an experienced mentor teacher.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Title I Instructional supports are provided through the Early Intervention Program. Students qualify for this service by using various data sources such as local assessments and EIP checklists. Students are served in reading and/or math utilizing the augmented, push-in, reduced class size, or self-contained models.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2)</p>	<p>n/a Martin's Title I program is a schoolwide program, not a targeted assistance program.</p>

objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Currently, incoming kindergarten students are provided with a transition packet when they register for Kindergarten at Martin Technology Academy. This packet includes letter/sound practice, emergent readers, number recognition practice, list of sight words, list of websites that the students can use to work on math and literacy skills. In addition, there are many Pre-K classes in our area that are provided the opportunity to tour our school. This gives rising Kindergarten students a peek into the elementary school. Families are given the opportunity to sign up for a one week Kindergarten camp for incoming kindergarteners during the summer before entering kindergarten. . We also have an option for families to sign up for opportunities to tour our building as well. Special Education students are also allowed the opportunity to visit and tour the school. There are transition meetings with the parents of Special Education students prior to school beginning. All incoming students are given a kindergarten readiness assessment. This is designed by Hall County in order to provide information about individual levels of students. All ELL students are assessed using the W-APT. This determines those that would qualify for ESOL services.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Martin serves grades K-5 only. However, the program for elementary to middle school transition includes: Sixth grade counselors visit fifth graders to discuss transition concerns of students and present information about classes, extra-curricular opportunities, and expectations. Presentation provided by elementary counselor to answer typical questions fifth grade parents have concerning transitioning their child to middle school Middle school parent nights Middle school band and chorus visit to encourage students to participate in extra-curricular activities Students can visit middle school during the summer during select days to ease transitional concerns-opening lockers, finding classes, etc Counselor collaboration- Elementary and Middle school counselors discuss at-risk students to ensure student needs continue to be addressed at the middle school</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Martin Technology Academy adheres to the Hall County Code of Conduct and Discipline Procedures, which requires schools to follow codes of conduct that focus on maintaining a good learning environment for all students. Integral to this Code of Conduct is a progressive discipline process wherein disciplinary actions are designed to teach students self-discipline and to help them replace inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program. At Martin Technology Academy, teachers utilize a progressive discipline procedure,</p>

	<p>specifically designed for minimizing instances of students being removed from the classroom. For all but the most serious infractions, warnings, loss of privileges, notification of parents, parent conferences or in-classroom consequences are implemented prior to consideration of in-school or out-of-school suspension. Martin Technology Academy is developing an increased utilization of positive behavior interventions. Teachers and administrators at Martin Technology Academy value and utilize parental involvement as much as possible in disciplinary matters, with the objective of correcting behaviors without removing students from their learning environment.</p>
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ADDITIONAL RESPONSES

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