



# Comprehensive Needs Assessment 2022 - 2023 School Report



**Jasper County**  
**Jasper County Primary School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Pam Edge
Team Member # 2	Assistant Principal	Jessica Ravenel
Team Member # 3	Instructional Coach/STEM Lead	Shelley Tingler
Team Member # 4	Counselor	Autumn Swarner
Team Member # 5	Kindergarten Lead Teacher	Shakeirra Middlebrooks
Team Member # 6	First Grade Lead Teacher	Regina Jackson
Team Member # 7	Second Grade Lead Teacher	Stephanie Hays

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	English Language Learners Teacher	Jenna Smith
Team Member # 2	Early Intervention Program Lead	Jennifer Holloman
Team Member # 3	Program For Exceptional Children Lead	Ashley Cole
Team Member # 4	Specials Lead	Kimberly Savage
Team Member # 5	Paraprofessional Representative	Marciel Wood
Team Member # 6	Media Specialist	Kimberly Attaberry
Team Member # 7	Program For Exceptional Children Teacher	Mandi Allen
Team Member # 8		
Team Member # 9		
Team Member # 10		

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Stakeholders

	Position/Role	Name
Stakeholder # 1	School Governance Team Member	Earl Favors
Stakeholder # 2	School Governance Team Member	Daniel Hyatt
Stakeholder # 3	School Governance Team Member	Brittany Farnsworth
Stakeholder # 4	School Governance Team Member	Kasey Brooks
Stakeholder # 5	School Governance Team Member	Robert Cumbie
Stakeholder # 6	School Governance Team Member	Shelia Belcher
Stakeholder # 7	School Governance Team Member	Christina Smith
Stakeholder # 8	School Governance Team Member	Lynn Matthews

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The School Governance Team is comprised of community members, parents, and teachers. Members are elected or appointed depending on their role to represent the parents, community, and teachers of Jasper County Primary School. The School Governance Team worked collaboratively with the school leadership team to review each component of the Consolidated Needs Assessment School Report as well as the data in order for all team members and stakeholders to provide equal input into the decision-making process. The School Governance Team along with the School Leadership Team will continue to meet monthly to monitor progress towards the School Improvement Goals and implementation of the School Improvement Plan, provide input in the decision making process, review current data related to student achievement, and make recommendations for continued improvement.
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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 School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

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

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

<b>Instruction Standard 5</b> -Differentiates instruction to meet specific learning needs of students		
<b>1. Exemplary</b>	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	✓
<b>2. Operational</b>	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

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



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>A review of parent responses on the Georgia Parent Survey indicate that parents believe that the Jasper County schools are welcoming and inclusive partners with parents and other stakeholders. Parents also report that Jasper County schools communicate well, maintain high standards of achievement and support all students as they grow academically and behaviorally. Staff also report having high standards for achievement, as well as a culture that promotes academic and behavioral success for all students.</p> <p>The Title I Survey data, as well as Family Engagement/Connections data, indicated an overall positive perception of all of the schools. Numerous comments from parents indicated a high level of satisfaction with their child's school. Parents indicated communication from the schools and lack of parental involvement as the top issues within the community. The district will continue to focus on helping parents and community members understand what the district and schools are attempting to accomplish while highlighting the outstanding accomplishments of our students. Focus will also be placed on parent/school and district communication, as a means of engaging, informing and involving our parents and guardians as critical stakeholders.</p>
<p><b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Overall we feel that the student, teacher, and parents perception of Jasper County Primary School is very good as measured by our current 2019 Climate Star Rating. Jasper County Primary School received a 5 star climate rating. Decreasing student absences is a priority for the school as well as the district as indicated in our system's charter petition. Jasper County Primary School will work to reduce the number of students with 10 or more absences by 1%. This goal was set by the district in FY21 using the FY21 Student Record Data Collection and the Student Attendance Report (ENR021) for baseline data. JCPS did not meet this goal during the FY22 school year, so the school will continue to work towards this goal during the FY23 school year. It is critical that we identify students with attendance issues at an early age in order to implement interventions, set goals, and monitor progress. Including all absences allows us to focus on the overall academic impact of missed days instead of taking a punitive approach for only unexcused absences. JCPS will continue to work with the parents along with the school counselor and school social worker to build relationships with families and provide resources and supports. JCPS will also implement the new attendance policy in place for JCCS with the implementation of the an Attendance Review Board and collaboration with Jasper County Sheriff's Office and the Jasper County Court System. A review of FY22 discipline data indicated that 97% of Jasper County Primary School students had zero or one discipline incidents, compared to 98% in the FY21, 99% in the FY20 school year and 99% in the FY19 school year. Of the total number of students receiving two or more referrals over</p>

	<p>during the FY22 school year of behavior data collection, 88% (15/17) of the students were males. African American males received 13% of the referrals, multiracial males received 13% of the referrals, and white males received 73% of the referrals. The Title I Survey data, as well as Family Engagement/Connections data, indicated an overall positive perception of all of the schools. Based on feedback provided during previous school years, JCPS worked to improve communication during the FY22 school year by sending all communication in each student's native language, keeping the school website update with information provided in English and Spanish, as well as sending information through Remind at the school and classroom level. JCPS will continue to work on communication with parents throughout the FY23 school year as well. Communication will be through parent/teacher conferences, communication through student agendas, newsletters, family engagement events, Remind communication between teachers/parents, as well as school call-outs. JCPS will continue to focus on helping parents and community members understand what the school is attempting to accomplish while highlighting the outstanding accomplishments of our students. Focus will be placed on parent/school communication.</p>
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<p><b>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</b></p>	<p>For process data the school leadership team along with the central office staff hold Impact Check Meetings twice per year. Mid-Year in January and End-of-Year in May. The central office staff including the superintendent and all executive directors/departments heads attend these meetings where they hear reports from the school's teachers and administrators on the progress of their SIP- School Improvement Plans. For each initiative within the SIP, the school answers (3) questions at the mid-year impact checks: 1- What data/artifacts support that initiatives/actions are being implemented with fidelity? 2- How have these initiatives/actions impacted student achievement? 3- What course corrections do we need to make as a result of this impact check? The same process is followed at the End-of-Year Impact Check meetings answering (2) questions: 1-What do EOY data/artifacts indicate about the implementation of Course Corrections? 2- What are the implications for the 2022-2023 School Improvement Plan (SIP)? The data from both of these meetings allows the school and the district office to track the progress/status of implementation of the School Improvement Plan. The School Leadership Team also meets monthly throughout the school year to review the School Improvement Plan and monitor progress towards meeting the School Improvement Goals. The team reviews current data from local assessments as well as instructional programs. As trends/needs are observed in the data, adjustments or changes are made to ensure progress is made to reach the goals.</p> <p>Jasper County Primary School's Professional Learning Communities (PLCs) also meet during their common planning times to hold Data Team Meetings. These are used to discuss current assessment data including Measures of Academic Progress (MAP) Data, unit assessment data, formative assessment data, GKIDS 2.0 data, WriteScore data, Rigby data, and software diagnostic data. Depending on the information provided by the assessment(s), teachers analyze various points of data including demographic data, progress towards standard mastery, alignment to standards, usage, and strengths/weaknesses. Teachers then collaboratively plan instructional tasks to meet the needs of all</p>
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	<p>students based on the findings of the data. The Data Team Meetings provide teachers collaborative planning time to ensure students are making growth. Jasper County Primary School's Positive Behaviors Interventions and Supports (PBIS) Team also reviews attendance and behavior data monthly. This team reviews student data related to the number of days missed both unexcused and excused. They work collaboratively along with the leadership of the Counselor and all teachers to target the students with attendance issues through contact with the parent/guardian. The team also helps develop attendance incentives to encourage students to attend school regularly. The team reviews discipline data as well. The monthly discipline data is desecrated by number of referrals per month, referrals by behavior, referrals by location, referrals by time, referrals by student, referrals by grade, and referrals by the day of the week. These reports help the team drill down into areas, behavior, and students of focus and develop plans for addressing the needs.</p>
<p><b>What does the process data tell you?</b>          (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Through the process of reviewing data aligned with the School Improvement Plan through Impact Checks, monthly School Leadership Team meetings, monthly PBIS Team meetings, and weekly Professional Learning Communities, Jasper County Primary School consistently monitors their progress towards reaching the School Improvement Goals including increasing student achievement in literacy and math as well as improving student attendance and the integration of Science, Technology, Engineering, and Mathematics (STEM) into instruction. Each of these teams plays a vital role in ensuring students are making progress and adjustments are being made as needed based on trends/findings in the data.</p> <p>The implementation of weekly Data Teams allows for monitoring of standard mastery through assessments and re-assessments. Jasper County Primary School is standards-based and student are continuously assessed on their progress towards mastery of each standard using formative and summative assessments. Grade levels review common assessments and make instructional adjustments and decisions based on needs observed through their data analysis. Professional Learning Communities also review data for students in the Multi-tiered System of Supports (MTSS) Process. Each student's progress monitoring is reviewed to ensure student are making progress towards their individual goals with their current interventions. If they are not, the team determines if their intervention needs to be changed.</p> <p>While Professional Learning Communities analyze individual student data, classroom data, and grade level data during their Data Team meetings, the School Leadership Team focuses on the review of grade level and school data. This ensures another level of data analysis to monitor progress towards school improvement goals. Once trends are observed, adjustments are made if needed.</p> <p>Each of these methods for reviewing student, classroom, grade level, and school data is imperative for providing individualized, quality instruction for all students.</p>



What achievement data did you use?	<p>We used a combination of data from FY22 as well as data from FY21, FY20, and FY19 to look for trends. Our primary data source was NWEA MAP data for Reading and Math. This data was disaggregated by grade levels, demographics, and individual students. We reviewed MAP achievement and growth data to create our School Improvement Plan and monitor implementation of district and school initiatives.</p> <p>Other data sources used include GKIDS 2.0 data, Rigby assessment data, WriteScore data, iReady diagnostic data, Reading Horizons assessment data, attendance data, and behavior data. We gather and analyze the data to provide us with a more complete view of student progress and achievement. We use the findings to determine areas of needed professional learning and support.</p>
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What does your achievement data tell you?	<p><u>Student achievement trend patterns identified are:</u></p> <p><b>Student Achievement Trends in MAP Data:</b></p> <ul style="list-style-type: none"> <li>-Students in grades K-2 scored higher in math when compared to reading.</li> <li>-19% of students scored at or above the 85th percentile in math and 15% scored at or above the 85th percentile in reading.</li> <li>-Kindergarten and 2nd grade cohorts increased the percentage of students scoring at or above the 50th percentile, 70th percentile, and 85th percentile from fall to winter in math; 2nd grade cohort also increased the percentage of students scoring at or above the 50th, 70th percentile, and 85th percentile from fall to winter in reading.</li> <li>-55% of Kindergarten students met their fall to spring growth projection in reading and 68% of Kindergarten students met their fall to spring growth projection in math.</li> <li>-42% of 1st grade students met their fall to spring growth projection in reading and 55% of 1st grade students met their fall to spring growth projection in math.</li> <li>-64% of 2nd grade students met their fall to spring growth projection in reading and 77% of 2nd grade students met their fall to spring growth projection in math.</li> <li>-54% of JCPS students met their fall to spring growth projection in reading and 67% of JCPs students met their fall to spring growth projection in math.</li> <li>-Kindergarten reading highlights-- 16% of students scoring at or above the 85th percentile in reading and the grade level is scoring 2 points above the national norm RIT</li> <li>-Kindergarten math highlights-- increased the percentage of students scoring at the 50th percentile or higher, 70th percentile or higher, and the 85th percentile or higher; exceeded district goal of having 40% of students at or above the 70th percentile and district goal to have 10% of students at or above the 85th percentile; grade level scoring 4 points above the national norm RIT</li> <li>-1st grade reading highlights-- 16% of students scoring at or above the 85th percentile in reading and the grade level is scoring 2 points above the national norm RIT</li> <li>-1st grade - reading highlights-- - math highlights--</li> <li>-In Kindergarten, there were no significant differences when comparing subpopulation data in reading and math to the grade level average within the African American and White subpopulations. The multiracial and Hispanic subpopulation did score 10 or more points below the grade level average in reading.</li> </ul>
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--In 1st grade, there were no significant differences when comparing the White and multi-racial subpopulation data in reading to the grade level average. The African American and Hispanic subpopulations did score 10 or more points below the grade level average in reading. There were no significant differences when comparing the Hispanic, White, and multi-racial subpopulation data in reading to the grade level average in math.

--In Second grade, there were no significant differences when comparing subpopulation data in reading to the grade level average. The African American and Hispanic subpopulations did score 10 or more points below the grade level average in math.

-There were not significant differences when comparing males and females to the grade level averages in Kindergarten, First grade, or Second grade in reading or math.

MAP Data-- JCPS gives the MAP Growth Assessment in Reading and Math 3 times per year: Fall, Winter, and Spring. We analyze the percentage of students scoring in each quintile including Low (below the 21st percentile), Low Average (21st-40th percentile), Average (41st-60th percentile), High Average (61st-80th percentile), and High (81st percentile and above). District goals for FY22 were set based on average, high average, and high quintiles for reading, and high average and high for math.

JCPS met the district goal of having 68% of our students in the average, high average, and high quintiles on the spring MAP reading assessment.

JCPS exceeded the district goal of having 43% of our students in the high and high average quintiles on the spring MAP math assessment. JCPS had 49% of students scoring in the high and high average ranges.

#### **MAP Summary:**

Overall, Kindergarten through Second grade students scored higher on the MAP Math Assessment when compared to the MAP Reading Assessment. Kindergarten and 2nd grade had an increase when comparing the number of students scoring at or above the 50th percentile, 70th percentile, and 85th percentile in math. In reading, also showed an increase in the number of students scoring at or above the 70th percentile and 85th percentile in reading. Second grade students showed in an increase in the number of students scoring at or above the 50th and 70th percentile as well. Along with achievement data, growth data was measured as well. In math, 68% of Kindergarten students met their growth projection, 55% of First grade students, and 77% of Second grade students. In reading, 55% of Kindergarten students met their growth projection, 42% of First grade students, and 64% of Second grade students.

**WriteScore Data-** Since MAP does not have a constructed or extended response portion, we have contracted with WriteScore to provide our students with practice writing assessments (3) times a year in 2nd grade and (2) times a year in 1st grade. Instruction focuses on one genre per 9 weeks followed by the appropriate practice assessment. Students in grades 1 and 2 receive paper pencil assessments. Students are assessed in Informational Writing and Opinion Writing in 1st and 2nd grade. Students in 2nd grade also complete the Narrative Reading/Writing Assessment. The data shows that writing is difficult for our students, but growth was shown. We will continue using WriteScore data to drive writing instructional decisions based on students'

	<p>strengths and areas of need. Genres and administration periods will be consistent among 1st and 2nd grades to ensure the trend data and growth reports are accurate. The scores are out of 7 points and are as follows 1st grade- 2.99 (Opinion) an increase from 1.97 during FY21, and 1.83 (Informational) , 2nd grade- 2.21 (Opinion) an increase from 2.18 during FY21 and 2.31 (Informational) a slight decrease from 2.46 during FY21. During FY23, JCPS will only administer the information and opinion assessments through WriteScore. The narrative assessment will be teacher created based on the Georgia Standards of Excellence guidelines for narrative writing for each grade level. JCPS will continue to analyze WriteScore data to determine our greatest areas of needed and focus on those areas during our writing instruction.</p>
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What demographic data did you use?	We analyzed demographic data from the MAP Growth Assessments in Reading and Math.
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What does the demographic data tell you?	<p>MAP Demographic Data-</p> <ul style="list-style-type: none"> <li>-In Kindergarten, there were no significant differences when comparing subpopulation data in reading and math to the grade level average within the African American and White subpopulations. The multiracial and Hispanic subpopulation did score 10 or more points below the grade level average in reading.</li> <li>-In 1st grade, there were no significant differences when comparing the White and multi-racial subpopulation data in reading to the grade level average. The African American and Hispanic subpopulations did score 10 or more points below the grade level average in reading. There were no significant differences when comparing the Hispanic, White, and multi-racial subpopulation data in reading to the grade level average in math. -In Second grade, there were no significant differences when comparing subpopulation data in reading to the grade level average. The African American and Hispanic subpopulations did score 10 or more points below the grade level average in math.</li> <li>-There were not significant differences when comparing males and females to the grade level averages in Kindergarten, First grade, or Second grade in reading or math.</li> </ul> <p>The gifted subgroup is only reflected in 2nd grade. The gifted subpop had 25% (2/8) students meet their fall to spring growth projection in reading and 63% (5/8) meet their fall to spring growth projection in math.</p> <p>The PEC subpop had 42% (8/19) of PEC students meet their fall to spring growth projections in reading and math.</p> <p>The ELL subpop had 60% (15/25) of ELL students meet their fall to spring growth projection in reading and 72% (18/25) of ELL students meet their fall to spring growth projection in math.</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><b>Coherent Instructional:</b> 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>Jasper County Primary includes grades Kindergarten through 2nd grade. Prek is also housed at the primary level but is lead by a separate PreK Director. The district is accredited through Cognia. JCPS is Title I school as all schools are in Jasper Charter System. Title I programs are available to teachers and staff at JCPS. There is a range of supplemental and regular education programs that are available to Kindergarten through 2nd grade students. The instructional programs used at JCPS incorporate a wide range of instructional strategies that are presented to all students in small learning groups for reading and math as well as lower class sizes. The MAP assessment is given at JCPS three times a year to determine present level of achievement as this is a national normed reference assessment. However, teachers utilize this assessment to determine growth goals for individual students in both reading and math. Teachers then utilize the MAP learning continuum to prioritize learning goals for individual learning paths for students. Our teachers also give the MAP Fluency also three times a year to determine phonemic awareness, phonics skills, and oral fluency with reading. In FY23, this assessment will be given to only students identified as "At-Risk" based on scoring below the 30th percentile on the MAP Reading Assessment. If students show a need for Multi-tiered Systems of Support Interventions, this data will be used to identify gaps and determine which interventions are most appropriate for addressing the students' needs.</p>
	<p>Here at JCPS, Growing Readers is a K-3 literacy professional learning grant designed and implemented through Georgia's Regional Educational Service Agencies (RESAs) and administered through the Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GaDOE). Growing Readers aims to provide consistent and high-quality professional learning to teachers on effective reading instruction to help more children read at grade level by the end of third grade. Powerful reading strategies are promoted in the classroom by trained Growing Readers teachers. All Fy 22 teachers have been trained with reading strategies to promote early learning and literacy skills. The Assistant Principal is also trained as a Growing Readers District Specialist and provides support to teachers as needed. One Kindergarten teacher, three first grade teachers, and one second grade teacher will begin their second year of official Growing Readers Training during the FY23 school year. A PEC teacher will also continue her second year of Growing Readers Candidate Training during the FY23 school year. Growing Readers RESA/GOSA Specialists visit JCPS monthly to provide job-embedded</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>professional learning and feedback to these teachers and the candidate. Teachers new to JCPS new to JCPS will also participate in Growing Readers professional learning opportunities at the school level. Part of implementing Growing Readers is assessing each student's independent reading level. At JCPS the Rigby Assessment is administered three times a year however, teachers assess students through student/teacher reading conferences more frequently to adjust students reading levels as needed as well as provide instruction using research based reading practices and strategies.</p> <p>JCPS began implementing a new math program, Ready Math, during the FY22 school year. During the FY23 school year, JCPS will also begin implementing Ready Reading. Both programs include direct instruction components as well as online platforms for students to work on individualized learning paths. Additional professional learning will be needed for all teachers during the FY23 school year on the Ready Reading program to ensure the teachers have a deep understanding of all components.</p> <p>JCPS also uses Reading Horizons as a core program for Tier 1 phonics instruction. Reading Horizons includes direct instruction and online practice as well. The program is Orton Gillingham based and aligns to the science of reading.</p> <p>JCPS is a STEM school working towards GA STEM Certification. Each grade level has planned integrated science and math units that will be implemented during the FY23 school year. Each grade level also had a grade level year long focus project including Kindergarten- chickens, 1st grade- honey bees, 2nd grade- sensory gardens. Students on each grade level work to care for their year long projects throughout the year. JCPS' Instructional Coach also serves as the STEM Lead. She has a STEM Team with representatives from each grade level as well as other areas of the school to support the work of STEM throughout the building.</p> <p>Structures are in place to help teachers plan for quality instruction. There is a district level curriculum director that meets with instructional coaches monthly to ensure that teachers are following district guidelines which include daily lesson plans, using high leverage practices, and assessing data. By following these guidelines, teachers are designing lesson plans that define what students should know and do, as well as outlining how they will demonstrate mastery of the content showing what they know and what they can do. Administrators and the Instructional Coach review lesson plans through unplanned walk-throughs as well as TKES evaluations. This communication piece will be vital when working with all teachers. Expectations need to be clear and concise that promote lesson plan, lesson format, assessment, and instruction that is tied to data.</p> <p>JCPS has weekly PLC meetings. The first meeting is our professional learning time based on school and district instructional initiatives. During these PLCs, the Instructional Coach works with individual PLCs to facilitate our current school wide initiatives. This time will be used to provide professional learning on various initiatives including but not limited to Growing Readers, Reading Horizons, STEM, Ready Math and Ready Reading, Social Emotional Learning,</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>behavior strategies, classroom management, etc. The Instructional Coach will also work with our MTSS Coordinator, School Counselor, EIP teachers, and the grade level teams during Tier 2 MTSS meetings where student work is examined and discussions are held around interventions that are research and evidenced based. During the second meeting of the week, JCPS staff participates in data team meetings. Teachers and staff utilize MAP, Map Reading Fluency, Rigby (independent reading levels), IReady data, STEM Data, Reading Horizons (phonics program), classroom assessments (formative and summative), and WriteScore data. In depth data reviews help the teachers and IC develop differentiated instructional plans to meet the needs of all students. It also provides them the ability to group students who need interventions for remediation and/or acceleration. Teachers meet with students to provide targeted instruction based on their data (45 min daily each for both reading and math- 45 min reading small group and 45 min math small group) JCPS teacher provide information in the lesson plans explaining which students are in each group, what data was used to group the students, the learning target for each group, and the activities that will be used to teach those learning targets. EIP teachers also implement small group instruction during their EIP reading and math blocks as well. The MAP learning continuum is utilized as well as other data sources to drive the instructional needs during this time based on students' identified areas of strength and need. EIP teachers, gifted teacher, and the ELL teachers utilize the various data points mentioned to develop plans and monitor progress for various sub populations of students at JCPS as well. We strive to meet the needs of all students. We will continue to revise the process and improve our individualized instruction.</p> <p>At the beginning of the year, when Covid 19 was in the forefront of education, JCPS looked at our data and identified learning loss in reading, but largely in math as well. As a system, JCCS recognizes that we are missing ongoing assessment tools. Our district has committed to the process of implementing a new reading, math, and MTSS tracking tool. JCPS will use the Iready Reading software. We felt our current initiatives such as Growing Readers strategies, use of leveled readers, and the adoption of our new Phonics program (Reading Horizons) was working sufficiently. We will continue to evaluate the effectiveness of these initiatives and programs to determine if we need to supplement with additional resources for reading instruction. The new math curriculum adopted at the county level have technology pieces which will access learning, differentiate instruction/ resources for all students and provide teachers with the curriculum they need to help address certain reading and math gaps. The MTSS tracking tool will help teachers, administrators, counselors, and district office personnel to evaluate where our students are in the MTSS hierarchy. Our goal is to move all students into the tier 1 level. Providing tier 2 students with individualized instruction through small groups with reading and math and EIP services to bring them back to the tier 1 level. The goal is to provide researched based instructional strategies to keep students out of the tier 3 level. This is a priority for JCPS. The PLCS (MTSS team) will review all records from tier 1 and 2 and devise an individualized plan with supports, interventions, and progress monitoring timelines to help</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>individual students. This team will eventually make a determination for each student.</p> <p>At JCPS, the administration team will continue to explore and investigate more research and evidence based practices. At JCPS, we want to have a goal that will ensure that every classroom is utilizing these best practices and we will monitor success rates by reviewing both achievement and growth data. We will continue professional learning with differentiation. We must drill down to the individual needs of our students in both reading and math to ensure growth is happening. Data is essential with this process. Teachers must utilize the data of individual students with all types of assessments including the daily formative assessment as progress checks. IC will provide teachers with feedback based on classroom observations and administration will determine if the practices were utilized when observing TKES. Some examples would include Growing Readers strategies, use of new curriculum pieces based on Ready Reading and Ready Math, Number Talks, Reading Horizons lesson planning for small group reading and math with clear differentiated planning notes in plans, etc.</p> <p>We will continue to improve by supporting our teachers and providing PL to help them use all data points to inform their instruction. We will provide explicit instruction to teachers on differentiated instruction. The core instruction must continue to increase in rigor. Students must be met at their individual instructional level in order for JCPS to achieve the goal of 80% of our students being served through Tier 1 instructional practices. JCPS will work to ensure all PL is based on students' and teachers' needs determined by achievement and growth data, TKES observations, teacher input, and informal walkthroughs.</p> <p>At the district level, there are monthly meetings with administration, ICs and central office personnel. These meetings are held where data is presented and reviewed and new initiatives are investigated. Principals, Assistant Principals, and ICs will relay information and positively communicate that information with all staff as needed based on district meetings.</p>
<p><b>Effective Leadership:</b> 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>From our discussion and the results of the data collection, a clearly defined, collaborative, data driven budget process to ensure the equitable, efficient, and transparent distribution of resources to support learning and teaching.</p> <p>Also from our discussion and the results of the data collection, a focus on needs to be placed on district and school collaboration to reach school goals to improve teaching and learning. Finding the right balance of communication and strategic times of delivery are important.</p> <p>The team believed protocols and processes for problem solving, decision making, and data analysis completed during Leadership Team Meetings, Professional Learning Communities, and Positive Behavior Interventions and Supports Meetings are vital for continued improvement across all areas.</p> <p>Another key component to promote the improvement are monthly reviews of the School Improvement Plan by the School Leadership Team as well as mid-year impact checks with times to implement needed course corrections to</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>achieve school improvement goals.</p> <p>The school will utilize the TKES and LKES process to emphasize continuous improvement in the professional capacity of staff. Use of this data will continue to be critical in planning and monitoring improvement within the school.</p> <p>There is still a need for on-going, job embedded professional learning to support teaching and learning within the school. The professional learning will be targeted and focus on school and district initiatives, individual professional learning goals, and areas of need or opportunities for growth determined throughout the school year.</p>
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<p><b>Professional Capacity:</b> 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>Endorsements supported by the district are as follows: ESOL, PBIS, Gifted, STEM, Sped Transition, Reading, Math, MTSS/RTI, and Teacher Leadership. Teachers are encouraged and supported through the process of obtaining advanced degrees or acquiring endorsements to increase their professional knowledge. JCPS is in need of additional teachers with the Teacher Leadership Endorsement to serve as mentor teachers for new teachers. JCPS would like to have at least one staff member complete the Teacher Leadership Endorsement during the FY23 school year. New teachers are also provided an official mentor and participate in a New Teacher Induction Program provided by the district. Veteran teachers new to the school are also assigned a "buddy" to help with their transition into the school.</p> <p>Professional learning continues to be the primary method of improving student achievement throughout the school and grade levels. Professional learning at the primary school focuses on areas of need determined by student achievement data as well as TKES data as well as school/district initiatives including MAP, MAP Reading Fluency, Growing Readers, WriteScore, Number Talks, Reading Horizons, Ready Reading and Math, GKIDS 2.0, GA Numeracy Project, and DIBELS. While almost all professional is now job-embedded and aligned with the school/district goals improvement plans, teachers also have the opportunities to attend professional learning classes provided by our local Regional Education Services Agency (RESA).</p> <p>Professional learning activities are focused on effective implementation of specific instructional programs and strategies to improve student outcomes. The school also provides individualized, job embedded professional development for teachers based on TKES observations, years of experience in the field, individualized professional learning plans and goals, and trends observed in classroom data. The primary school believes that the growth of our teachers has a direct impact on the growth of our students.</p> <p>JCPS would also like to provide professional learning opportunities for paraprofessionals in the specific areas of classroom management support and technology as well as any additional training topics that provide additional guidance on supporting classroom teachers and students.</p> <p>Outside of JCPS, teachers participate in professional learning aligned to school and district initiatives, their area of instruction, or their professional learning goals/plans including but not limited to the GA Educators Technology</p>
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## Strengths and Challenges Based on Trends and Patterns

	Conference (STEM Related), STEM Conference, ELL Conference, IC Conference, PBIS Conference, PBIS GADOE/RESA Courses, RESA professional learning courses directly aligned with professional learning plans and the SIP, etc. Teacher gain additional information regarding best practices, instructional strategies, and increase their knowledge of current research related to their field of expertise. JCPS Administrators may also participate in professional learning opportunities included by not limited to professional learning courses provided by GAEL as well as Administrative Legal Conferences.
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<b>Family and Community Engagement:</b> 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>Strengths:</p> <ul style="list-style-type: none"> <li>-Support from the District Wide Parent Engagement Coordinator provides consistency in planning events, staff training, and parent workshop across the district.</li> <li>-Parent Resource Center is available for parents to access at the Board of Education.</li> <li>-Online Curriculum Orientation were created for all grade levels. These are a one stop shop for stakeholders and parents to make readily available to everyone at any time.</li> <li>-High attendance at Open House allows teachers and parents to communicate about the upcoming school year.</li> <li>-The Media Specialists also created family activities designed around a family read aloud that students completed during the week of Read Across America.</li> <li>-Use of REMIND as a consistent mean of communication between families and school staff</li> <li>-Teachers and parents also communicate through student agendas and classroom Remind accounts.</li> <li>-Parents indicated satisfaction with their child's school on the Title I Parent Survey.</li> <li>-Exciting and useful Family Engagement activities at the primary school included: Literacy/STEM Night, Parent/Teacher Conferences (fall and spring), STEM Night, Awards Day Celebrations, BINGO for Books, Sweetheart Dance, Breakfast with Santa, Attendance Nights, Veterans Day Program, Grade Level Parent Lunches, Student of the Month Celebrations, and Kindercamp.</li> <li>-Families and the community are represented through the School Governance Team. The School Governance Team meets monthly to discuss the happenings of the school, review data, and provide guidance to improve the operations of the school and increase student achievement. The team includes parents and community members both elected and appointed to represent the parents/community members and serve as a source of information for all stakeholders.</li> <li>-The SGT is participating in a book study over the book: <i>Shattering Inequalities</i> to better understand how to provide a quality educational experience for all students.</li> <li>-Prior to this year (Covid), JCPS trained approximately 30 community volunteers to read with students daily. They reviewed sight words and</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>implemented Growing Readers strategies with students to increase their literacy skills. JCPS hopes to start this program again this coming school year. Many of the volunteers have already expressed interest in returning to support our students</p> <p>-JCPS participates in Read with Maggie. Read with Maggie is led by community members who bring dogs into the school to read with students. Read with Maggie students are second graders who are reading below grade level.</p> <p>-JCPS is fortunate to have students from Jasper County High School in the Early Childhood Education Pathway who also support learning at JCPS. The high school students come to JCPS twice a week to work in classrooms and with students on building reading and math skills.</p> <p>Challenges:</p> <p>-Getting parents to attend parent/family activities throughout the year-- The primary school has an extremely high attendance rate for Open House or events that involve students performing. When alternative parent/family engagement activities are planned, they are not as highly attended.</p> <p>-Routinely obtaining feedback from families regarding their needs, overall satisfaction with their child's education, etc. as well as involvement in problem/solution discussions regarding school improvement. The implementation of SGTs has increased involvement in this area however, there is still limited participation.</p> <p>-Translating/Interpretation of letters, communication with parents, etc. into Spanish ... This year, JCPS has developed a plan to work with the ELL Teacher and the District Translator to ensure documents are translated in Spanish.</p> <p>-Maintaining accurate parent/family contact information in the student information system</p>
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<p><b>Supportive Learning Environment:</b> 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>Jasper County Primary School continues to focus on its students with a drive to provide the highest quality education experience possible. The school takes pride in the student achievement gains and academic performance of our students. However, we realized the critical need of increasing academic rigor specifically in literacy and mathematics while providing all students with individual learning goals aligned to their needs. JCPS helps build the students foundational literacy and math skills. Student needs are determined using a variety of data sources including MAP, MAP Reading Fluency, instructional software data, Rigby Assessment Scores, WriteScore results, unit assessments, GKIDS data, Reading Horizons Chapter Tests/Skill Checks as well as teacher created formative and summative assessments. Each of these data sources are considered when designing instruction to meet students' needs.</p> <p>Students are also supported in all areas of the school through the implementation of PBIS and Social Emotional Learning Lessons provided by the School Counselor. Common behavior lessons are taught for all areas of the school to ensure that expectations are clear, consistent, and implemented with fidelity throughout the building. Students have proven to be more successful when they understand what is expected.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>After a thorough review of FY22 data, targeted professional learning opportunities for teachers and leaders will be implemented throughout the FY23 school year included by not limited to STEM, Growing Readers, Ready Reading (2nd grade only) and Magnetic Reading (K-2), Ready Math, Reading Horizons, ELL, SIOP, Technology Integration (creating/students as producers of technology), behavior strategies, social emotional learning, etc.</p> <p>Although there was a slight decrease in the FY22 student attendance, the school has an attendance community who tracks attendance data and provides support for students and parents. Increasing student attendance continues to be a primary goal for JCPS.</p> <p>The school as well as the district has noted an increase need for mental health services. JCCS has two mental health counselors on staff for the FY23 school year as well as a new System Social Worker.</p> <p>The primary school believes that recruiting and retaining highly qualified educators is imperative for student success. Beginning teachers are assigned a mentor and participate in the Beginning Teacher Academy provided by the district. Veteran teachers serving in a new position are also assigned a "buddy" to support them with their transition. These methods have proven to improve retention of teachers and the quality of instruction.</p> <p>Technology continues to be a challenge due to low connectivity across the county. Our system continues to explore opportunities to increase wi-fi access for our students. Our classrooms are one-to-one with student Chromebooks as well as almost all K-2 classrooms have a SmartBoard as well. These were provided through a Facebook grant and the IAL grant during previous school years. A multitude of print and digital literacy resources were provided to students, classroom, and our school through the IAL grant as well.</p>
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<b>Demographic and Financial:</b> 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>The financial and demographic trends identified in the district are:</p> <ol style="list-style-type: none"> <li>1) A very low tax base that results in reduced revenue and a limited local budget and reduced fund balances.</li> <li>2) High poverty within the district and community creates a high number of at-risk students needing specialized instruction and services.</li> <li>3) Reduced funds within the district to utilize on those students most at risk and in need of specialized instruction and/or additional resources.</li> </ol>
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<b>Student Achievement:</b> 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>Student Achievement Trends in MAP Data:</p> <ul style="list-style-type: none"> <li>-Students in grades K-2 scored higher in math when compared to reading.</li> <li>-19% of students scored at or above the 85th percentile in math and 15% scored at or above the 85th percentile in reading.</li> <li>-Kindergarten and 2nd grade cohorts increased the percentage of students scoring at or above the 50th percentile, 70th percentile, and 85th percentile from fall to winter in math; 2nd grade cohort also increased the percentage of students scoring at or above the 50th, 70th percentile, and 85th percentile from</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>fall to winter in reading.</p> <p>-55% of Kindergarten students met their fall to spring growth projection in reading and 68% of Kindergarten students met their fall to spring growth projection in math.</p> <p>-42% of 1st grade students met their fall to spring growth projection in reading and 55% of 1st grade students met their fall to spring growth projection in math.</p> <p>-64% of 2nd grade students met their fall to spring growth projection in reading and 77% of 2nd grade students met their fall to spring growth projection in math.</p> <p>-54% of JCPS students met their fall to spring growth projection in reading and 67% of JCPS students met their fall to spring growth projection in math.</p> <p>-Kindergarten reading highlights-- 16% of students scoring at or above the 85th percentile in reading and the grade level is scoring 2 points above the national norm RIT</p> <p>-Kindergarten math highlights-- increased the percentage of students scoring at the 50th percentile or higher, 70th percentile or higher, and the 85th percentile or higher; exceeded district goal of having 40% of students at or above the 70th percentile and district goal to have 10% of students at or above the 85th percentile; grade level scoring 4 points above the national norm RIT</p> <p>-1st grade reading highlights-- 16% of students scoring at or above the 85th percentile in reading and the grade level is scoring 2 points above the national norm RIT</p> <p>-1st grade - reading highlights-- - math highlights--</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p><b>Special Education:</b></p> <p>1- The parent survey data indicates that teachers and staff communicate with parents of PEC students frequently and include them as "true" team members in special education IEP, Eligibility, etc. meetings. In addition teachers ensure that parents understand procedural safe guards, and information in IEPs and Eligibility Reports are written and explained in a way that is easily understood by parents.</p> <p>2- JCPS ensures that students with disabilities are educated with students who are not disabled to the maximum extent possible.</p> <p>3- JCPS has implemented a systematic and explicit phonics program in grades K-2 which has modified special education kits for a pace conducive for learning for SWD.</p>
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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.

	<p>4- JCPS has case managers monitor attendance of students, contact parents regarding absences, and have good rapport with the families they serve.</p> <p>5- General and special education teachers at JCPS teach collaboratively while embedding specialized instruction into the instructional planning, implementation, and evaluation. There are strong co-teaching relationship at JCPS.</p> <p><b>Economically Disadvantaged Children:</b></p> <p>1- Providing mental health services to at risk students and families at JCPS. JCPS Counselor provides resources for outside agencies and the School Counselor has a close working relationship with the outside agencies.</p> <p>2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups.</p> <p>3- Small group reading and math instruction daily (45- minutes for each subject), MAP data is used to flexibly group students and provide targeted interventions. Other data sources are used as well including MAP Fluency, Rigby, Ready Reading and Math, Reading Horizons, etc.</p> <p>4- Reading Horizons Phonics Instruction &amp; Growing Readers Strategies- Improvement with decoding strategies as well as comprehension has improved with the implementation of Reading Horizons and Growing Readers.</p> <p>5- Early Intervention Program- Evaluation of all students using a Universal Screener and EIP checklist to determine students who need additional academic support through the Early Intervention Program</p> <p>6- The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored closely through progress monitoring with the implementation of researched based instructional strategies adjustments are made to students MTSS plans as needed based on their progress.</p> <p>7- 1-to-1 technology for all students at JCPS</p> <p><b>English Learners:</b></p> <p>ESOL Coordinator and the ESOL Teacher provide resources to JCPS as well as community resources and services for the Spanish speaking community. The ESOL Teacher works collaboratively with the general education teacher and the District Translator to keep parents informed of student academic performance, informs parents of parental and student rights, assist with transportation problems or concerns, connects parents with available community resources and bridging the language barrier for parents. During the FY23 school year, the ESOL Class will run a coffee cart fundraiser at JCPS. JCPS ELL teacher will also plan family engagement events for the ESOL families. At JCPS the academic performance of ESOL students continues to improve throughout each school year. A large increase is noted for second</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	grade ESOL students in the area of Mathematics on MAP FY21 Assessment. ACCESS Data shows listening comprehension and speaking as a strength for JCPS ESOL students.
Challenges	<p>Special Education:</p> <p>1- General and special education teachers need additional professional learning and support for specific disabilities as well as strategies for supporting students with specific disabilities. Example- Students with autism, emotional behavior disorders, and dyslexia.</p> <p>2- Compliant processes and procedures and implementing IDEA need to be evaluated and revised as needed. Monitoring and follow up processes need to be developed and systematically followed.</p> <p>Economically Disadvantaged Children:</p> <p>1-Student attendance continues to be a major issue with at risk students and families. Lack of access to technology and internet access in the homes of our students.</p> <p>2- Parents do not have the general understanding of the importance of attendance and its effect on the mastery of standards and social emotional learning.</p> <p>English Learners:</p> <p>Language barriers and a lack of bilingual services inhibit parent involvement and participation. A full-time interrupter on JCPS campus would be beneficial due to the increased enrollment of ESOL students at JCPS. JCPS does utilize the services provided by the District Translator, and JCPS has also hired a bilingual paraprofessional for the FY23 school year. The ESOL student population is a growing. A system has been developed for translating documents and sending home forms in Spanish for the FY23 school year. The system will be implemented by the ESOL teacher. ACCESS data shows that speaking is an area of concern. To address this concern, the ESOL teacher has planned activities including the coffee cart, boom cards, the use of iPad software, and other subscription resources to provide additional opportunities for ESOL students to increase their speaking skills. Although JCPS has a full-time ESOL teacher, which is very beneficial, more time is needed for collaboration between the ESOL teacher and general education teachers to support ESOL students in their general education classroom settings. JCPS feels it would be very beneficial to implement SIOP training with all teachers. JCPS would also like to provide collaborative professional learning opportunities for our ESOL teacher to work with other ESOL teachers within</p>

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

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

	the county as well as surrounding counties. JCPS feels it would be beneficial for the ESOL teacher to attend an ELL professional learning conference.
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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	JCPS will decrease the number of students with 10 or more absences by 1% for the FY23 school year.
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	
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##### Overarching Need # 2

Overarching Need	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 68% on the Spring MAP 2022 Assessment to 71.5% on the Spring MAP 2023 Assessment. (40th percentile and above)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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## Overarching Need # 3

Overarching Need	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 48% on the Spring MAP 2022 Assessment to 49% on the Spring MAP 2023 Assessment. (60th percentile and above)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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## Overarching Need # 4

Overarching Need	JCPS is working towards becoming a GA DOE STEM Certified School, but the school has not met all of the requirements on the STEM Continuum based on an internal review completed by the STEM Team. Baseline data determined during the Summer of 2022, the STEM Team feels that they are meeting the STEM Continuum requirements for 6 out of 15 categories.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Focus Areas: Adding a third STEM competition, sustaining overarching theme projects begun in FY22, monthly STEM PL, partnering with agriculture specialists, extending partnerships to connect with the community in a positive way (sharing tulips, honey, eggs), include technology that supports producing rather than just consuming, continue collecting and analyzing data to monitor student progress, begin process for STEM certification application
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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 - JCPS will decrease the number of students with 10 or more absences by 1% for the FY23 school year.**

##### Root Cause # 1

Root Causes to be Addressed	Root Cause Analysis for Attendance (Problem: JCPS had 38.94% of students with 10 or more absences during the FY22 school year.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	<p><b>**All causes were brainstormed and discussed with the School Leadership Team. The underlined statements below will be the actionable causes that the team will address FY23 through the School Improvement Plan.</b></p> <ul style="list-style-type: none"> <li>● Need for a balanced calendar</li> <li>● PreK-K Transition</li> <li>● Punitive Measures (Started implemented at the end of FY22)</li> <li>● Parents' perception of school</li> <li>● JCCS Attendance Policy Long/Wordy (No educational terms)</li> </ul> <p>-JCPS will send home an abbreviated attendance form that aligns to the JCCS attendance policy as well as the JCSS attendance policy</p> <ul style="list-style-type: none"> <li>● Conferences</li> </ul> <p>- JCPS will continue to add the attendance data to conference forms to discuss with parents including the FY22 attendance data for eachbrstudent</p>
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## Root Cause # 1

Additional Responses	<p><u>-Mrs. Swarner will be invited to attend conferences for students with attendance concerns.</u></p> <ul style="list-style-type: none"> <li>● Parents' lack of knowledge about what students miss regarding daily instruction/standards covered</li> <li>● Early Checkouts/Tardies</li> <li>● Attendance Incentives</li> </ul> <p>-JCPS will add an attendance requirement to each quarterly PBIS Celebration.</p> <p>-JCPS will continue to implement the Attendance ScoreBoard for classes with daily perfect attendance. Classes will be randomly rewarded for their perfect attendance.</p>
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**Overarching Need - By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 68% on the Spring MAP 2022 Assessment to 71.5% on the Spring MAP 2023 Assessment. (40th percentile and above)**

## Root Cause # 1

Root Causes to be Addressed	Root Cause Analysis for Reading (Problem: JCPS had 68% of students scoring at average, high average, and high categories on MAP Reading Assessment. (Goal: We need 71.5% by Spring FY23; 40th percentile or above)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Title IV, Part A - Student Support and Academic Enrichment</p>

Additional Responses	<p><b>**All causes were brainstormed and discussed with the School Leadership Team. The underlined statements below will be the actionable causes that the team will address FY23 through the School Improvement Plan.</b></p> <ul style="list-style-type: none"> <li>● Instruction -More remediation than acceleration -More individualized, direct instruction (using relevant data) -<u>Non-negotiables may not be happening in each classroom (BST reviewed and updated list)</u>-Most common word instruction-- Reading</li> </ul>
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## Root Cause # 1

Additional Responses	<p>Horizons MCW lessons and daily MCW review in lesson; Provide strategies for parent</p> <p><u>-Implementation of common reading program (Ready Reading- 2nd grade only; Magnetic Reading - all K-2 classrooms)</u></p> <ul style="list-style-type: none"> <li>● Curriculum</li> </ul> <p>-Lack of consistent instruction for reading (Ready Reading, Reading Horizons, Growing Readers will be used in FY23)</p> <ul style="list-style-type: none"> <li>● Organization</li> </ul> <p>- More face-to-face instruction instead of software program</p> <ul style="list-style-type: none"> <li>● Assessment</li> </ul> <p>-Too many assessments; not using data of all assessments effectively</p>
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**Overarching Need - By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 48% on the Spring MAP 2022 Assessment to 49% on the Spring MAP 2023 Assessment. (60th percentile and above)**

## Root Cause # 1

Root Causes to be Addressed	Root Cause Analysis for Math (Problem: JCPS only had 48% of students scoring at high average and high categories on MAP Math Assessment. (Goal: We need 49% by Spring FY23; 60th percentile or above)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Title IV, Part A - Student Support and Academic Enrichment</p>

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team. The
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## Root Cause # 1

Additional Responses	<p>underlined statements below will be the actionable causes that the team will address FY23 through the School Improvement Plan.</p> <ul style="list-style-type: none"> <li>● Instruction -More resources and PL for Math acceleration - -Focus on remediation compared to acceleration -Math Discourse needs to be used from Ready Math</li> <li>-Number Talks and Math Journaling need to be implemented consistently</li> <li>-Increase rigor (including alignment of learning statements with high/average/low activities)-- Data Teams Focus</li> <li>● Curriculum -PL on Ready Math Discourse</li> <li>● Assessment</li> <li>-Increase rigor on formative and summative assessments</li> </ul>
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**Overarching Need - JCPS is working towards becoming a GA DOE STEM Certified School, but the school has not met all of the requirements on the STEM Continuum based on an internal review completed by the STEM Team. Baseline data determined during the Summer of 2022, the STEM Team feels that they are meeting the STEM Continuum requirements for 6 out of 15 categories.**

## Root Cause # 1

Root Causes to be Addressed	Root Cause Analysis for STEM (JCPS is working towards becoming a GA DOE STEM Certified School, but the school has not met all of the requirements on the STEM Continuum based on an internal review completed by the STEM Team.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Title IV, Part A - Student Support and Academic Enrichment</p>
Additional Responses	The STEM Team determined the following areas of need based on continued review of the STEM Continuum:

## Root Cause # 1

Additional Responses	<ul style="list-style-type: none"><li>-Additional professional learning for teachers on the STEM process, STEM focuses (chickens, bees, gardening), students at technology producers, and integration of content areas</li><li>-Integration of STEM throughout the building</li><li>-Weekly time devoted to yearlong grade level STEM projects</li><li>-Increasing the number of community partners</li></ul>
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# School Improvement Plan 2022 - 2023



**Jasper County**  
**Jasper County Primary School**

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Jasper County
School Name	Jasper County Primary School
Team Lead	Pam Edge, Principal
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	JCPS will decrease the number of students with 10 or more absences by 1% for the FY23 school year.
Root Cause # 1	Root Cause Analysis for Attendance (Problem: JCPS had 38.94% of students with 10 or more absences during the FY22 school year.)
Goal	JCPS will decrease the number of students with 10 or more absences by 1% for the FY23 school year.

#### Action Step # 1

Action Step	<ul style="list-style-type: none"> <li>-Monitor student attendance (daily) and provide monthly reports to building Principal, School Leadership Team, and the school PBIS team for monitoring</li> <li>-Daily classroom perfect attendance will be monitored through the use of the Attendance Scoreboard (Classes will randomly receive prizes for perfect attendance)</li> <li>-Prizes will also be provided quarterly through PBIS incentive parties for students meeting behavior and attendance requirements to attend.</li> </ul>
Funding Sources	N/A
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
Success Criteria for Implementation	<p>Method for Monitoring Implementation: Attendance Data will be reported in Infinite Campus Daily by 9:00am; Attendance reports will be provided to the School Leadership Team and PBIS Team monthly, Homeroom Teachers will contact parents once a student reaches two absences and the Counselor will make contact with parents after a student reaches five absences. All contact will be documented in Infinite Campus. School Attendance Clerk will monitor perfect attendance data collected by the Attendance Scoreboard Software.</p> <p>Method for Monitoring Effectiveness: Attendance reports will be provided to the School Leadership Team and PBIS Team monthly as well as Attendance Trend Data for school, grades, and individual students. Student with more than 25 absences will be reported to Jasper County Sheriff's Office following BOE Policy.</p>

## Action Step # 1

Success Criteria for Impact on Student Achievement	Attendance Trends will be compared to MAP Reading and Math data to determine impact on student achievement.
Position/Role Responsible	School Attendance Clerk, Administrative Team (Principal, Assistant Principal, Instructional Coach, and Counselor), PBIS Team, School Leadership Team, Homeroom Teachers
Timeline for Implementation	Others : Daily & 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)?	School Governance Team; Family Connections; Jasper County Sheriff's Office, Local Court System
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## Action Step # 2

Action Step	-Inform parents of the District Attendance Protocol to ensure parents are aware of the policies and expectations. The District Attendance Protocol will be consolidated to a one-page information sheet for parents to review and sign during Open House. The form will also include student's number of absences from the FY22 school year. The complete District Attendance Protocol will be sent home in student information packets as well. New students will receive the Attendance Protocol in their student information packet from their homeroom teacher. Attendance information is shared on report cards sent home each nine weeks as well.
Funding Sources	N/A
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

## Action Step # 2

Success Criteria for Implementation	<p>Method for Monitoring Implementation: Counselor and Attendance Clerk provided the Attendance Protocol and Consolidated Attendance Protocol for all students at Open House and in their Student Information Packet. New students will receive the Attendance Protocol in their student information packet from their homeroom teacher. Signed copies of the Attendance Protocol will be kept on file. Any forms not collected will be noted by the School Attendance Clerk and another copy will be sent home as needed.</p> <p>Monitoring for Effectiveness: Daily student attendance report; School Leadership Team and PBIS Team will review monthly school, grade level, and student attendance reports to determine effectiveness and trends.</p>
Success Criteria for Impact on Student Achievement	Attendance Trends will be compared to MAP Reading and Math data to determine impact on student achievement.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Attendance Clerk, Instructional Coach, Homeroom Teachers
Timeline for Implementation	Others : Daily & 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)?	School Governance Team & Family Connections
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## Action Step # 3

Action Step	Attendance Data will be added to each student's Conference Form and discussed with parents during Parent Conferences held in Fall and Spring. The System Social Worker and the School Counselor will attend conferences for students with attendance concerns. Baseline attendance data from the previous school year will be provided to parents during Open House and updated throughout the year to be shared at their child's Parent/Teacher Conferences.
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>

## Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring: Conference Forms provided by Instructional Coach; Conference Logs completed by teachers and turned in for documentation  Method for Monitoring Effectiveness: Attendance data will be tracked and monitored daily, monthly, and yearly to determine if providing the attendance data at conferences was effective by the School Leadership Team, the PBIS Team, and the Administration Team.
Success Criteria for Impact on Student Achievement	Attendance Trends will be compared to MAP Reading and Math data to determine impact on student achievement.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Counselor, Attendance Clerk, Homeroom Teachers
Timeline for Implementation	Others : bi-annual

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)?	School Governance Team & Family Connections
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## Action Step # 4

Action Step	The Counselor will hold Parent Information Sessions regarding attendance at a minimum of two times a year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation: Parent Attendance Information Sessions will be scheduled at a minimum of two times a year by the Counselor and School Administration Team. Sign-in sheets and information provided will be kept for documentation.  Method for Monitoring Effectiveness: Attendance data will be tracked and monitored daily, monthly, and yearly to determine if the parent information sessions were effective in approving student attendance in the months following the presentations.
Success Criteria for Impact on Student Achievement	Attendance Trends will be compared to MAP Reading and Math data to determine impact on student achievement.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Attendance Clerk
Timeline for Implementation	Others : Bi-annual

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)?	School Governance Team, Family Connections
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 68% on the Spring MAP 2022 Assessment to 71.5% on the Spring MAP 2023 Assessment. (40th percentile and above)
Root Cause # 1	Root Cause Analysis for Reading (Problem: JCPS had 68% of students scoring at average, high average, and high categories on MAP Reading Assessment. (Goal: We need 71.5% by Spring FY23; 40th percentile or above)
Goal	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 68% on the Spring MAP 2022 Assessment to 71.5% on the Spring MAP 2023 Assessment. (40th percentile or above)

#### Action Step # 1

Action Step	The implementation of school-wide non-negotiable instructional practices as well as the implementation of the Georgia Performance Standards will be evident in all classrooms through instruction. The non-negotiables include differentiation using the MAP Learning Continuum, Reading Horizons instruction, Writing instruction (WriteScore- 1st & 2nd Opinion/Informational and Writing A-Z- KK-2nd), Growing Readers, Ready Math, Ready Reading (2nd grade), and Magnetic Reading (K-2)
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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring Implementation- TKES Evaluations, Lesson Plan Checks (non-negotiables), and iReady usage  Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Reading Data (on-going), Reading Horizons Data (on-going), Common Unit Assessments (monitored during PLCs/Data

## Action Step # 1

Success Criteria for Implementation	Teams), Rigby Assessments (Beginning, Middle, and End of the Year), WriteScore Data
Success Criteria for Impact on Student Achievement	Student achievement on the MAP Reading Assessment will be monitored based on the SMART Goal. The percentage of students meeting their fall to spring growth projection on the MAP Reading Assessment will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and 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)?	Community Reading Volunteers, School Governance Team, Early Childhood Education Pathway Students
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## Action Step # 2

Action Step	Implementing explicit most common word instruction at school and providing strategies for sight word practice at home. Additional practice activities will be created by the ELL teacher as well for ESOL students to practice most common words at home. This will help eliminate the language barrier. Snap cards have been purchased to support sight word instruction in the classroom as well.  Continental Press (Language Program) will be implemented with ELL students in Kindergarten, first grade, and second grade.
Funding Sources	Title III, Part A
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

## Action Step # 2

Success Criteria for Implementation	Method of Monitoring Implementation- Implementation will be monitored through TKES evaluations and the language program platform.  Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), Ready Reading Data, Reading Horizons Assessment Data, Rigby Assessment Data (Beginning, Middle, and End of the Year data), and the language program platform
Success Criteria for Impact on Student Achievement	Student achievement on the MAP Reading Assessment will be monitored based on the SMART Goal. The percentage of students meeting their fall to spring growth projection on the MAP Reading Assessment will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach), Homeroom 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)?	Community Reading Volunteers, School Governance Team
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## Action Step # 3

Action Step	Teachers will participate in SIOP training to increase speaking, listening, language, and writing skills for all students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment



## Action Step # 3

Success Criteria for Implementation	Method of Monitoring Implementation: Sign-in sheets will be kept for documentation of participation in SIOP PL.  Method for Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), Ready Reading Data, Reading Horizons Assessment Data, Rigby Assessment Data (Middle & End of Year)
Success Criteria for Impact on Student Achievement	Student achievement on the MAP Reading Assessment will be monitored based on the SMART Goal. The percentage of students meeting their fall to spring growth projection on the MAP Reading Assessment will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach), Certified Staff
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)?	SIOP Trainers
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## Action Step # 4

Action Step	Data Teams will be implemented twice a month to review relevant reading data and plan differentiated, small group activities based on trends observed in the data. EIP teacher along with homeroom teachers, ELL teacher, and PEC teachers will participate in data teams to determine best practices for improving student achievement.
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 Immigrant

## Action Step # 4

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring Implementation: Sign-in sheets, agendas, and notes will be kept for Data Team Meetings  Method for Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), Ready Reading Data, Reading Horizons Assessment Data, Rigby Assessment Data (Middle & End of Year)
Success Criteria for Impact on Student Achievement	Student achievement on the MAP Reading Assessment will be monitored based on the SMART Goal. The percentage of students meeting their fall to spring growth projection on the MAP Reading Assessment will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach), Certified Staff
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 # 5

Action Step	ESOL Teacher will implement a coffee cart fundraiser with ELL students to increase speaking and language skills. Speaking was identified as an area of need based on FY22 ACCESS scores.
Funding Sources	Title III Part A EL
Subgroups	English Learners Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring Implementation- ESOL Teacher will create and share a schedule with JCPS staff of the coffee cart hours and days of operation  Method for Monitoring the Effectiveness: ELL Students' ACCESS scores will be monitored to determine if the implementation of the coffee cart had an impact on their

## Action Step # 5

Success Criteria for Implementation	speaking scores.
Success Criteria for Impact on Student Achievement	ELL Students' ACCESS scores will be monitored to determine if the implementation of the coffee cart had an impact on their speaking scores.
Position/Role Responsible	ESOL Teacher, Principal, Assistant Principal
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 # 6

Action Step	Certified content teachers will participate in professional learning for Ready Reading (2nd grade only) and Magnetic Reading (K-2) as this is a new instructional program for JCPS.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring Implementation: Sign-in sheets and agendas will be kept along with lesson plans as artifacts for implementation.  Method for Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), Ready Reading Data, Reading Horizons Assessment Data, Rigby Assessment Data (Middle & End of Year)
Success Criteria for Impact on Student Achievement	Student achievement on the MAP Reading Assessment will be monitored based on the SMART Goal. The percentage of students meeting their fall to spring growth projection on

## Action Step # 6

Success Criteria for Impact on Student Achievement	the MAP Reading Assessment will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach), Certified Staff
Timeline for Implementation	Quarterly

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

Action Step	Assisting students performing below grade level through an after school tutoring program and/or Summer Bridge (Summer School) opportunities may be offered to students to increase literacy skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation: Implementation will be monitored through daily attendance.  Method of Monitoring Effectiveness: MAP data and iReady data will be used to monitor student growth and effectiveness of tutoring program and/or summer school opportunities.

Action Step # 7

Success Criteria for Impact on Student Achievement	Student achievement and growth data on the MAP Reading Assessment and the iReady Diagnostic Assessment will be used to monitor the impact on student achievement.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach), Certified Content Teachers
Timeline for Implementation	Others :

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	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 48% on the Spring MAP 2022 Assessment to 49% on the Spring MAP 2023 Assessment. (60th percentile and above)
Root Cause # 1	Root Cause Analysis for Math (Problem: JCPS only had 48% of students scoring at high average and high categories on MAP Math Assessment. (Goal: We need 49% by Spring FY23; 60th percentile or above)
Goal	By the end of the 2022-2023 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 48% on the Spring MAP 2022 Assessment to 49% on the Spring MAP 2023 Assessment. (60th percentile and above)

#### Action Step # 1

Action Step	The implementation of school-wide non-negotiable instructional practices as well as the implementation of the Georgia Standards of Excellence will be evident in all classrooms. The Instructional Coach will continue to provide professional learning on the Georgia Standards of Excellence and the use of manipulatives to support math instruction during Professional Learning Communities. The non-negotiables include differentiation using the MAP Learning Continuum, Georgia Frameworks Tasks, Math Journaling (min. 2 times weekly), Number Talks, and implementation of Ready Math Curriculum.
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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring Implementation- TKES Evaluations, Lesson Plan Checks including all components of the non-negotiables for mathematics, and Walk-throughs by the Administrative Team, iReady (Math) usage  Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring),

## Action Step # 1

Success Criteria for Implementation	MAP Growth Data (Winter and Spring), iReady Math Data (on-going), Dreambox (on-going), Common Unit Assessments (monitored during PLCs/Data Teams), iReady Math Usage
Success Criteria for Impact on Student Achievement	Student achievement data on the MAP Math Assessment will be monitored to determine if the SMART goal was met. The percentage of students meeting their Fall to Spring MAP Math Growth Projection will be monitored as well.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach), Certified Content Teachers
Timeline for Implementation	Others :

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)?	School Governance Team
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## Action Step # 2

Action Step	Teachers will participate in SIOP training to increase speaking, listening, language, and writing skills for all students. The increase in language skills should have a direct impact on students' MAP Math achievement and growth scores with a better understanding of the language used in word problems.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation- Sign-in sheets will be kept from the professional learning

## Action Step # 2

Success Criteria for Implementation	Monitoring for Effectiveness: MAP Math Achievement & Growth Data, ACCESS scores for ELL students (Speaking domain)
Success Criteria for Impact on Student Achievement	Students' achievement and growth data on the MAP Math Assessment should show a positive increase.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Certified 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 # 3

Action Step	Data Teams will be implemented twice a month to review relevant reading data and plan differentiated, small group activities based on trends observed in the data. EIP teachers along with homeroom teachers, ELL teacher, and PEC teachers will review current data and determine best practices for increasing student achievement.
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 Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Monitoring for Implementation: Sign-in sheets, agenda, and minutes will be kept for documentation of data team meetings.  Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP



## Action Step # 3

Success Criteria for Implementation	Growth Data (Winter and Spring), iReady Math Data (on-going), Common Unit Assessments,iReady Math Usage
Success Criteria for Impact on Student Achievement	Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Math Data (on-going), Common Unit Assessments,iReady Math Usage
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Certified Content Teachers
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 # 4

Action Step	Certified content teachers will participate in professional learning on the new GSE Mathematical standards. Their work will include the deconstructing standards as well as aligning common assessments with new math standards.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Monitoring for Implementation: Sign-in sheets and agendas will be kept for documentation as well as artifacts showing the work of standard deconstruction and standard alignment on common assessments.  Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Math Data (on-going), Common Unit

## Action Step # 4

Success Criteria for Implementation	Assessments
Success Criteria for Impact on Student Achievement	Monitoring for the Effectiveness: MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Math Data (on-going), Common Unit Assessments
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Certified Content 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	Assisting students performing below grade level through an after school tutoring program and/or Summer Bridge (Summer School) opportunities may be offered to students to increase mathematical skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation: Implementation will be monitored through daily attendance.  Method of Monitoring Effectiveness: MAP data and iReady data will be used to monitor

Action Step # 5

Success Criteria for Implementation	student growth and effectiveness of tutoring program and/or summer school opportunities.
Success Criteria for Impact on Student Achievement	Student achievement and growth data on the MAP Math Assessment and the iReady Diagnostic Assessment will be used to monitor the impact on student achievement.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach), Certified Content Teachers
Timeline for Implementation	Others :

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	JCPS is working towards becoming a GA DOE STEM Certified School, but the school has not met all of the requirements on the STEM Continuum based on an internal review completed by the STEM Team. Baseline data determined during the Summer of 2022, the STEM Team feels that they are meeting the STEM Continuum requirements for 6 out of 15 categories.
Root Cause # 1	Root Cause Analysis for STEM (JCPS is working towards becoming a GA DOE STEM Certified School, but the school has not met all of the requirements on the STEM Continuum based on an internal review completed by the STEM Team.)
Goal	By the end of the 2022-2023 school year, JCPS will have a pre-certification walk-through completed by GADOE or COGNIA to determine the next steps to becoming a Georgia STEM Certified School.

#### Action Step # 1

Action Step	Teachers will participate in PL on effective strategies or platforms to use with students as they become producers with technology. To complete this action step: document cameras, headphones, and additional Chromebooks may be needed to ensure students have access to the technology devices needed to be producers of technology, and teachers have the necessary tools to provide instruction related to production with technology.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Method for Monitoring Implementation: Sign-in sheets, agendas, and minutes will be kept for documentation.  Method for Monitoring for Effectiveness: JCPS will receive a score in one of the top two quadrants on the GA STEM Continuum for the Technology Integration. The rating will be determined by the GADOE/COGNIA Walk-through team.
Success Criteria for Impact on Student Achievement	Student achievement data will be monitored on the STEM Unit Post Assessments.

## Action Step # 1

Position/Role Responsible	STEM Lead, Principal, Assistant Principal, Certified Staff
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	Grade level representatives will participate in unit writing for STEM units.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Method of Monitoring for Implementation: Sign-in sheets, agendas, units created during unit writing days  Method for Monitoring the Effectiveness: Units will be taught in all classrooms; students will complete STEM post assessments at the end of each unit.
Success Criteria for Impact on Student Achievement	Student achievement scores on STEM post assessments.
Position/Role Responsible	STEM Lead, Principal, Assistant Principal, Certified Staff
Timeline for Implementation	Quarterly

Action Step # 2

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

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

##### Required Questions

<p><b>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).</b></p>	<p>The School Leadership Team met during post planning for the FY22 school year to prepare for FY23. The school team consist of general education teachers, PEC teachers, an EIP teacher, school administration, paraprofessional, the Instructional Coach, Media Specialist, the ESOL Teacher, and the school counselor. The team reviewed current and trend data for attendance, academics, sub populations, and behavior. They completed a the CLIP ratings, determined areas of need for attendance, literacy, mathematics, and STEM through root causes analysis activities. Probable causes were determined and action steps were planned to address these areas of need during the FY23 school year. This leadership team will continue to meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals. Our school plan has direct alignment with our district comprehensive needs assessment district report.</p> <p>The School Governance Team consist of majority parents, community members, teachers, and the Principal. The team meets monthly and the Principal will highlight survey results, shares areas of strength and concerns, and receive feedback on probable causes and potential action steps. Data is presented with attendance, academics to support all probable causes and actions steps. This team will also meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals.</p>
<p><b>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.</b></p>	<p>The school provides the following for all students including minority children...</p> <ol style="list-style-type: none"> <li>1- Providing mental health services to at risk students and families at JCPS. JCPS Counselor provides resources for outside agencies and the School Counselor has a close working relationship with the outside agencies.</li> <li>2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups.</li> <li>3- Small group reading and math instruction daily (45- minutes each), MAP data is used to flexibly group students and provide targeted interventions. Other data sources are used as well including MAP Fluency, Rigby, GA Numeracy, Ready Math and Ready Reading, Reading Horizons</li> <li>4- Reading Instruction including-- Reading Horizons Phonics Instruction, Growing Readers Strategies, Ready Reading (2nd grade) and Magnetic Reading (K-2)- Improvement with decoding strategies as well as comprehension has improved with the implementation of Reading Horizons and Growing Readers. This is the first year of implementation for Ready Reading and Magnetic Reading.</li> <li>5- Early Intervention Program- Evaluation of all students using a Universal Screener and EIP checklist to determine students who need additional academic support through the Early Intervention Program</li> <li>6-The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored closely through</li> </ol>

	<p>progress monitoring with the implementation of researched based instructional strategies. Adjustments are made to students' plans based on progress.</p> <p>7- 1-to-1 technology for all students at JCPS</p> <p>8- Access to highly qualified teachers that are evaluated through the TKES process.</p>
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<p><b>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).</b></p>	<p>MTSS Process is followed to ensure students are served through targeted interventions and progress monitoring when needed.</p> <p>Parent conferences are held at a minimum of two times a year to review promotion requirements and progress throughout the year on each of the requirements. The teacher shares instructional strategies of how the parent can assist with their child's learning at home to work towards standard mastery.</p> <p>ELA Block (2 hours &amp; 30 minutes)</p> <ul style="list-style-type: none"> <li>● Reading Horizons- 30 minutes</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>● Daily Core 4</li> </ul> <ul style="list-style-type: none"> <li>● MCW Review (5 review words &amp; 2 new words)</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>● Transfer Activities (Can be implemented during small group reading instruction, or whole group reading instruction)</li> </ul> <ul style="list-style-type: none"> <li>● Reference Lessons integrated into RH or Writing (Language Standards)</li> </ul> <p>li dir="ltr"Reading Whole Group- 45 minutes Includes&amp;hellip;</p> <ul style="list-style-type: none"> <li>● Ready Reading (2nd Grade); Magnetic Reading (K-2)</li> </ul> <ul style="list-style-type: none"> <li>● Growing Readers- 15 to 20 minutes of (independent reading with student conferencing and strategy groups)</li> </ul> <ul style="list-style-type: none"> <li>● Integration of SS standards (Common Post-Assessments)</li> </ul> <p>li dir="ltr"Reading Small Groups- Minimum of 45 minutes (If possible, small groups should be held during your EIP pull out time. Teachers should meet with each group at a min. of 2 times a week including EIP students.)</p> <ul style="list-style-type: none"> <li>● Two 20-minute rotations for Reading Horizons Software throughout the week</li> </ul> <ul style="list-style-type: none"> <li>● Two 20-minute rotations for iReady Reading throughout the week</li> </ul>
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	<p>li dir="ltr"Writing- 30 minutes (Student conferences are to be done weekly.)</p> <ul style="list-style-type: none"> <li>15-20 minute mini lessons (explicit, standard based instruction)</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>Model, Guided Practice, Independent Practice</li> </ul> <ul style="list-style-type: none"> <li>Opportunities should be provided for students to write across content areas</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>Writing time could be during Reading, Math(whole/small group), or STEM</li> </ul> <p>Math Block (90 minutes)</p> <ul style="list-style-type: none"> <li>Math Whole Group- 30-45 minutes</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>Math Journaling with Discourse- Can be used from Ready Math (minimum of 2 times a week)</li> </ul> <ul style="list-style-type: none"> <li>Number Talks- Can be used from Ready Math (Daily 5-10 minutes)</li> </ul> <p>li dir="ltr"Math Small Groups- Minimum of 45 minutes (If possible, small groups should be held during your EIP pull out time. Teachers should meet with each group at a min. of 2 times a week including EIP students.)</p> <ul style="list-style-type: none"> <li>Two 20-minute rotations for iReady Math throughout the week</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>Goal: 40 minutes of active participation per week</li> </ul> <p>STEM/Science Block (30 minutes)</p> <ul style="list-style-type: none"> <li>STEM/Science- 30 minutes</li> </ul> <p>ul</p> <ul style="list-style-type: none"> <li>STEM Units planned by grade level will be implemented</li> </ul> <ul style="list-style-type: none"> <li>Common STEM Unit Assessments will be given</li> </ul>
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs.	<p>MAP (Universal Screener- Given three times a year to identify most academically at risk students). Students scoring below the 30th percentile on MAP will be given a second screener: MAP Reading Fluency. EIP Checklists will be completed by teachers to ensure students who qualify for additional early intervention supports receive the appropriate support in reading and math. Students needing additional support will be entered into the MTSS process. As needs are identified interventions will be implemented and progress monitoring will be used to determine progress and make needed adjustments.</p>
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<p>Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Behavior data is also monitored through the MTSS Process as well as a Social and Emotional Universal Screener will be given.</p>	
	<p>Additional Assessments used to triangulated data to ensure all students are appropriately identified for additional support --</p>	
	MAP	Screener; Growth; Individualized instruction; Used for grouping students
	MAP Fluency	FCRR Interventions, Fluency Data, ORF data; Screener for students scoring at or below the 30th percentile on MAP
	WriteScore	Writing A-Z, Lessons, Prepare for Milestones
	Pre/Post Assessments/GKIDS (KK)	Standards mastery; remediation reassessment
	GA Numeracy Comprehensive Assessment	MTSS (Tier 3)
	GLOSS	MTSS (Tier 2 & Tier 3)
	IKAN I and/or IKAN II	MTSS (Tier 2 & Tier 3)
	Reading Horizons (Spelling & Word Recognition)	Kindergarten (Only in the Spring)
	Quaver	SEL/Music Pre/Post Assessment
	Rigby	Independent Reading Level (3 times a year); Growing Readers
	DESSA	Behavior; Universal Screener 3 times a year
	Weekly Assessments	2nd grade; standards mastery; flexible grouping of students
	Sight Word Assessments (weekly)	mastery of sight words
	Fluency Checks (once a quarter)	1st & 2nd grade
	Fact Fluency	Extra Math (Free); Fluency check; Once a quarter
	DIBELS	Tier 2 & Tier 3 (Progress Monitoring for Reading)
	COGAT	Gifted Screener (2nd grade)... Suggestion give at the Beginning of the Year instead of the End of the Year
	Progress Monitoring Assessments (Weekly)	Students in the MTSS process (Tier 2 and Tier 3)

### 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>Kindercamp- Students enrolled in Kindergarten have the opportunity to attend Kindercamp prior to the start of Kindergarten. During camp, teachers prepare students for a typical day of Kindergarten. Also, a parent information session is held to review daily expectations for Kindergarten students and GKIDS.</p> <p>Early Entry to KK- Through our Charter System Status, JCPS offers early admission to underage Kindergarten students who meet the requirements for attending Kindergarten prior to reaching the required age. The students are required to perform at the 90th percentile on a national normed reference assessment for both reading and math.</p> <p>PreK students meet with Kindergarten teachers prior to the end of the their PreK year to become familiar with the teachers as well as the Kindergarten classroom setting.</p> <p>PreK students are invited to attend the Summer Bridge PreK program as a continuation of PreK before beginning their Kindergarten year.</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>JCPS is a Kindergarten through Second grade school. Second grade students due transition to Washington Park Elementary for 3rd grade. As early as April, counselors from both school collaborate and arrange a Third Grade Orientation Day. Our second graders visit 3rd grade with their 2nd grade teachers, meet the WP Principal, 3rd grade teachers, and spend time in 3rd grade classrooms. The WP Media Specialist also coordinates a Summer Reading Program with upcoming 3rd graders to familiarize them with the 3rd grade reading.</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>JCPS is a PBIS School.<i>Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.</i></p> <p><i>PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.</i></p>

	All staff members are provided with a JCPS PBIS Handbook which includes daily lesson plans over the school wide expectations. There is a systematic process in place for handling discipline concerns including proactive steps for addressing the behaviors. Teachers are provided a flowchart showing Major vs. Minor Behaviors as well as a common discipline referral form.
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## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A
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