



# Comprehensive Needs Assessment 2024 - 2025 District Report



Jasper County

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Charles K Garland
Multiple Program(s)	Federal Programs Director	Camilla Moss
Multiple Program(s)	Curriculum Director	Misty Garvin
Multiple Program(s)	School Leader (#1)	Pam Edge
Multiple Program(s)	School Leader (#2)	Laura Thompson
Multiple Program(s)	Teacher Representative (#1)	Shelley Tingler
Multiple Program(s)	Teacher Representative (#2)	Armanda Sands
McKinney-Vento Homeless	Homeless Liaison	Camilla Moss
Neglected and Delinquent	N&D Coordinator	Camilla Moss
Rural	REAP Coordinator	Camilla Moss
Special Education	Special Education Director	Ashley McElheney
Title I, Part A	Title I, Part A Director	Camilla Moss
Title I, Part A	Family Engagement Coordinator	Camilla Moss
Title I, Part A - Foster Care	Foster Care Point of Contact	Camilla Moss
Title II, Part A	Title II, Part A Coordinator	Camilla Moss
Title III	Title III Director	Camilla Moss
Title IV, Part A	Title IV, Part A Director	Camilla Moss
Title I, Part C	Migrant Coordinator	Camilla Moss

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Misty Garvin
Multiple Program(s)	Finance Director	Anne Harrison
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Tasia Ellis

## Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Ashley McElheney
Multiple Program(s)	Principal Representatives	Dionka Jackson
Multiple Program(s)	High School Counselor / Academic Counselor	Heather Suwinski
Multiple Program(s)	Early Childhood or Head Start Coordinator	Jessica Ravenel
Multiple Program(s)	Teacher Representatives	Stephanie Hayslip
Multiple Program(s)	ESOL Teacher	Cynthia Dolvin
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Ross Hays
Multiple Program(s)	ESOL Coordinator	Camilla Moss
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	Charles K. Garland
Title II, Part A	Professional Learning Coordinators	Camilla Moss
Title II, Part A	Bilingual Parent Liaisons	Andrea Gonzalez
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Towonder Dennis
Title II, Part A	Local Elected/Government Officials	Sheila Jones
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	Andrea Gonzalez
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Amy Wade
Title IV, Part A	Technology Experts	Cara Bockholt
Title IV, Part A	Faith-Based Community Leaders	

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	N/A
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Camilla Moss
Title I, Part A	Parent Representatives of Title I Students	Leah Campbell
Title I, Part A - Foster Care	Local DFCS Contacts	Miranda Evins
Title II, Part A	Principals	Pam Edge
Title II, Part A	Teachers	Mary Tumlin
Title II, Part A	Paraprofessionals	Braley Mitchell
Title II, Part A	Specialized Instructional Support Personnel	Ashley McElheney
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Middle GA RESA
Title III, Part A	Parents of English Learners	Marcos Sanchez

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Jenny Lowe
Migrant	Migrant PAC Members	Camilla Moss

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Targie Folds
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	Sheila Jones
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<p>Team leaders were selected to co-chair each of the 5 systems within the Comprehensive Needs Assessment based on their expertise and knowledge of that system. Each team leader(s) then selected a variety of team members to represent a variety of stakeholders (Administrators, Academic Coaches, Teachers, Counselors, School Governance Team Members, Paraprofessionals, Parents, Community members, Family connection representative, TCSG representative, the superintendent and members of the central office administrative team. With the help of interpreters, we have been able to communicate with the English Learner parents to get their input on issues within the schools. The parents have been empowered to advocate more for their children. Building relationships in the community has opened up communication with the parents of our English Learners.</p>
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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?	<p>Each team met to discuss and rate each of the systems rubrics, identify data sources and write the summary statements for each of the 5 systems. Each team member and stakeholder were allowed equal input in the decision-making process for each of the 5 systems. As the parents have learned more about our educational system, they have given input. Surveys have been used as well as informal discussion meetings with parents. The contributions of these parents are a vital part of the decision making process. The monthly meetings with each school's SGT which includes various stakeholders from the school and community will review the CLIP and ask for feedback throughout the year.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.3
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	



## Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.02
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.04
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.02
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.01
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	



## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

**GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching**

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

**GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations**

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

**GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching**

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

## Effective Leadership Data

**GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals**

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

**GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning**

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

**GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers**

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

## Effective Leadership Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.3

## Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.9
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.4
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.9
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.4
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	



## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.15
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.2
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.3
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.9
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.4
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.15
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.02
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.04
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.02
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.21
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.01
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	



## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p>What perception data did you use? [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>We analyzed the results of the FY24 Georgia Student Health Surveys. These surveys provide data from teachers and parents in grades K-12, as well as from students in grades 3-12. Discipline and attendance data from the FY24 Student Record Data Report were analyzed. We also reviewed responses to our Title I Family Engagement Annual and Family Engagement/Connections surveys.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>According to feedback gathered from the Georgia Parent Survey, parents feel that Jasper County schools are welcoming and offer ample opportunities for parental and stakeholder involvement in school decisions. They also express satisfaction with the schools' effective communication, high academic standards, and robust support system for students' academic and behavioral growth. According to feedback gathered from the Georgia Parent Survey, parents feel that Jasper County schools are welcoming and offer multiple opportunities for parental and stakeholder involvement in school decisions. They also express satisfaction with the schools' effective communication, high academic standards, and systems of support for students' academic and behavioral growth. Student responses on the Georgia Student Health Survey indicate that students generally feel safe at school, but they have highlighted some issues with consistent fairness from staff and significant stress from academic demands. 46% of the secondary respondents report feeling sad, depressed, or withdrawn at least once in the past month. A majority of students (78%) reported knowing an adult they could talk to at school if they needed support. Staff at Jasper County Schools report feel connected, valued, and supported, with a strong commitment to high achievement stands and a culture fostering success in academics and behavior for all students. Reducing student absences is a top priority for the district as indicated in our system's charter petition. The district's goal is to reduce the total number of students with 10 or more absences. Using data from the FY21 Student Record Data Collection as a baseline, each school has a goal to reduce the number of students with 10 or more absences by 1%. According to the FY21 Student Attendance Report (ENR021), 25% of JCCS students were absent for 10 or more days with 11% of students having 10 or more unexcused absences. In FY23, the percentage of students absent for 10 or more days increased to 45%, with 18% of students having 10 or more unexcused absences, a 6% increase from the previous year. FY24 attendance data indicates that 46.7% of students missed 10 or more days. 30.4% of that missed 10 or</p>

	<p>more days unexcused. Of the 1,084 students who accumulated 10 or more absences, 289 were at the high school, 287 were at the middle school, 241 were at elementary, and 267 were at the primary school. The grade levels with the highest number of students with 10 or more absences were 6th, 7th, and 9th. Student absences continue to increase rather than decrease over time.</p> <p>A review of our subgroup data indicates that white students and multi-racial students accumulated the most absences, with female students missing significantly more. It is critical that we identify students with attendance issues at an early age, 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.</p> <p>A review of FY 24 discipline data indicates that 89.8% of our students had zero or one discipline incident, compared to 90.5% in FY23, 96.4% in FY 21 and 92.2% in FY 22. The number one disciplinary infraction was disruptive behavior followed by disobedience/insubordination. White males committed the majority of offenses. There were 351 students who received a total of 643 in-school suspension days and 200 students received a total of 267 out-of-school suspension days. The middle school had the highest number of students assigned to in-school suspension and out-of-school suspension.</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>
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<p>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)</p>	<p>Our team conducted an analysis of the Impact Check meetings held at each of our four schools to gather process data. These Impact Checks occur twice annually with each school's BST and/or Leadership team. Central office staff, including the superintendent and all directors/departments heads, attend these meetings to receive reports from teachers and administrators on the progress of their School Improvement Plans (SIP).</p> <p>During mid-year Impact Checks, each school addresses three key questions for each initiative within their SIP:</p> <ol style="list-style-type: none"> <li>1. What data or artifacts support that initiatives/actions are being implemented as planned?</li> <li>2. How have these initiatives/actions impacted student achievement?</li> <li>3. What adjustments or corrections are needed based on this Impact</li> </ol>
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	<p>Check?</p> <p>Similar questions are addressed during End-of-Year Impact Check meetings:</p> <ol style="list-style-type: none"> <li>1. What do end-of-year data or artifacts indicate about the implementation of course corrections?</li> <li>2. What are the implications for the Continuous Improvement Plan (CIP) for the upcoming academic year (2024-2025)?</li> </ol> <p>Data from both sets of meetings enables schools and the district office to monitor the progress and status of SIP implementation across all four schools effectively.</p>
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	<p>Implementation at each school is working well. While data is improving in certain areas, there are still opportunities for growth in others. Teachers and administrations are jointly leading the meetings, focusing on making necessary adjustments to ensure students are mastering standards through re-teaching and re-assessment. Teachers have recommended course corrections for the SIP, expressing confidence in these changes and their potential to improve student achievement.</p>
What achievement data did you use?	<p>We used 2024 preliminary Milestones Reading data, 2023 GMAS data, and iReady data to both plan school improvement plans and monitor their implementation. However, iReady achievement and growth scores are used as the primary tool to plan and drive instruction. We gather and analyze trend data for both Milestones and iReady to help us identify areas and/or grade levels that are not improving and may need further professional learning or assistance. Trend data analysis indicates that writing continues to be a need for all students. The Step up to Writing curriculum was implemented and performance results were analyzed. Preliminary EOG data indicates some improvement, but writing continues to be a focus.</p>
What does your achievement data tell you?	<p>Student Achievement trend patterns identified are: Research-based and evidence-based methods must be utilized. Teachers need additional professional learning on how to read data, look for student data trends, and design instruction for groups of students, as well as individual students.</p> <p>iReady: Our district administers the iReady Diagnostics Assessment for Reading and Math three times per year, Fall, Winter, and Spring. We analyze the percentage of students at the Three or More Grade Levels Below, Two Grade Levels Below, One Grade Level Below, Early on Grade Level, and Mid or Above Grade Level Average.</p>

Below is a breakdown of the results:

Reading:

Kindergarten- 94% of our students scored in the Early to Mid/Above range at EOY. This is an increase from 24% at the BOY. 76% of our students tested in the below-grade level range at BOY and at EOY this decreased to 6%.

1st -60% of our students scored in the Early to Mid/Above range at EOY. This is an increase from 15% at the BOY. 85% of our students tested in the below-grade level range at BOY and at EOY this decreased to 40%

2nd- 64% of our students scored in the Early to Mid/ Above range at EOY. This is an increase from 20% at the BOY. 80% of our students tested in the below-grade level range at BOY and at EOY this decreased to 36%

3rd: 64% of our students scored on or above range at EOY compared to 42% at BOY. 22% of our students scored one grade level below at EOY from 29% at BOY. 14% of our students scored in the two or more grade levels below at EOY from 28% at BOY. This data was based on mid-year administration as a third diagnostic wasn't administered.

4th: 44% of our students scored on or above range at EOY compared to 24% at BOY. 35% of our students scored one grade level below at EOY from 42% at BOY. 20% of our students scored in the two or more grade levels below at EOY from 34% at BOY.

5th: 39% of our students scored on or above range at EOY compared to 29% at BOY. 32% of our students scored one grade level below at EOY from 26% at BOY. 29% of our students scored in the two or more grade levels below at EOY from 44% at BOY. This data was based on mid-year administration as a third diagnostic wasn't administered.

6th: 38% of our students scored on or above range at EOY compared to 27% at BOY. 29% of our students scored one grade level below at EOY from 26% at BOY. 32% of our students scored in the two or more grade levels below at EOY from 46% at BOY.

7th: 43% of our students scored on or above range at EOY compared to 32% at BOY. 20% of our students scored one grade level below at EOY from 20% at BOY. 38% of our students scored in the two or more grade levels below at EOY from 49% at BOY.

8th: 44% of our students scored on or above range at EOY compared to 31% at BOY. 21% of our students scored one grade level below at EOY from 19% at BOY. 35% of our students scored in the two or more grade levels below at EOY from 51% at BOY.

Math:

Kindergarten- 85% of our students scored in the Early to Mid/Above range at EOY. This is an increase from 16% at the BOY. 84% of our students tested in the below-grade level range at BOY and at the EOY this decreased to 15%.

1st- 53% of our students scored in the Early to Mid/ Above range at EOY. This is an increase from 6% at the BOY. 94% of our students tested in the below grade level range at BOY and at EOY this decreased to 47%.

2nd- 63% of our students scored in the Early to Mid/Above range at EOY. This is an increase from 9% at the BOY. 91% of our students tested in the below-grade level range at BOY and at the EOY this decreased to 37%.

3rd: 29% of our students scored on or above range at EOY compared to 13% at BOY. 57% of our students scored on or above range at EOY compared to 54% at BOY. 14% of our students scored in the two or more grade levels below at EOY from 33% at BOY. This data is based on mid-year assessment as the third diagnostic wasn't administered.

4th: 38% of our students scored on or above range at EOY compared to 13% at BOY. 46% of our students scored one grade level below at EOY from 51% at BOY. 16% of our students scored in the two or more grade levels below at EOY from 35% at BOY.

5th: 36% of our students scored on or above range at EOY compared to 20% at BOY. 48% of our students scored one grade level below at EOY from 50% at BOY. 17% of our students scored in the two or more grade levels below at EOY from 29% at BOY.

6th:37% of our students scored on or above range at EOY compared to 17% at BOY. 37% of our students scored one grade level below at EOY from 41% at BOY. 26% of our students scored in the two or more grade levels below at EOY from 42% at BOY.

7th:29% of our students scored on or above range at EOY compared to 16% at BOY. 35% of our students scored one grade level below at EOY from 36% at BOY. 35% of our students scored in the two or more grade levels below at EOY from 49% at BOY.

8th:28% of our students scored on or above range at EOY compared to 14% at BOY. 34% of our students scored one grade level below at EOY from 33% at BOY. 39% of our students scored in the two or more grade levels below at EOY from 51% at BOY.

GMAS Data:

Milestones EOG Data:

Reading:

3rd -

FY24 69% were levels 2,3,4; 38% were levels 3,4; and 7.1% were level 4.

FY23 56% were levels 2, 3, 4; 27% were levels 3, 4; and 3% were level 4.

FY22 49% were levels 2,3,4; 18% were levels 3,4; and 4% were level 4.

4th -

FY24 64% were levels 2,3,4; 27% were levels 3,4, and 6.4% were level 4.  
 FY23 60% were levels 2,3,4; 21% were levels 3,4; and 5% were level 4.  
 FY22 65% were levels 2,3,4, 30% were levels 3,4; and 5% were level 4.

5th -  
 FY24 75.1% were levels 2,3,4; 34% were levels 3,4; and 7.7% were level 4.  
 FY23 70% were levels 2,3,4; 32% were levels 3,4; and 4% were level 4.  
 FY22 74% were levels 2,3,4, 31% were levels 3,4; and 7% were level 4.

6th -  
 FY24 64% were levels 2,3,4; 34% were levels 3,4, and 7.7% were level 4.  
 FY23 59% were levels 2,3,4; 28% were levels 3,4; and 5% were level 4.

7th -  
 FY24 64% were levels 2,3,4; 32% were levels 3,4, and 5.4% were level 4.  
 FY23 62% were levels 2,3,4; 22% were levels 3,4, and 3% were level 4.

8th -  
 FY24 75% were levels 2,3,4, 33% were levels 3,4, and 8.2% were level 4.  
 FY23 73% were levels 2,3,4; 34% were levels 3,4, and 7% were level 4.

#### Math:

3rd -  
 FY23 83% were levels 2-4; 36% were levels 3,4; and 4% were level 4.  
 FY22 81% were levels 2-4; 33% were levels 3,4; and 4% were level 4.

4th -  
 FY23 81% were levels 2,3,4; 38% were levels 3,4; and 9% were level 4.  
 FY22 80% were levels 2,3,4; 41% levels 3,4; and 10% were level 4.

5th -  
 FY23 67% were levels 2,3,4; 28% were levels 3,4; and 4% were level 4.  
 FY22 72% were levels 2,3,4, 32% were levels 3,4; and 11% were level 4.

6th-  
 FY23 56% were levels 2,3,4, 13% were levels 3,4 and 2% were level 4.

7th-  
 FY23 71% were levels 2,3,4, 23% were levels 3,4 and 5% were level 4.

8th-  
 FY23 71% were levels 2,3,4, 32% were levels 3,4 and 10% were level 4.

\*8th- Algebra 1 -  
 FY23 100% were levels 2,3,4, 100% were levels 3,4, and 0% were level 4.

#### Science:

5th -  
 FY24 65.3% were levels 2-4; 37.3% were levels 3,4; and 9.3% were level 4.  
 FY23 67% were levels 2-4; 36% were levels 3,4; and 7% were level 4.  
 FY22 73% were levels 2,3,4; 41% were levels 3,4; and 8% were level 4.

8th-  
 FY24 40% were levels 2,3,4; 11% were levels 3,4, and 1% were level 4.  
 FY23 38% were levels 2,3,4, 11% were levels 3,4, and 1% were level 4.

\*8th Physical Science-  
 FY24 100% were levels 2,3,4; 74% were levels 3,4, and 9% were level 4.  
 FY23 96% were levels 2,3,4, 63% were levels 3,4, and 16% were level 4.



## Social Studies:

8th-

FY24 75% were levels 2,3,4, 33% were levels 3,4, and 4% were level 4.

FY23 63% were levels 2,3,4, 19% were levels 3,4, and 2% were level 4.

## EOC

U. S. History-

FY24 EOC U.S. History shows the following percentages: 85% scored a 2+; 57% scored a 3+; and 11% scored a 4. The percentage of students scoring 3+ increased from 44% to 57% and from 7% to 11% in the distinguished range.

## Biology-

FY24 EOC Biology shows the following percentages: 63% scored a 2+; 25% scored a 3+; and 5% scored a 4 which demonstrates a drop across the board in students scoring at a level 2+ with the most significant decrease of 17% in students scoring in the range of 3+.

## American Literature-

FY24 EOC American Literature shows the following percentages: 66% scored a 2+; 30% scored a 3+; and 3% scored a 4. Though the number of students scoring in the range of 3+ increased by 9% there is also an increase in the number of students scoring in the beginning level 1 range, 2.83%.

	2023-2024		
Pathway	# of Completers	# of EOPA Passers	% Pass
Ag Mechanics & Metal Fabrication			
Ag Mechanics Systems			
Animal Mechanics Systems	23	23	100%
AVTF (Adobe Test)	2	0	0%
AVTF (NOCTI Test)			
AVTF II (NOCTI Test)			
Biotechnology	9	2	22%
Business & Technology	18	17	94%
Business & Technology JCVA	6	1	17%
Business Accounting			
Computer Science	1	1	100%
ECE	15	15	100%
ECE Practicum	2	2	100%
Engineering & Technology	3	3	100%
Fire & Emergency Services (EMR)			



	Horticultural Mechanics			
	Plant Mechanical Systems	9	9	100%
	Plant Mechanical Systems JCVA	2	2	100%
	Programming			
	Therapeutic Services/Allied Health	13	12	92%
	Therapeutic Services/Allied Health JCVA	1	0	0%
	Therapeutic Services/Patient Care/CNA			
	Therapeutic Services/Patient Care/PCT			
	Web & Digital Design			
	Average Yearly Pass Rate	71%		
	CTAE Concentrator Data (Two CTAE Courses)			
	In addition to EOPA data, CTAE concentrator data is examined. The following table provides the most updated CTAE concentrator data for Jasper County High School.			
	Proficiency Indicator	State Target		JCHS CTAE Student Performance
	Reading Language Arts EOC	70%		81.82%
	Mathematics EOC	70%		68%
	Science EOC	70%		80%
	Non-trad Program Placement	6%		9%
	Work-Based Learning Participation	30%		41%
CTAE Pathway Completion	35%		57%	

What demographic data did you use?	We used 2024 preliminary Milestones data, 2023 Milestones data, and iReady to both plan school improvement plans and monitor their implementation. However, iReady achievement and growth scores are used as the primary tool to plan and drive instruction. We gather and analyze trend data for both Milestones and iReady to help us identify areas and/or grade levels that are not improving and may need further professional learning or assistance. Utilizing previous Write Score and Milestones data, the district identified writing as a primary area of need for all studentts.. In response, the district will adopt a new writing curriculum to systematically gather and analyze data related to student writing achievement..
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What does the demographic data tell you?	<p>iReady:</p> <p>Since iReady does not have a constructed or extended response portion, we have implemented Step-up to Writing to provide our students with practice writing assessments multiple times per year, in grades K-5 and 6-8. Instruction focuses on one genre per 9 weeks followed by the appropriate practice tests. Students receive practice online in grades 3-8 and paper in pencil in grades K- 2. Students are assessed in Informational Writing, Opinion/Persuasive, Writing and a Narrative Reading/Writing Assessment. While some grade levels did demonstrate improvement, overall, the data shows that writing is an area of weakness. The scores are out of 16 total points and are as follows: 1st - 2.93, 2nd - 2.75, 6th - 3.26, 7th- 3.37, 8th - 3.91. Proficient scores in regards to standards mastery are Kindergarten 10-12, First Grade 9-12, and Second Grade 10-13. We will continue to work on writing and will implement a writing component through a consistent curricular resource in grade levels K-8, that will help to further develop writing skills.</p> <p>iReady JCPS Demographic Data:</p> <p>An analysis of JCPS Spring 2024 iReady Diagnostic data indicated minimal variance in the performance of students in the following subgroups: black, hispanic, and white. In grades K-2 68%-73%% of ethnic subgroups scored at the on grade level or higher when compared to grade level criteria in language arts. However, an analysis of the JCPS Spring 2024 iReady Diagnostic data indicated some areas of concern in the performance of students in math. There was a greater variance in the performance of these subpopulations of students in math grades K-2, 52% of the black subpopulation, 61% of the two or more races subpopulation, and 73% of the white subpopulation scored at the on grade level or higher when compared to grade level criteria in math. An analysis of the JCPS Spring 2024 iReady Diagnostic data indicated 92% of the Gifted population scored at or above grade level in reading, and 97% of the Gifted population scored at or above grade level in math. In Math JCPS 90% of the kindergarten Special Education population scored on grade level in reading and 84% scored on grade level in math. 30% of the first grade Special Education population on grade level in reading, and 36% scored on grade level in math. 15% of the second grade Special Education population scored on grade level in reading and 28% scored on grade level in math.</p> <p>WPES i-Ready Demographic Data</p> <p>An analysis of WPES Winter 2024 i-Ready Diagnostic was completed due to EOG</p>
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demographic data not being available. This is the most recent demographic data available for WPES. Overall data by class shows third-grade reading having the highest percentage of students reading on or above grade level, but the lowest percentage of students performing at or above grade level in math. When comparing programs in which students receive services, the greatest gaps occur in fourth-grade special education, both reading and math. Likewise, fifth-grade math results show a large gap with NO fifth-grade students who receive special education services performing on or above grade level. ELL students performed significantly lower than their non-ELL peers in reading in third and fourth grade but performed just as well as their non-ELL peers in fifth grade. In math, ELL students in fourth and fifth grades performed worse than non-ELL students, but the gaps were not as significant as in math. Students identified as gifted had greater than 90% of students on or above grade level in both reading and math in all grades except 5th-grade math. When comparing performance by race, white students performed better (1-5%) than the overall performance in all areas. Black students performed slightly (1-11%) worse than the overall performance in both reading and math, all grades. Students of two or more races outperformed all other students in third-grade reading. Their scores were commensurate with overall scores in all other areas except fifth-grade math where they were significantly lower.

Overall, our students are performing better in reading than in math.

Reading- data by programs

Grade	% on or above grade level overall	% on or above grade level ELL	% on or above grade level Not ELL	% on or above grade level Special Education	% on or above grade level Not Special Education	% on or above grade level Gifted	% on or above grade level Not Gifted
3	64	27	67	36	67	95	60
4	44	26	45	4	50	93	35
5	39	40	39	9	43	94	25

Reading- data by race

Grade	% on or above grade level overall	% on or above grade level Black/AA	% on or above grade level 2 or more races	% on or above grade level Race not reported	% on or above grade level White
3	64	56	82	35	69
4	44	41	38	45	45
5	39	32	33	33	42

## Math- data by programs

Grade	% on or above grade level overall	% on or above grade level ELL	% on or above grade level Not ELL	% on or above grade level Special Education	% on or above grade level Not Special Education	% on or above grade level Gifted	% on or above grade level Not Gifted
3	29	18	29	9	30	90	21
4	38	18	39	4	42	90	28
5	36	0	36	0	40	78	24

## Math- data by race

Grade	% on or above grade level overall	% on or above grade level Black/AA	% on or above grade level 2 or more races	% on or above grade level Race not reported	% on or above grade level White
3	29	18	30	25	31
4	38	30	38	40	39
5	36	35	17	27	41

## JCMS i-Ready Demographic Data

Our special education population scored 9% at or above grade level (increase of 5%), 8% one grade level below (decrease by 3), and 83% two or more grade levels below (decrease by 4). The amount of students scoring two or more grade levels below continues to be a concern for mathematics. For the area of reading, 6% scored at or above grade level (1% increase), 11% one grade level below (3% increase), and 81% two or more grade levels below (decrease by 6%). This subject area is a continued concern as well.

Our ELL population scored 8% early on grade level (increase by 8%), 38% one grade level below (23% increase), and 54% two or more grade levels below (30% decrease). After viewing the data, our ELL population showed improvement throughout the year in the area of mathematics. In the area of reading, 8% scored early on grade level (8% increase), 23% one grade level below (15% increase), and 70% two or more grade levels below (decrease of 22% from BOY). Although both areas are concerning, there seems to be more students struggling in the area of reading.

Our gifted population appears to be doing well in both math and reading. Saying

that, they are performing at a higher level in reading. For reading, 96% of students are at or above grade level and 4% one grade level below. In math, 84% scored at or above grade level and 15% one grade level below. We are going to be working on strategies to improve our gifted students' scores across the board.

Our black population shows slightly more strengths in the area of reading. In reading, 28% scored at or above grade level, 25% one grade level below, and 47% two or more grade levels below. In math, 22% scored at or above grade level, 28% scored one grade level below, and 50% scored two or more grade levels below.

Our white population has a higher amount of students performing at a higher level in reading compared to math. In reading, 44% scored at or above grade level, 24% one grade level below, and 31% two or more grade levels below. In math, 33% of students scored at or above grade level, 37% one grade level below, and 30% two or more grade levels below.

As a whole, our students struggle more in the area of math.

#### Milestones EOG Demographic Data:

The most significant achievement gaps observed on the EOG are between Special Education students and the ALL students category. In ELA at Levels 2-4 there is approximately a 25 point gap in grades 3-5 but that widens to a 50 point gap in middle school. At Levels 3-4 the gap is very significant with only 15% of Special Ed students in grades 3-5 and NO students at the middle school. In math at Levels 2-4 there is approximately also 25 point gap in grades 3-5 and again widens to a 50 point gap in middle school. At Levels 3-4 the gap is very significant with only 10-12% of Special Ed students in grades 3-5 and again NO students at the middle school. The second most significant achievement gap on the EOG assessments is in the gap between black and white students. In ELA the gap in grades 3-5 ranges from 7-17 points at Levels 2-4 and increases at the middle school to 25-33

points compared to the scores of white students. At Levels 3 & 4 the achievement gap is around 7 in 3rd and 5th grade with a huge difference of 26 points in 4th grade, it continues to increase in grades 6 & 7 to 30-36 points before it comes back down to 19 points in 8th grade. In Math at Levels 2-4 the gap in grades 3-5 is around 10 points (slightly higher than in ELA - but no large 17 point gap in 4th grade). At the middle school the achievement gap between black and white students widens to around 15 points but still smaller than the 25 point gap observed in ELA. At Levels 3 & 4 the gap tends to increase overtime in 3rd grade it is 9 points, up to 35 points in 4th grade, with almost no achievement gap in 5th grade but then it starts to increase during middle school from 18 points in 6th grade up to 34 points in 8th grade. It is obvious

in looking at this data that there is a problem with both special education and black students in the elementary school but that this gap accelerates in the middle school and widens even more.

#### Milestones EOC Demographic Data-

We analyzed EOC demographic data in the areas of math and literature ONLY. Again, the most significant achievement gaps are with our Special Education Students with gaps compared to ALL students at Level 2-4 in ELA vs. ALL students at Levels 3-4. There were not enough Special Education students to make subgroups for comparison in our high school math courses. Again, our African-American students are performing below our white students at the high school although the gap seems to close somewhat from middle school. In ELA at Levels 2-4 there are gaps and at Levels 3-4. It appears black students are struggling more in American Lit than in 9th grade Lit. In math at Levels 2-4 there are gaps vs. white students..

#### Attendance Demographic Data

Reducing student absences is a top priority for the district as indicated in our system's charter petition. The district's goal is to reduce the total number of students with 10 or more absences. Using data from the FY21 Student Record Data Collection as a baseline, each school has a goal to reduce the number of students with 10 or more absences by 1%. According to the FY21 Student Attendance Report (ENR021), 25% of JCCS students were absent for 10 or more days with 11% of students having 10 or more unexcused absences. In FY23, the percentage of students absent for 10 or more days increased to 45%, with 18% of students having 10 or more unexcused absences, a 6% increase from the previous year. FY24 attendance data indicates that 46.7% of students missed 10 or more days. 30.4% of that missed 10 or more days unexcused. Of the 1,084 students who accumulated 10 or more absences, 289 were at the high school, 287 were at the middle school, 241 were at elementary, and 267 were at the primary school. The grade levels with the highest number of students with 10 or more absences were 6th, 7th, and 9th. Student absences continue to increase rather than decrease over time. White and multi-racial students accumulated the most absences. There was a difference between male and female attendance with female absenteeism significantly higher. It is critical that we identify students with attendance issues at an early age, implement interventions, set goals, and monitor progress.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has four schools, including one primary (pre-K-2), one elementary (3-5), one middle (6-8), and one high school (9-12). The district is accredited through Cognia. All schools are Title I schools. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-K through 12th grade. A virtual program is also available to students in grades 6-12. These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size. In addition to using the state-mandated assessments in reading and math, common formative assessments, and iReady diagnostic assessments are used K-8 to provide additional data and progress monitoring of students.</p> <p>Structures are in place to help teachers plan for quality instruction. The district meets with Instructional Coaches and Assistant Principals of Instruction monthly and collaborate to ensure that teachers are following district guidelines specifically the professional learning community protocol which include effective planning of instruction, development of weekly lesson plans, using research, evidence based, and high leverage practices, and utilizing data to drive instructional decisions. By following these guidelines, teachers should be 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. We see the need to provide more professional learning for teachers and principals to increase professional knowledge of standards and strategies. We will continue to revise these structures to grow our district.</p> <p>The primary, elementary, middle, and high schools have weekly PLC meetings. During weekly PLC meetings, Instructional Coaches (ICs) meet with teachers following the planning protocol and utilizing the High Impact Practice Implementation Rubric for collaborative planning. They utilize iReady, progress learning, quarterly benchmarks, and common formative assessments to monitor student mastery of the Ga Standards of Excellence. This research-based data helps teachers and ICs develop lesson plans and differentiate for students. It also provides them with the ability to group students for remediation and acceleration.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>At the primary level, teachers develop differentiated small group reading and math lesson plans that are used daily. The elementary school has two interventionists who provide Tier 3 and Tier 2 interventions as well as classroom teachers who provide Tier 2 interventions. The middle school meets the identified needs of students during a specified time (ELT-Extended Learning Time). The high school has Hurricane prep. During this time, the teachers use responsive scheduling to schedule students for remediation or acceleration. We would like to ensure models such as these continue to improve and permeate through all schools. EIP teachers utilize this data to develop plans and monitor progress for low-performing students. We strive to meet the needs of all students. We will continue to revise the process and improve our individualized instructional opportunities.</p> <p>All students will have access to Tier I instruction throughout their school day. Providing Tier 2 students with individualized instruction and interventions with the goal being to intervene and return them to Tier I instruction is our priority. However, when a student reaches Tier 3, our MTSS team reviews all records from Tier 1 and Tier 2 and devises an individualized plan with additional support and materials. The MTSS team eventually makes a determination for further testing or return to Tier II and possibly Tier I.</p> <p>Our district will train around high yield instructional practices that are evidence-based. Our goal is to ensure every classroom is utilizing these practices and monitoring success rates. We will continue to monitor and support differentiation strategies and providing support as well as feedback for instruction. Administration will determine if the practices were utilized when observing TKES.</p> <p>Embarking on the adoption of new ELA curricula will be a priority for Kindergarten through eighth grade. This core instruction will provide the rigor and challenge needed to ensure students are receiving grade level text, phonics, writing, and opportunities to collaborate and demonstrate cognitive lift during instruction. We will offer explicit professional learning throughout the school year to ensure implementation is a success. We will also ensure we utilize the Inspire Instructional Learning plans to continue deepening our professional knowledge in the new Math standards. Walkthrough data will be collected to provide data and guidance to district leaders and principals on the fidelity of implementation and level of effectiveness in planning and delivery of core instruction.</p> <p>There are two vital links in the chain of communication that need to be evaluated. Processes for communication and their implementation needs to be evaluated and strengthened. District office staff need to be more visible in the schools and provide additional support to the schools.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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 has been established.</p> <p>Also from our discussion and the results from the data collection, a focus needs to be placed upon building support for district and school goals and initiatives by engaging stakeholders to improve teaching and learning.</p> <p>The group agreed appropriate levels of communication is the key for improved engagement. Finding the right balance of communication and strategic times of delivery were important to the group. The group strongly agreed consistency in how we communicate would help with promoting school goals.</p> <p>The recommendation was made to follow the budgetary timeline established in FY24. Local, state and federal budget work should begin in January of each year with a recommendation made by the Superintendent to the Board of Education of a local budget in June each year for consideration.</p> <p>The group unanimously agreed training sessions with key school leaders be held to define how monies are received, recommended for allocation to schools (federal), and clearly defined expectations of how monies can be used for school improvement.</p> <p>The team believed protocols and processes for problem solving, decision making, and removing barriers are improving within the system. A key component to promote the improvement are the mid-year impact checks involving individual school leaders.</p> <p>The district does utilize the TKES and LKES processes 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 individual schools.</p> <p>There is still a need for on-going, job embedded professional learning to support leaders in implementing sound school improvement processes and procedures, supporting new administrators and developing aspiring, new leaders within the district.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Recruitment and Retention of teachers continues to be an issue for the district. The Recruitment team has made efforts to increase the number &amp; quality of candidates applying for positions in the district. A local job fair was held for the first time for JCCS. Endorsements are supported by the district in the following areas: ESOL, PBIS, Gifted, STEM, Sped Transition, Reading, Math, MTSS, computer science. Professional Learning continues to be a focus of the district as the primary method of improving student achievement throughout all schools and grade levels. The implementation of iReady has allowed the district to monitor student progress throughout the year and along with a renewed focus on the data teams to make this a consistent process throughout the district. ESOL strategies are shared with faculty. Finally, almost all professional learning is now job-embedded and aligned to the district &amp; school improvement plans. Professional learning activities are focused on effective implementation of specific instructional programs and strategies to improve student outcomes. The district provides PL opportunities based on the needs identified in TKES and LKES, for individual professional growth as well as school/district improvement initiatives. The district has also provided job-embedded, individualized professional development through a partnership with the The Education Leadership Group. This PL provides specific leader development support for our four school leaders. The district also has a need to begin developing aspiring leaders to ensure their readiness as current leaders retire, change districts, etc.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>• District and school-wide Parent Engagement Coordinators provide consistency in planning events, staff training, and parent workshops.</li> <li>• Parent Resource Center/Station is available to parents in all home school locations.</li> <li>• Curriculum Orientations were very helpful and it is a one-stop shop for stakeholders and parents to make readily available to everyone at any time.</li> <li>• Parents indicated satisfaction with their child's school on the Title I Parent Survey</li> <li>• Exciting and useful Family Engagement activities are organized and implemented at all schools: (Literacy, Math, and Science Nights, STEM Nights, FAFSA Sessions, 9th Grade Family Orientation, CTAE Nights, 6th-grade orientation, Kindercamp, 8th and 9th grade-High School Your Way event, Dual Enrollment Meetings, College Visits, the Career Fair, JCPS parent conferences in fall and spring, etc.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Challenges:</p> <ul style="list-style-type: none"> <li>● Getting parents to attend parent/family activities- we have interest but few follow-through to attend events is sometimes weak</li> <li>● Routinely obtaining feedback from families regarding their needs, overall satisfaction with their child's education, etc. as well as involvement in problem solving discussions regarding school improvement</li> <li>● Ensuring new students enrolling in the district throughout the year receive the same notifications, resources, etc. as parents/families receive at the beginning of the year</li> <li>● Translation/Interpretation of letters, communications with parents, etc. into Spanish</li> <li>● Maintaining accurate parent/family contact information in student information system</li> </ul>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The Jasper County Charter System continues to focus on its students with a drive to provide the highest quality educational experience possible. The system takes pride in the student achievement gains and academic performance of our students. However, we realize the critical need of increasing academic rigor specifically in literacy and mathematics; providing all students with individual learning goals aligned to their needs; increasing the quantity and quality of course offerings through secondary and post-secondary partnerships, and continuing to be responsible stewards of taxpayer resources.</p> <p>After a thorough review of FY 24 data, targeted professional learning opportunities for teachers and leaders will be implemented throughout the FY 25 school year. There was a slight increase in FY 24 student attendance, the district continues to designate personnel to track attendance and provide support to students and parents. Increasing student attendance continues to be a primary goal for the JCCS. JCCS continues to work with the courts, community agencies, and stakeholders in an effort to reduce truancy.</p> <p>The district has noted an increasing need for mental health services. JCCS employs a counselor/therapist to serve the county for their mental health needs. 259 students received one or more individual counseling sessions during the FY 24 school year. Twenty-three students were referred for immediate in-patient treatment due to suicidal ideations. JCCS believes that the additional mental health counselor on staff will offer support daily during school hours as well as</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>after school hours because they will be contracted employees with the school system.</p> <p>Teacher recruitment and retention is part of our strategic plan, especially efforts focused on minority recruitment/retention. Providing support to beginning teachers through the recently implemented New Teacher Academy has improved retention and the quality of instruction.</p> <p>Technology in the community continues to be a challenge. Our system continues to explore opportunities to increase wi-fi access for our students. A multitude of print and digital literacy resources have been provided to students, classrooms, and schools. A mobile literacy lab, known as the big purple bus, visits various parts of the county providing literacy resources and wi-fi access.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The 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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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Trends and patterns observed by the team are as follows:</p> <ul style="list-style-type: none"> <li>• Low percentage of students scoring at proficient or higher on state assessments.</li> <li>• Low growth for most students, especially in 5th, 6th and 8th grade Science.</li> <li>• Overwhelmingly more males met growth in math from Kindergarten to 5th and Females met from 6th to 10th.</li> <li>• More males met projected growth in reading K-4 and 9 and females met 5-8 and 10th.</li> <li>• Well below average writing scores.</li> <li>• Hispanic students are out performing all other groups in math.</li> </ul> <p>Identified Needs:</p> <ul style="list-style-type: none"> <li>• Students need direct instruction in writing and reading.</li> <li>• Students need direct instruction in math.</li> <li>• Research based and evidence based methods must be utilized.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>• Teachers need additional professional learning on how to read data, look for student data trends, and design instruction for individual students.</li> <li>• Implementation of expectations needs to be monitored by school and district leaders</li> </ul>
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## IDEA - Special Education

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

Strengths	<p>The parent survey data indicates that the majority of parents believe that they are considered an equal partner in planning and making decisions about their child's program, evaluation reports, and other information are written in understandable terms, teachers are available to speak with them, accommodations and modifications are discussed at IEP meetings, schools offer a variety of ways for them to communicate with teachers, and teachers respect their cultural heritage and show sensitivity to the needs of students with disabilities and their families.</p> <p>The processes implemented to track course completion at the High School have been instrumental in maintaining the graduation rate for SWDs.</p> <p>JCCS ensures that students with disabilities are educated with students who are not disabled to the maximum extent possible.</p> <p>The JCCS preschool, composed of Georgia PreK and Head Start programs, utilizes explicit entrance and exit data sources to determine each student's progress and need for further development.</p> <p>JCCS implements Community-Based Instruction and Community-Based Vocational Instruction opportunities for students with the most significant disabilities. Eleven high school students participated in the CBVI program for the FY 24 school year across 7 job sites. In addition, high school students participated in CBI once per week. At the primary and elementary levels, students participated in community-based instruction two times per semester, and students at middle school participated in community-based instruction once a month.</p>
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## IDEA - Special Education

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

Challenges	<p>General and special education teachers need additional professional learning and support in teaching collaboratively in the general education class while embedding specialized instruction into the instructional planning, implementation, and evaluation. In addition, additional professional learning and support for special education teachers is needed in using data to drive specially designed instruction and supports.</p> <p>Special education teachers who teach the alternate curriculum need further professional learning and coaching on adapting the curriculum to meet individual students' needs at an age-appropriate level.</p> <p>While the district has provided guidance as well as processes and procedures for writing compliant transition plans, there continues to be a need for a systematic and strategic approach to monitoring transition planning and transition goals. The geographical location of the district and limited industry and post-secondary resources within the county can make it challenging for students to obtain employment and/or other post-secondary work-readiness programs.</p> <p>While the district has made strides in conducting more Functional Behavior Assessments to better understand students' emotional and behavioral needs, more training and supports are needed to align interventions with behaviors.</p> <p>While the district has set clear expectations for progress monitoring data collection and has developed a process for monitoring, more training and supports are needed, particularly at the secondary level.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ol style="list-style-type: none"> <li>1) Provide mental health services to at-risk students and families within the school setting.</li> <li>2) PLC process in place in all schools to analyze data, identify and address achievement gaps with various sub-groups</li> <li>3) Expansion of CTAE programs to attract &amp; engage more at-risk students</li> <li>4) One-to-one technology in all four schools in the district.</li> </ol>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ol style="list-style-type: none"> <li>1) Student attendance continues to be a major issue with at-risk students and families</li> <li>2) Continued achievement gaps between economically disadvantaged students and their non-ED peers</li> <li>3) Lack of access to technology and internet in the homes of students.</li> </ol>
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## Title I, Part A - Foster Care

Strengths	<ol style="list-style-type: none"> <li>1) Collaboration with all community agencies</li> <li>2) Transportation</li> <li>3) Social Worker will be county designee</li> </ol>
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Challenges	<ol style="list-style-type: none"> <li>1) The increase in the numbers of foster care students coming from outside the community and school district. These students often come to us with serious academic, behavioral, and/or emotional issues, yet the system frequently does not receive any background information prior to or at the time of enrollment.</li> <li>2) Transiency of these students makes it difficult to develop educational plans or effective interventions because they are often withdrawn before they can be implemented.</li> </ol>
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## Title I, Part A - Parent and Family Engagement

Strengths	<p>The Federal Programs Director will supervise Family Engagement initiatives across the schools, with a designated contact at each school. Each school will have a representative coordinating Title I activities and serving as the point of contact for the Local Education Agency (LEA). Additionally, a Family Engagement Team within each school will organize and oversee all related activities and expectations, collaborating monthly with the LEA. Monthly, the Federal Programs Director will meet with each school to provide technical assistance for monitoring purposes. The LEA will ensure that all school events are shared and evidence of compliance with Federal Programs Family Engagement is provided.</p> <p>The School Family Engagement Team will conduct Building Staff Capacity sessions twice per semester and offer Building Parent Capacity opportunities (such as workshops or events) twice per semester, adhering to the Federal Program Checklist.</p> <p>The Family Engagement LEA will disseminate information to parents using various communication methods and serve as a resource point for parents needing assistance with resources and activities to support their child at home.</p> <p>Centralized registration will be provided by the district, offering a single</p>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Title I, Part A - Parent and Family Engagement

	location for completing registration. The centralized registration process will also be responsible for collecting all registration documents. Each school office and school will house a Parent Resource Center with items available for checkout and readily accessible to parents.
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Challenges	Challenges: Increasing teacher participation in engagement activities by encouraging them to involve parents from their classrooms. Improving school communication with parents about resources available from the school/district to facilitate home practice with their children, thereby promoting parental involvement in their child's education.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	The district continuously analyzes enrollment/withdrawal data and academic progress of identified migrant students. The LEA also communicates monthly with MEP staff to review already identified migrant students. All students receive an annual Occupational Survey to determine possible candidates for migrant services. All surveys are reviewed by the district and students who are possibly eligible for MEP services are forwarded to our regional MEP recruiter. The district has partnered with ABAC to provide technology, community resources, tutoring, and mentoring resources to migrant students. JCCS schools are consistent in providing the Occupational Surveys and their returns.
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Challenges	Our migrant students who have been identified and qualify for additional MEP services have oftentimes experienced a significant delay receiving services from the MEP program. Student attendance has been an issue for some of our migrant students. A challenge is ensuring that the Occupational Survey is received from new students enrolling throughout the school year.
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Jasper County does not currently have any existing facilities for neglected and delinquent children. If such programs were to open in Jasper County, the school district liaison would work cooperatively with the facilities director to determine the educational needs of eligible students.
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Challenges	Jasper County does not currently have any existing facilities for neglected and delinquent children. If such programs were to open in Jasper County, the school district liaison would work cooperatively with the facilities director to determine the educational needs of eligible students.
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## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title II, Part A funds."

Strengths	<p>Recruitment Committee -district committee developed to attend job fairs, recruit staff</p> <p>New Teacher Orientation - provides assistance to new teachers</p> <p>Beginning Teacher Induction - provides support and ongoing, job embedded Professional Learning for teachers with 0-3 years of experience</p> <p>1)Charter Waiver - has allowed the district to write minimum professional qualifications to allow the district to locate "hard-to-fill" or CTAE positions to meet the needs of students.</p> <p>2) Instructional Coaches at the Primary, Elementary, Middle and High - provide ongoing support to teacher and job embedded professional learning focused on effective teaching</p>
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Challenges	<p>1) Minority hiring continues to be an area of focus within the district, Bilingual teachers and other staff are needed as well to meet the needs of our ELL students and their families</p> <p>2)Leadership development of current educators - district is beginning to see retirements of key leaders and more will come in the near future, need for well trained and effective leaders will become more of an area of need in the coming years.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>The LEA and ESOL coordinator provide community resources and services for the Spanish-speaking community. These services include adult access to Rosetta Stone, educating parents about the public school system, informing parents of parental and student rights, assisting with transportation, connecting parents with available community resources and bridging the language barrier for the parents. The academic performance of English Learners, as assessed through local and state assessments, continues to increase. Data indicate that many of our EL students are performing at or above the district average. Although preschool students do not receive ESOL services, the district has seen a notable increase in the number of potential EL students enrolling in preschool. JCCS has made it a priority to collaborate with the preschool director to provide educational strategies to the students and share information about available community resources.</p> <p>With regard to students with immigrant status, JCCS identifies birth country and determines eligibility based on cumulative time in the U.S.</p>
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Challenges	<p>Required professional development for general education teachers &amp; administrators is a definite challenge. Language barriers and lack of bilingual services inhibit parent involvement and participation. Due to the increased enrollment of EL students, all JCCS schools will likely have a subgroup of English learners. The consistent increase in enrollment of non-English speaking students has also impacted the need for additional licenses for Rosetta Stone to support both students and parents. Also, due to the consistent increase in enrollment of non-English speakers at the middle and high school levels, there is a need for additional support in content area classes outside of assigned ESOL class period support. Assigning grades to non-English speaking students at the secondary level is a challenge. There needs to be an emphasis on phonological and phonemic awareness for Newcomers, as they are experiencing a new language with a very complex orthography. District ESOL teachers need training for conducting TPC meetings and guidelines for assigning accommodations.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ol style="list-style-type: none"> <li>1) Identification of students within the district</li> <li>2) Coordination of services within the district and community</li> <li>3) Local resources available to students and families</li> <li>4) Jasper County is a small, rural community which helps in the process of identifying students and families who qualify for McKinney Vento services.</li> </ol>
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Challenges	<ol style="list-style-type: none"> <li>1) The mobility of students and families</li> <li>2) Lack of transportation services</li> <li>3) Temporary housing options are non-existent in our community.</li> <li>4) Families often have to travel to neighboring communities for mental health or other related services.</li> </ol>
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## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title IV, Part A funds."

Strengths	<p>All four schools completed their 9th year of PBIS implementation. School PBIS teams met monthly to analyze data and modify their school action plan if needed. Middle GA RESA staff assist the district PBIS coordinator and the schools with walkthroughs twice per year. The district employs 2 full time mental health counselors. This past year approximately 250 students participated at least one counseling session and at least twenty-three students were referred for immediate in-patient services due to suicidal ideations. Without these school-based services, many of the participating students would not have received the mental health services. A full time mental health counselor will be funded through Title IV and local funds.</p> <p>Our music and art teachers attended their professional conferences (GMEA &amp; GAEA) as Title IV funds paid for their registration and travel expenses. Title IV funds also allowed us to send two teachers per school to the GaETC Conference to learn about best practices and the most recent innovations in the implementing technology and in the classroom and appropriate instructional strategies. These teachers returned to their schools to redeliver the training they had received to their colleagues. Title IV funds allowed us to create a Kindercamp for rising kindergarten students that were at risk due to behavior and/ or attendance. This 3 day camp prior to school starting allowed students and families to transition smoothly into the primary school and provide opportunities for students and families to learn the expectations for kindergarten. Finally, we were able to expand the amount of appropriate reading materials we provided to our students by</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
"100% transfer of FY25 Title IV, Part A funds."

	purchasing an online reading/vocabulary program that aimed to improve academic vocabulary which is one of our highest areas of need in Jasper County.
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Challenges	<p>An analysis of our current and trend discipline data indicates that the current implementation of PBIS is an opportunity for growth. PBIS implementation with fidelity across the district and teacher practices in the classroom have been a concern. Noting the number of students losing valuable instructional time due to in-school or out-of-school suspensions, the district has made the decision to implement Leader in Me for the 2024-2025 school year. Title IV funds will be used to provide job-embedded professional learning for staff to address social emotional skill development for teachers and students.</p> <p>While Title IV funds and local funds have been used to implement mental health services within the school district this year, the demand for the services has far outstripped the availability. Approximately 200 students participated in at least one counseling session and at least twenty-three students were referred for immediate in-patient services due to suicidal ideations. Without these school-based services, many of the participating students would not have received mental health services. In planning for the FY 25 year, the district will also provide Leader in Me. Additionally, we have hired a full-time behavioral interventionist and plan to increase counseling services.</p> <p>Our district has 3 full time and 1 part time music teacher and 3 full time and 1 part-time art teacher. We do not currently have any full-time or part-time drama teachers within the district. Due the small number of staff it is very difficult for our system to provide quality professional learning for these staff members. Therefore, we will use Title IV funds to pay for registration and travel expenses for these teachers to attend their professional organizations conferences during the school year.</p> <p>Due the high level of poverty in our district with approximately 65% of our students receiving free/or reduced lunch it is vital that we provide quality reading materials for our students. We plan to spend Title IV funds to purchase quality online Reading materials that ALL students can access from both school and home. Finally, as a small rural district we have limited access to professional learning on how to best implement technology within our district. We do have some professional learning available to our staff but we propose to use Title IV funds to send teachers to the GaETC conference to receive training and professional learning on the best practices on currently technology. These classroom teachers will then redeliver to their colleagues within each school. While Kindercamp was a success last year, we will need to continue to prepare our at-risk students (many of whom have not attend ANY preschool) for the expectations for attendance, behavior</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
"100% transfer of FY25 Title IV, Part A funds."

and content standards for kindergarten each year.

## Title I, Part A - Equitable Access to Effective Educators

Strengths	<ol style="list-style-type: none"><li>1) Recruitment efforts &amp; Improved school climate have improved the quality and experience level of new teacher hires</li><li>2) Beginning Teacher Induction has improved the effectiveness and contentment of the our inexperienced teachers. It has provided them with structured, ongoing, job embedded professional learning throughout their initial three years in teaching.</li><li>2) Professional Learning Communities are established in all schools, grade levels and departments as the primary tool for data analysis, and common unit and assessment development/planning.</li><li>3) Job-Embedded Professional Learning is common throughout all schools ensuring that ALL teachers are receiving the same instruction and guidance.</li><li>4) The PLC model is removing the the variance of instruction between teachers within a grade level and between grade levels and schools.</li><li>5) TKES process is being used to focus on the implementation of school level instructional initiatives. This provides feedback to teachers and encourages school-wide implementation.</li></ol>
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Challenges	<p>Retention of teachers has improved over the past three years but still needs work.</p> <p>The hiring and retention of minority teachers is a need as well. The district would like to have more bilingual teachers to support our ELL students and their families.</p> <p>Teachers new to schools or grade levels require additional professional learning and time to understand the grade level standards and appropriate instructional practices. This repeated process from year-to-year slows progress and reduces teacher effectiveness in the classroom.</p> <p>Teacher adoption of current instructional practices is not uniform - some teachers still fall back into teaching to previous standards or skills that are not aligned to the rigor of the Ga Milestones.</p> <p>Lack of focus on mastery of the standards - most teachers are focused on student mastery and work to re-teach and re-assess students on a regular basis. However, some isolated teachers still focus on grading and coverage. This lack of uniformity in philosophy is perhaps the greatest variance in allowing students access to effective teachers.</p>
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## Title V, Part B - Rural Education

Strengths	1) Fund a variety of instructional technology programs that would not be available to students without these funds.
Challenges	Determining the most effective software programs to address individual needs of students and determining how to embed within the instructional environment.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase the number of students scoring at or above proficient on state assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Decrease the number of students missing more than 6 days
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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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 - Increase the number of students scoring at or above proficient on state assessments.

Root Cause # 1

Root Causes to be Addressed	<p>Most students lack basic literacy and math skills</p> <p>Teachers are not teaching to the rigor or mastery level of the standards</p> <p>Teachers lack the necessary skills (PL) to use student achievement data to plan differentiation and adjust instruction in a timely manner.</p> <p>Teachers and (students themselves) do not have high expectations for achievement.</p> <p>Effective differentiation of instruction is not being consistently implemented</p>
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>Title IV, Part A - Student Support and Academic Enrichment</p> <p>IDEA - Special Education</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Parent and Family Engagement Program</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>

Additional Responses	
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Overarching Need - Decrease the number of students missing more than 6 days

Root Cause # 1

## Root Cause # 1

Root Causes to be Addressed	<p>Family Factors - lack of supervision, violence, poverty, substance abuse, lack of value of education.</p> <p>School Factors - climate, class size, student engagement, staff capacity to differentiate instruction, cultural issues, inconsistent record keeping, discipline issues, out of school suspensions.</p> <p>Economic Influences - single parent home, pregnant/parenting students, students who work, mobility, lack of transportation, &amp; access to resources</p> <p>Student Variables - substance abuse, mental/physical health issues, poor social skills, lack of "connected-ness" to school, &amp; lack of school success.</p>
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>Title IV, Part A - Student Support and Academic Enrichment</p> <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 - Parent and Family Engagement Program</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Others : PBIS</p>

Additional Responses	
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# District Improvement Plan 2024 - 2025



Jasper County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Jasper County
Team Lead	Camilla Moss
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No



## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring at or above proficient on state assessments.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Most students lack basic literacy and math skills Teachers are not teaching to the rigor or mastery level of the standards Teachers lack the necessary skills (PL) to use student achievement data to plan differentiation and adjust instruction in a timely manner. Teachers and (students themselves) do not have high expectations for achievement. Effective differentiation of instruction is not being consistently implemented
Goal	By the end of the school year 2024-2025 all teachers will have continued job-embedded Professional Learning to analyze data to determine and implement high leverage, evidence based instructional practices to ensure students achieve at mastery of the standards.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10
Subgroup(s)	Race / Ethnicity / Minority

## Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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## Action Step # 1

Action Step	PLC's in each grade level/department will participate in job embedded professional learning to update pacing guides/curriculum maps and create common units of instructions based on the Georgia Standards of Excellence.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A 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 Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation. PLC artifacts of professional learning Artifacts of implementation of learning practices and interventions
Method for Monitoring Effectiveness	Analyze unit assessment data and Iready, formative assessments
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services Instructional Coaches/Department Heads
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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## Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Contract with Middle GA RESA.
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## Action Step # 2

Action Step	Provide job-embedded professional learning on the development of common assessments of student mastery of the Georgia Standards of Excellence.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation.
Method for Monitoring Effectiveness	Analyze unit assessment data
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services Instructional Coaches/Department Heads
Evidence Based Indicator	Strong

## Action Step # 2

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

Action Step	PLC's in each grade level/department will continue to participate in job-embedded professional learning aimed at improving teacher's knowledge of the Georgia Standards of Excellence along with grade appropriate, high leverage and evidence-based instructional strategies.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A
Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation.

## Action Step # 3

Method for Monitoring Effectiveness	Analyze unit assessment data and iReady
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, Accountability Instructional Coaches/Department Heads
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	Middle GA RESA
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## Action Step # 4

Action Step	Schools will develop and implement parent instructional nights aimed at improving parent knowledge of the Georgia Standards of Excellence and current instructional practices that are used to teach those standards.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

## Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agenda, sign in sheets
Method for Monitoring Effectiveness	Number of events held at each school Number of parent participants for each event.
Position/Role Responsible	District Parent Engagement Coordinator School Parent Engagement Coordinator Instructional Coaches/Department Heads
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?	Jasper County Library, Jasper County Family Connections, Jasper County Mentor Program, Southern Crescent Technical College, FERST Readers, Inc. Jasper County Headstart, Jasper County Health Department, Jasper County-Monticello Chamber of Commerce.
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## Action Step # 5

Action Step	Schools will purchase High Quality Online Reading/Math Materials/Programs and provide professional learning to teachers and staff on how to best use the technology to improve student mastery of the standards. - Well Rounded Educational Opportunities/Effective use of Technology
Funding Sources	Title I, Part A Title I, Part A SIG Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation and effectiveness.
Method for Monitoring Effectiveness	Number of programs purchased Student and Teacher use of each program. Lesson plans reflective of best practices.
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, Accountability Instructional Coaches Instructional Technology Specialist
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes



## Action Step # 5

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)?	Each school works with their SGT-School Governance Team to assist with identifying appropriate online reading programs and materials for their school. In addition, Jasper County Schools works with Middle GA RESA, Jasper County Headstart and the Jasper County Library to identify appropriate online reading resources for our schools and community.
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## Action Step # 6

Action Step	Provide teachers with ongoing professional learning on how to integrate technology and one-to-one devices in the classroom environment to increase student engagement and master of content standards. - Effective use of Technology
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check Meetings will monitor implementation and effectiveness.
Method for Monitoring Effectiveness	Usage of devices report, Attendance of staff at Technology conference
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, Accountability Instructional Technology Specialist Instructional Coaches
Evidence Based Indicator	Promising

## Action Step # 6

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We are assisting teachers through our Tech Program to learn more about Google/Google Classroom and technology sources that will increase student engagement in the classroom. Along with this, we are sending teacher leaders who implement technology in their classrooms to the GaETC Conference each year. These teachers return with new ideas and innovations to share with their colleagues in each school.
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## Action Step # 7

Action Step	Fine Arts teachers will build their professional capacity by attending conferences focused on fine arts. - Well Rounded Educational Opportunities
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Conference attendance information, redelivery plan
Method for Monitoring Effectiveness	Number of teachers attending professional learning conferences at the end of the year. Lesson plans reflective of best practices from conference.

## Action Step # 7

Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, Accountability Principals Lead Fine Arts Teacher
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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)?	Jasper County Schools will partner with GMEA (Georgia Music Educators Association) and GAEA (Georgia Art Educators Association) to provide job-alike training for our full-time and part-time music and visual arts teachers.
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## Action Step # 8

Action Step	Induction Teachers (teachers in their first two years of teaching) will participate in job-embedded professional learning provided by JCCS. Mentor teachers will be assigned to each induction teacher to work alongside induction teachers to assist them completing the induction course at RESA.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 8

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Face to face/virtual professional development facilitated by the Director of Teaching and Learning will be provided to inductees. Mentors will meet with inductees regularly at their schools to support their successful completion of the inductee program
Method for Monitoring Effectiveness	New Teacher staff representative from central office certifies that each induction teacher completes the course each year and that mentor teachers have provided adequate assistance to induction teachers. Finally, we will analyze the retention rate of induction teachers each summer to evaluate the effectiveness of the program/instruction.
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, New Teacher Orientation, Accountability Mentor Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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)?	JCCS will provide the course work and monitoring for the induction teacher program and will certify that each induction teacher and mentor have completed the course each year.
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## Action Step # 9

Action Step	The personnel department and Superintendent will lead a team of school leaders and teachers to attend various teacher recruitment events- job-fairs at regional universities, colleges and RESA's.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Number of Job Recruiting Fairs attended for the year
Method for Monitoring Effectiveness	Number of new teachers hired through Job Fairs
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, HR, Accountability Superintendent
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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)?	We will partner with various post-secondary schools and attend job fairs at Georgia College and State University, University of Georgia, Fort Valley State University, Atlanta University Center, Augusta University and Middle GA State University.
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## Action Step # 10

Action Step	For the FY25 school year, JCCS will use Title III funds to target the need for professional development to train teachers, administration, and staff in best practices for the instruction of English Learners. Family literacy will continue to be a focus.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	For the FY25 school year, JCCS will use Title III funds to target the need for professional development to train all teachers, administration, and staff in best practices for the instruction of English Learners. Family literacy will continue to be a focus.
Method for Monitoring Effectiveness	Number of teachers attending professional learning conferences and in school PL's at the end of the year.
Position/Role Responsible	Title III Coordinator Principals
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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)?	JCCS will partner with a vendor to successfully provide the needed professional development on effective instruction for ESOL students.
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the number of students missing more than 6 days
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Family Factors - lack of supervision, violence, poverty, substance abuse, lack of value of education. School Factors - climate, class size, student engagement, staff capacity to differentiate instruction, cultural issues, inconsistent record keeping, discipline issues, out of school suspensions. Economic Influences - single parent home, pregnant/parenting students, students who work, mobility, lack of transportation, & access to resources Student Variables - substance abuse, mental/physical health issues, poor social skills, lack of "connected-ness" to school, & lack of school success.
Goal	By the end of the school year 2024-2025, JCCS will decrease the total number of students with 10 or more absences during the FY 25 school year by 1% (as measured by the FY 25 ENR data report).

## Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10

## Equity Gap

Grade Level Span(s)	11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

## Action Step # 1

Action Step	Implement Leader in Me strategies in all schools within the district with fidelity. Safe and Healthy Students
Funding Sources	Title IV, Part A
Subgroups	N/A Race / Ethnicity / Minority
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Checks Quarterly District Alignment Meetings
Method for Monitoring Effectiveness	Measurable Results Analysis Survey Star Climate Rating - 4 or 5 stars at each school
Position/Role Responsible	Central Office Personnel- Student Services, Accountability Principals Counselors Lighthouse Team at each school
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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## Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	JCCS applied for and received a three year grant from the Georgia Department of Education for the professional learning and support to implement Leader in Me in all four schools and district wide. The initial District alignment meeting occurred in June 2024. The Leader in Me school training will begin in July with implementation to begin in all four schools and the district with the start of school.
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## Action Step # 2

Action Step	Weekly review of attendance data in Infinite Campus
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of Year Impact Check meetings to monitor implementation and results
Method for Monitoring Effectiveness	Monthly attendance reports
Position/Role Responsible	Central Office Personnel-Student Services, Accountability Principals Attendance Clerks Counselors
Evidence Based Indicator	NA

## Action Step # 2

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Schools will share data with their SGT's (School Governance Teams) on a quarterly basis to monitor progress and identify course corrections.
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## Action Step # 3

Action Step	Conduct Attendance Review Meetings with parents and/or students as needed when absences reach 10 or more unexcused absences for the school year.
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of Year Impact Check meetings to monitor implementation and results
Method for Monitoring Effectiveness	Individual attendance reports for students participating in attendance review meetings.
Position/Role Responsible	Central Office Personnel-Student Services, Accountability Counselors Principals
Evidence Based Indicator	Promising

## Action Step # 3

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Juvenile Court System, DFACS, Jasper County Family Connections
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## Action Step # 4

Action Step	Hire a full time mental health counselor for the county. - Safe and Healthy Students
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check Meetings to monitor implementation and results.
Method for Monitoring Effectiveness	Individual attendance & discipline reports for students participating in mental health services.
Position/Role Responsible	Central Office Personnel- Student Services School Social Worker School Counselors Principals Mental Health Counselor

## Action Step # 4

Evidence Based Indicator	Promising
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The mental health counselor will work with community family engagement and DFCS to provide support for these families using community resources.
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## Action Step # 5

Action Step	Implement a 3 day Kindercamp in July for all at-risk kindergarten students and their families. - Well Rounded Educational Opportunities
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings to monitor implementation and results.

## Action Step # 5

Method for Monitoring Effectiveness	Attendance & discipline records for students attending Kindercamp in July.
Position/Role Responsible	Primary School Principal Primary School Assistant Principal Primary School Instructional Coach
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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)?	The primary school will work collaboratively with local daycares, Jasper County Head Start and Jasper County Preschool to identify at risk students that are entering kindergarten - specifically those with any attendance or behavior issues.
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## Action Step # 6

Action Step	Targeted Professional Learning will be provided with webinars and face to face conferences for teacher, staff and district leaders to support the social emotional development of students to increase academic achievement and attendance. Safe and healthy
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL registrations, sign-in sheets, agendas, end-of-year impact checks, monthly counseling data
Method for Monitoring Effectiveness	IC reports for attendance/discipline, number of staff attending conferences/webinars
Position/Role Responsible	Central Office Personnel-Curriculum, Student Services, Accountability
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?

## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Teams of various stakeholders including school & central level administrators, instructional coaches, teachers, paraprofessionals, parents, SGT members, post-secondary administrators and community members were created to review data, rate rubrics, and identify trends for each of the 5 systems in the Comprehensive Needs Assessment. A meeting of all team members was conducted to do a Root Cause Analysis and identify (2) overarching needs for the district. Throughout this process drafts of the CLIP are shared with team members for their approval and feedback. The CLIP is also reviewed with the Board of Education and their feedback is obtained. Once the CLIP is completed, it is posted on our website with an invitation to all stakeholders, including parents to give feedback. Schools & Central Office have copies of the CLIP in the office inviting parents to make comments. All professional learning will be provided first by state professional learning funds. Title I, Title IIA, Title III & Title IV funds will be used to support professional learning. Title II funds will also be used to provide induction training for new teachers and opportunities for recruitment, as well as for job-embedded professional learning and PLC's aimed at improving the achievement gap among various subgroups. Title IIA funds will also be utilized to support professional learning for teachers through opportunities to attend endorsement classes in Math, Reading, Transition Planning, Gifted, MTSS/SST Coordination, ESOL and PBIS. Title IIA funds will be focused on job embedded PL & PLC's.
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#### Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> (Please specifically address all three variables)	<p>Using our needs assessment data, principals target students who are below grade level, low performing on grade level, ELL and special needs and determine placement of those target students with experienced teachers who are teaching in-field and who have consistently proven effectiveness (85% of students meet standards for two years in a row) as documented on Milestones Assessment data. Schools further place special needs students with experienced teachers who are a part of inclusion teams. Throughout the year, progress monitoring of all students is used to guide instruction and afford all students multiple opportunities to learn.</p> <p>The district ensures that children in low performing schools have access to experienced, qualified and appropriately assigned teachers. Every effort is made to look at student achievement data to determine</p>
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Serving Low Income and Minority Children

	the best placement for students. Teachers who are not effective in reaching and maintaining high achievement standards for all students work through job-embedded professional learning on specific target areas to master effective teaching skills.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	<p>All four schools have an Instructional Coach that leads PLC meetings and either provides or coordinates job-embedded professional learning. Professional Learning Communities have been established in each grade level/department and Instructional Coaches have their own PLC led by the Curriculum Director. Instructional Coaches and Principals lead the PLC's through a process of analyzing student assessment data - primarily unit assessment data to identify students and/or standards that need re-teaching and re-assessment for mastery. PLC's also analyze specific program data three times per year to identify students needing further interventions.</p> <p>Professional Learning Needs are identified by analyzing student achievement data ( iReady, Milestones, Unit Assessments). Principals &amp; Instructional coaches in consultation with the Executive Director of Teaching and Learning will review the data and determine what needs a particular grade level or subject area will need - often these needs are embedded in the School Improvement Plan. The director of Professional Learning contracts with various companies and RESA to provide the needed PL for teachers.</p> <p>During Mid-Year and End-of-Year Impact Check Meetings - teacher leaders share the results of the professional learning and how it has impacted student learning and achievement. Decisions are made during Impact Checks to make course corrections to the current PL or continue it as implemented. Teacher leaders are given a voice in the type of PL they desire and assist in assessing its effectiveness on classroom practice.</p>
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PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes
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## 4. REQUIRED QUESTIONS

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

## Required Questions

## PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for ALL teachers. The district recognizes that it cannot waive required PSC certification for Special Education Teachers.</p>
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## PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The minimum professional qualifications are as follows:</p> <ol style="list-style-type: none"> <li>1) Teachers must have at least a bachelor's degree. If they do not hold PSC certification, the teacher must enter the TAPP program or an approved MAT program to pursue certification within two years.</li> <li>2) CTAE teachers are required to have a bachelor's degree OR have appropriate certification/licensing in their designated field of expertise.</li> </ol>
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## State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The lowest achieving schools would be supported by all district departments and Middle Georgia RESA to help meet school needs. The School Improvement and Federal Programs Departments help direct, plan, monitor and evaluate the school improvement plan and initiatives necessary to meet and exceed goals established. Priority would be given to identified schools in use of Title IIA funds to provide the needed support. District school improvement support is given in the planning of the school improvement plan to encompass effective, innovative practices that promote professional learning and support. Professional learning, based on school specific data analysis, will be implemented as required to address areas of weakness. Assistance is provided in helping to guide and monitor instruction, and engage teachers and leaders in processes to find out if the students understand the content and next steps if they do not. The district would also partner with identified schools to aid in removing barriers to success with the extra layer of requirements these schools have to follow. Additionally, the district would support the identified schools by being a vital member of the school's leadership team. Bimonthly/Quarterly meetings are also set up throughout the year to review data.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The high school offers Work-Based Learning courses that partners students with businesses and employers. Students are required to log hours and participate in planned and unplanned observations with the high school's faculty adviser. The WBL teacher has an advisory committee that meets regularly to discuss what is occurring in the industry and business community to make sure that students are prepared to meet the needs of the workforce. An emphasis on soft skills is being placed since it has been identified as a crucial need in the local business community. WBL students must submit a completed project including a resume, job description, hours worked, and insights gained from their work experience.</p> <p>Career and Technical Education faculty members seek ways to align courses with relevant student learning opportunities, many of which are channeled through the Career Technical Student Organizations (CTSOs). Students participate at local, state, and even national levels as they compete in a host of contests related to their pathway. The CTSOs are designed to be an extension of the CTAE classroom and provide the students with experience and opportunities that will aid them in their future career choices. CTAE teachers and CTAE Director hold regular advisory meetings to gather timely insight to guide pathway development options. Each CTAE teacher also works with industry experts and representatives in preparing for and administering industry-certified tests that award certification in various fields so that</p>
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## CTAE Coordination

	<p>students leave high school ready for work and employment. The feedback of those in industry help make sure that the CTAE program is adapting the changes in the job market to continue to prepare the students for the workforce. Several of the CTSOs in the high school have job shadow days where students can go and shadow businesses to see what skills are needed to have a job there. Guest speakers are also brought into the school and a career day is held for the students to get an understanding of what skills are necessary for that particular career.</p> <p>The STEAM coordinator at the high school collaborates with the CTAE department to initiate and plan the school's STEAM initiative. Over the course of several years, students will have the opportunity to participate in Project-Based Learning that will coordinate cross-curricular learning and instruction utilizing data and technology to communicate results and conclusions. The CTSO events provide students the opportunity to demonstrate knowledge that has been gained across multiple disciplines. Teachers in the CTAE department have been encouraged to work with the content teachers to help provide real world examples of how content area disciplines are used. The engineering, Bio-Tech, and nursing programs have been integral in demonstrating how the math and science curriculum is applied in various applications in the classroom. The agriculture program has been implementing both science and math in the classroom with the labs in the greenhouse, agriculture barn, and the shop area. In addition, students will be encouraged to participate in a capstone project and presentation that will be cross-curricular in nature and incorporate a creative component. Students will be given the opportunity to obtain diploma seals from GADOE via capstone projects done by pathway completer.</p>
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## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Jasper County Charter System monitors discipline for all students using data via Infinite Campus. All schools will continue implementing PBIS this year. Discipline data will be reviewed every month at the school's PBIS team meeting. Discipline data is disaggregated by subgroups, time of day, and teacher. Using real time data allows us to modify school/district goals based upon current disciplinary infractions. The district has hired a full-time social worker to work alongside school counselors, and two mental health counselors to provide mental health services to our students. Parents are also involved in these services. Students who need additional support for behavior will be referred to the school's RTI/MTSS team to determine what services/referrals are needed.</p>
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## 4. REQUIRED QUESTIONS

### 4.3 Title I A: Transitions, TA Schools, Instructional Program

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The middle school will participate with the elementary and high school to provide the annual orientation meetings for parents of entering sixth grade students and exiting eight grade students in the spring of each school year. Also, the middle schools hosts a rising eighth grade parent meeting in the spring to explain high school credit courses that are offered at the middle school. The middle school provides the following:</p> <ul style="list-style-type: none"> <li>· Informs parents on "Understanding Career Pathways."</li> <li>· Offers Introductory level Pathways such as Intro into Business Technology, Coding, Art, etc. at the Middle school level.</li> </ul> <p>Provides opportunities for students to take and earn high school credit in middle school.</p> <p>Provides its students with the opportunity to participate in clubs and organizations that align with our high school chapters for example, FBLA, BETA Club, FCA, Drama, Matching Band etc.</p> <p>Shares student data (iReady, EOG, EOC, RTI) is shared with transitioning schools to better place students in high school courses.</p> <p>Conduct 3 to 4 academic student conferences per year to discuss student growth, map data, and to help guide student choices about high school courses, honor courses, support classes etc.</p> <p>Middle school Administrators meet with transitioning high school administrators and counselors to discuss courses and high school course offerings at the middle school that will better meet the needs of our students. The middle school will collaborate with the high school counselors to help students better understand the Carnegie units. MS will collaborate with the CTAE director to help students better understand career pathways.</p> <p>The high school offers an 8th grade night for parents and students. These are two nights at the high school where parents can meet with counselors and staff to register for classes. The counselors also go to the middle school for completion of the registration process for those who are unable to attend the nights.</p> <p>The high school offers Work-Based Learning courses that partners students with businesses and employers. Students are required to log hours and participate in planned and unplanned observations with the high school's faculty adviser.</p> <p>The high school also coordinates planned visits to local colleges and universities through the counseling department. Students are taken on tours and trips to speak with representatives of colleges and universities to introduce college life, expectations, and admission requirements.</p>
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Middle and High School Transition Plans

	<p>The high school counselors also present a College Night each year that invites parents and students to meet with representatives from local colleges and universities to discuss potential admission, programs, and degrees. FAFSA experts are also present to work with families regarding student aid and admission.</p> <p>The high school also offers several options for dual-enrollment. The school works with three colleges to provide college courses for 10th, 11th, and 12th grade students. The school provides support for purchasing and renting textbooks and monitors progress in these college-level courses. Transportation is also provided when on-site classes are required by the university.</p> <p>The school also presents a Career Day Fair through the local FBLA group. Various individuals representing a wide variety of careers and employment visit the high school and present information, advice, and support for students.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Jasper County Charter School System serves one hundred and fifty preschool aged students annually in the blended Head Start and Georgia Pre- K program at Jasper County Preschool. The Preschool building is adjacent to Jasper County Primary School and is connected via a breezeway. Jasper County Board of Education, a Head Start grantee, provides preschool education to approximately 83 Head Start students annually. Thirty two three year old students are placed in classes served by Head Start. There are six Pre- K classrooms that serve a combination of Head Start and GA Pre- K students who are aged four. Additionally, there is a Special Education Preschool class located in the Preschool facility as well as special education preschool services provided within the Headstart and PreK classes. Preschool students are provided transportation to and from school on Jasper County Charter School's buses. Preschool students have access to Jasper County Primary School's media center and common areas. Because Jasper County Preschool and Jasper County Primary School use the same student information system, preschool staff are able to support families by completing Kindergarten registration. If there are learning concerns, Preschool staff can "flag" the student in SIS. Additionally, there is a process for response to intervention information and data sharing between the schools when a student transitions. Jasper County has additional preschool programs at Monticello Baptist Church, Piedmont Academy and local childcare. Students from Jasper County preschool and Monticello Baptist Preschool tour and visit JCPS to assist with transition. For students who are not enrolled in Jasper County Preschool, Jasper County school district holds a well</p>
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Preschool Transition Plans

	<p>advertised Kindergarten roundup each Spring for registration. Each Spring, the preschool will hold a transition to kindergarten meeting in conjunction with JCPS staff to provide support and answer questions.</p> <p>IEP transition meetings are held each spring with administration from both preschool and JCPS in attendance, together with parents, the committee makes an individual plan for each student.</p> <p>Jasper County Primary School gives an assessment 3 times a year as well as GKIDS and that data is shared with Pre-K and Head Start staff and among administrators. Special Education, MTSS, and vertical meetings are conducted when needed and/or vertical planning for curriculum needs.</p> <p>In addition, Jasper County Primary School has a Kindercamp program for all students and families of rising kindergarten students. This 3 day morning camp provides students with the opportunity to experience and acclimate to what kindergarten and the primary school will be like. This is typically held a week before school starts and serves as additional transition for these students. Transportation may be provided for those families that need that assistance. A parent information session for parents of Pre-K children to discuss schedules, curriculum, promotion expectations, attendance and have time for questions and answers.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>There will be no targeted assistance schools in the district. All four schools will use the school-wide model.</p>
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Title I, Part A – Instructional Programs



Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The district has four schools, including one primary (pre-K-2), one elementary (3-5), one middle (6-8) and one high school (9-12). The district is accredited through COGNIA. All schools are school wide Title I schools. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-K through 12th grade. These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size. In addition to using the state mandated assessments, school wide assessments in reading, and math are used in grades K-10 to provide additional data and progress monitoring of students.</p> <p>Based on the needs identified in the Comprehensive Needs Assessment the following areas will be served: Elementary Program - In grades K-5 math, ELA (including reading/writing/spelling) , science and social studies will be served. Middle School Program - In grades 6-8- math, ELA (including reading &amp; writing), science and social studies. High school courses will be offered to accelerated students in 8th grade in science and CTAE High School Program - in grades 9-12 emphasis of education for high school students is preparation for life after high school. The following units are required under the graduation rule for all students: 4 units of language arts, 4 units of math, 4 units of science, 3 units of social studies, 1 unit of personal fitness/health, 3 units of career/technical education and/or modern language/fine arts and 4 required state electives.</p> <p>Based on the needs identified in the Comprehensive Needs Assessment the district will be implementing the following evidence-based interventions: 1) Class-Size reduction in grades K-3, 2) Formative Assessment System to determine student mastery of standards</p> <p>Based on the needs identified in the Comprehensive Needs Assessment professional learning will be focused on increasing teacher knowledge in the following area: 1) Professional Learning Communities (PLC) to provide job-embedded PL on implementation of high leverage practices and evidence based interventions 2) Use the PLC Process to analyze data to inform instruction and teach to mastery of the standards. 3) Differentiation - each school will develop a differentiation rubric to determine what differentiation will look like at each school level. 4) Measuring &amp; Monitoring of improvement efforts - schools will participate in the mid-year and end-of-year impact check process to monitor improvement efforts and determine mid-year course corrections.</p> <p>Based on the needs identified in the Comprehensive Needs Assessment parent and family engagement efforts will be focused on the following areas: 1) School-Parent Communication for older students, 2) More Parental Involvement in the planning process, 3) Parent Workshops for Math and Reading. Finally, the overarching focus will be on offering parents and families multiple opportunities (in varied formats) to build their leadership capacity and work with students</p>
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Title I, Part A – Instructional Programs

	<p>to increase their achievement. To better coordinate Parent &amp; Family Engagement throughout the district, JCCS will have representatives from each school.</p> <p>Currently there are not neglected and delinquent facilities within the JCCS jurisdiction. The identification of all partnerships with local child caring institutions within our district is imperative and JCCS will ensure services are being extended to students who reside in locally operated neglected or delinquent establishments should they arise.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Identification of migrant students is a part of the student registration process. Additionally all parents of returning students receive an annual Occupational Survey in their child's student handbook. The survey form is completed by the parent and returned to the child's school. All surveys are reviewed by the district and students who are possibly eligible for MEP services are forwarded to our regional MEP recruiter. The district's MEP liaison collaborates with community agencies to ensure that migrant students and families have the resources they need.</p> <p>Jasper County School System has procedures in place to provide a timely transfer of school records for all students. The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are sent to the receiving school upon request for such information. The LEA immediately requests educational records for new enrollees. The LEA utilizes the GaDOE MEP Region 1 Office, the Georgia Department of Education, and ABAC, to promote interstate and intrastate coordination of services for migratory children.</p> <p>Jasper County School System will use the Migrant Student Information Exchange (MSIX) to obtain educational information regarding students entering our district who are classified as MEP students. We continually send grades, test data and progress reports to the MEP in order for them to keep information on our students up to date in the event that they relocate to another school system.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>JCCS monitors the progress of migrant students and provides supplemental educational support when needed. Some of the programs or strategies that may be offered are before/after school programs, summer school, tutoring, and ESOL if applicable. For the student with interrupted schooling, JCCS will assess educational needs and provide strategies and delivery models to promote success. Students preparing for college will be given extra guidance and support in the college application process or career options. JCCS staff will seek out potential migrant students, out-of-school youth, and dropouts by working closely with the community, existing migrant families, and employers. Information of possible migrant students will be forwarded to our regional recruiter.</p> <p>The district and individual schools' staff will provide support to the migrant families. We will provide correspondence in the primary language of the family if applicable. We will seek out programs and services within the community and state to meet the needs of our migrant families.</p> <p>JCCS continually collaborates with ABAC to meet the needs of the MEP students and their families by connecting them to local resources, helping with transportation, monitoring academic progress and seeking supplemental assistance with instructional needs.</p> <p>JCCS will conduct a needs assessment and shared with the coordinator of ABAC migrant programs to ensure our migrant families are receiving the services needed.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>A Transition section has been developed by a collaborative team and added to the procedures manual to provide all teachers with expectations in transition planning and tools to support the process. JCCS is committed to having multiple teachers complete the Transition Endorsement through Middle Georgia RESA to build capacity. The Special Education Director and coordinator will provide professional learning to special education staff on effective transition planning utilizing the resources available at <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx</a></p> <p>The special education director, coordinator, transition coach, lead teacher, and lead teachers will monitor the implementation of the Transition Planning Procedures through a review of transition plans and transition activity progress updates. Feedback will be provided to the teachers and school administration. Plans for improvement will be developed to address any specific weaknesses within a school and/or individual teacher level. With the improvement of transition planning, students with disabilities will have realistic goals for post-high school that are relevant to their lives, therefore giving them more reason to successfully graduate from high school.</p> <p>JCCS will also work collaboratively with Georgia Vocational Rehabilitation and High School High Tech to ensure students with disabilities are provided with resources in assisting them as they transition from high school. In addition, JCCS will work to increase student participation in GVRA and HSHT activities. The transition coach will provide resources to families quarterly.</p> <p>JCCS will also continue to closely monitor attendance data for students with disabilities to ensure students are present for instruction. The data will be provided to school administration and appropriate school teams for action plan development for individual students with frequent absences. The special education director, student services director and district social worker will monitor the implementation of the attendance action plan development and implementation process by reviewing action plan implementation and results with school administration and teachers.</p> <p>The special education and CTAE departments will work collaboratively to increase the number of students with disabilities who are pathway completers.</p> <p>JCCS will continue to work to expand its CBI and CBVI programs to include more job sites as well as opportunities for students in middle, elementary, and primary grades.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The special education director, Pre-k director, instructional support services coordinator, and school psychologist annually review and revise current preschool practices, processes, and procedures to ensure student's needs are met and are driven by data. Implementation of the revised processes and procedures will be monitored by the special education director and the Pre-k director. Direct technical assistance will be provided to anyone not adhering to the defined processes by the special education director and/or Pre-k director. Transition IEP meetings are held each Spring for each student with a disability transitioning to Kindergarten. Primary School administration and teachers are included in these meetings to provide a well-rounded team to support decision-making. Parents benefit from the opportunity to ask questions to the Primary School staff at these meetings. Jasper County Primary School provides an annual KinderCamp before school starting to include upcoming kindergarten students with disabilities to ensure a seamless transition to kindergarten. Information will be disseminated regarding resources, parent informational sessions, developmental screenings, and services provided through the local school system through informational flyers, SGT meetings at the PreK and Primary Schools, Back to School meetings, community posters/brochures located in strategic places throughout the community, JCCS website, and local newspaper. In addition, the PreK director, special education director, special education teachers, instructional support coordinator, and school psychologist will work with local agencies/organizations such as Family Connections, Babies Can't Wait, and the Department of Public Health to enhance community offerings focused on preschool development and strategies for parents to work with their babies and preschoolers before school enrollment. The special education director, instructional coordinator, school psychologist, and preschool director also work with Babies Can't Wait to ensure the timely transition of children to the local school system.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working</p>	<p>To improve FAPE for students with disabilities, the district will continue to analyze data to identify strengths, weaknesses, and barriers associated with effectively ensuring that all students with disabilities receive a free and appropriate education. An analysis of district benchmark data and Milestones data suggests that an area of needed improvement continues to be closing the achievement gap for students with disabilities and all students. To address the achievement gap in mathematics and literacy, teachers need to strategically plan instruction in co-taught classes that embed sound pedagogy and specially designed instruction for students with disabilities. JCCS will provide ongoing, job-embedded professional learning on effective co-teaching, planning co-taught lessons that embed specially designed instruction using high-leverage practices. Professional Learning visits will be conducted to provide modeling of exemplary co-teaching and specially designed instructional practices. The district will identify teacher leaders</p>
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IDEA Performance Goals:

<p>with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>in each building to model effective strategies and practices. Special education teachers will be required to complete a class learning plan in which each student's strengths and weaknesses are identified as well as IEP goals and how they will be progress monitored throughout the year. The special education director, coordinator, and lead special education teachers will facilitate the monitoring of the achievement of students with disabilities and the implementation of specially designed instruction through a systematic process including the review of progress monitoring data, benchmark data, and formative and summative assessments. Through classroom observations and lesson plan reviews, teachers experiencing difficulty with effective co-teaching implementation will receive technical assistance from the special education director, coordinator, and lead special education teachers.</p> <p>Special education teachers new to the field (0-3 years) will participate in Middle Ga. RESA's Special Education Induction Academy in order to provide an additional layer of support, build capacity, and promote retention of high-quality teachers. Teachers will be providing professional learning on writing compliant IEPs, specially designed instruction/high leverage practices, instructional strategies for students with cognitive delays, behavior management strategies, and legal safeguards.</p> <p>The district will provide ongoing job-embedded professional learning and coaching to special education teachers who teach the alternate curriculum to ensure that students with the most significant disabilities are provided access to the general curriculum at an appropriate level. Students will be given pre and post-tests for each unit and will also take benchmark assessments three times per year. Teachers will be provided further training on how to interpret and analyze this data in order to provide differentiated and specially designed instruction within the classroom.</p> <p>JCCS continues to have a focus on literacy. With funds received through the a Building Capacity Grant from the GADOE, JCCS purchased Read 180 to utilize with students with disabilities in grades 6-8 reading two or more levels below grade level. JCCS will continue to utilize this program during FY 25 to increase literacy in grades 6-8. The fidelity and integrity of the implementation of the program will continue to be monitored by the special education director, school principal, assistant principal, instructional coach, and lead teacher. Students will receive Read 180 instruction during the daily extended learning period. Professional learning for literacy will continue to be provided.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.          How procedures and practices are implemented in your district to ensure overall compliance?          Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Jasper County Charter System went through Cross-Functional Monitoring in FY 2022. Through folder reviews, the GADOE did not find any instances of non-compliance. Through internal reviews and audits of IEPs, the district will continue to monitor compliant practices. The district will continue to utilize GoIEP to monitor timelines and relevant compliance with IDEA requirements.</p> <p>The Special Education director, coordinator, transition coach, and lead special education teacher will provide professional learning to special education staff on effective transition planning utilizing the resources available at <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx</a>. The special education director, coordinator, transition coach, and lead special education teacher will monitor the implementation of the Transition Planning Procedures through a review of transition plans and transition activity progress updates. Feedback will be provided to the teachers and school administration. Plans for improvement will be developed to address any specific weaknesses within a school and/or individual teacher level.</p> <p>Continued professional learning will be provided regarding information to be included in the Present Levels of Academic Achievement and Functional Performance, goal writing, progress monitoring, and least restrictive environment. IEPs will be reviewed by the lead special education teachers, special education director, and coordinator for compliance.</p> <p>The system will provide a LEA training/refresher to administrators and designated staff at each school. In addition, the district will continue to utilize a LEA checklist and checklist for finalizing special education documents.</p> <p>The JCCS Procedures Manual is revised annually to ensure that it addresses all of the areas recommended by the Georgia Department of Education Exceptional Children Division and procedures are clearly outlined The Manual will include monitoring processes and will require professional learning for staff on compliant practices in the implementation of special education which will be conducted in August and at special education meetings throughout the school year. The special education director, administrative assistant, lead teachers, and school psychologist will monitor the adherence to procedures and identify any staff deviation from the requirements. Technical assistance will be provided in individual sessions with that individual by the special education director or designee.</p> <p>Updates and additional professional learning and technical assistance provided by the GaDOE will be redelivered by the special education director to staff in administrative meetings, special education meetings, and school faculty meetings as needed.</p>
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## 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

## Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching need 1 Step 5- continuing Schools will purchase High Quality Online Reading/Math Materials/Programs and provide professional learning to teachers and staff on how to best use the technology to improve student mastery of the standards. - Goal: By the end of the academic year, 80% of teachers and staff will demonstrate proficiency in utilizing online reading/math materials/programs effectively, resulting in a 20% increase in student mastery of the standards as measured by standardized assessments. Mastered goal is the intended outcome Overarching need 1 Step 7-continuing Fine Arts teachers will build their professional capacity by attending conferences focused on fine arts. Goal: Within the next school year, 100% of fine arts teachers will attend at least one conference focused on fine arts, resulting in an increase of 50% in the implementation of innovative teaching techniques and incorporation of new artistic concepts into their curriculum, as evaluated through classroom observations and student feedback. Mastered goal is the intended outcome</p>
<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching need 2 Action Step 1-new Implement Leader in Me in all schools within the district with fidelity. Goal: Within the next academic year, all schools within the district will demonstrate fidelity in implementing Leader in Me strategies, as measured by staff completion of required training and a 3% improvement above baseline in Leadership on the Measurable Results Analysis (MRA). Master of goal is intended outcome Overarching need 2 Action Step 4-continuing Hire a full time mental health counselor for the county Goal: This will be measured by tracking the number of individuals served by the counselor. Master of goal is intended outcome Overarching need 2 Action step 6-continuing Targeted Professional Learning will be provided with webinars and face to face conferences for teacher, staff and district leaders to support the social emotional development of students to increase academic achievement and attendance. Goal By the end of the academic year, 90% of teachers, staff, and district leaders will actively participate in at least two targeted</p>

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>professional learning opportunities, such as webinars or face-to-face conferences, focused on supporting social-emotional development. This will result in a 15% increase in academic achievement and a 10% improvement in student attendance, as measured by standardized assessments and attendance records</p> <p>Master of goal is intended outcome</p> <p>Overarching need 2 Step 5-continuing</p> <p>Implement a 3 day Kindercamp in July for all at-risk kindergarten students and their families</p> <p>Goal: By the end of the Kindercamp in July, 1 at-risk kindergarten students and their families will actively participate in the program, resulting in a 20% increase in kindergarten readiness skills among the participating students as assessed by teacher assessments.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching need 1 Step 6-continuing</p> <p>Provide teachers with ongoing professional learning on how to integrate technology and one-to-one devices in the classroom environment to increase student engagement and master of content standards.</p> <p>Goal: By the end of the academic year, 95% of teachers will participate in ongoing professional learning sessions focused on integrating technology and one-to-one devices effectively in the classroom. This will result in a 20% increase in student engagement and a 10% improvement in student mastery of content standards, as measured by classroom observations, student assessments, and teacher evaluations.</p> <p>Mastered goal is intended outcome</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>No plans for infrastructure at this time.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p><u>Safe and Healthy Students</u></p> <p>1) Mental Health Counselors - Counselors will meet monthly with the student services team and the School Social Worker to review case files, prioritize services and identify possible students for mental health services.</p> <p>2) Leader in Me- the district Leader in Me implementation team will meet quarterly to align district and school level practices for implementation. School Leader in Me Lighthouse teams will meet monthly with their Leader in Me coaches/ consultants to develop and implement Leader in Me practices with fidelity. Walkthrough observations will be conducted and that data is shared with the Lighthouse teams at each school.</p> <p><u>Well-Rounded Educational Opportunities</u></p> <p>1) Music &amp; Art Conferences - the Curriculum Director meets with ALL music and art teachers during the Fall and reviews the dates of each of the GMEA &amp; GAEA conferences. The Curriculum Director gives approval to attend and explains the procedures for securing registration and hotel reimbursement. At the conclusion of each conference the Curriculum Director meets with the teachers to evaluate the effectiveness of the conference and to see what new strategies the teachers plan to implement.</p> <p>2) Kindercamp - the Director of Federal Programs meets with the principal of the primary to school to plan the dates for Kindercamp each year and to outline staffing needs and overall budget. The primary school principal, assistant principal and instructional coach communicate with the directors of local daycares and the Jasper County Head Start/Preschool program to identify possible At-Risk students that need to be invited to participate in Kindercamp. In addition, the primary school leadership team meets with the School Social Worker and Title III Coordinator to identify any entering kindergarten students that have not been in ANY preschool to ensure they participate in Kindercamp.</p> <p>3) Online Text/Reading Materials - the Curriculum Director meets monthly with each of the school's instructional coaches to evaluate both the use and effectiveness of current Online reading materials and/or programs. Each January this team meets to conduct an audit of current reading programs to determine: 1) the use of each program and 2) the effectiveness of each program. After conducting this audit programs are recommended for purchase for the next school year.</p> <p><u>Effective Use of Technology</u></p> <p>1) GaETC Conference - The Curriculum Director along with the Instructional Technology Specialist and School Principals will identify teachers that serve as technology leaders in each school and/or department. These teachers will be invited to participate in the GaETC Conference in November. The instructional technology specialist will work with each of these teachers to identify certain sessions that they will attend during the conference and make initial plans of what they want to re-deliver to their colleagues at each school. Upon returning the instructional technology specialist will work alongside the teachers to share some of the new innovative strategies and programs that are</p>
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## Title IV, Part A – Ongoing Consultation and Progress Monitoring

	available to schools.
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## 4. REQUIRED QUESTIONS

## 4.7 Reducing Equity Gaps

## Required Questions

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

Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective -Adjust Activities/Strategies -Equity Gap #1
Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap #1 - Student Achievement- the first strategy was to provide co-teachers of special education students job-embedded professional learning on effective reading strategies. This has been effective especially at the primary and elementary school levels, where specific reading training has been ongoing by RESA staff with the Growing Readers Program. The reading support at the middle and high school level have begun but needs much more work to determine if its effectiveness. We continue to see the equity gap with special education students and ALL students increase over time as the student moves from one school to the next. We need to continue professional learning on appropriate reading strategies as well as effective co-teaching strategies and planning. Our second strategy was to use System 44/Read 180/Reading Horizons to allow a double dose of skill-based reading instruction for special education students.
Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Maintain Activities/Strategies - Equity Gap #2

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

<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #2 The focus was on discipline OSS and evaluate/monitor the working environment in support of a positive school climate. The first strategy was to provide PBIS training to schools with PBIS coaches supporting job-embedded professional learning. We used SEL screeners, PBIS walkthrough data and GA Student health survey data to monitor the progress. These strategies have been effective, but continues to be an area for growth. The district has received a three year grant from GADOE to implement Leader in Me district wide and in each school for 2024-2025. We plan to continue the foundation of work from PBIS to implement Leader in Me and utilize survey results from the Measurable Results Assessment, climate survey perception data, and attendance data as we continue to monitor OSS discipline and positive school climate.</p>
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## 4. REQUIRED QUESTIONS

## 4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No participating private schools.
Title II, Part A	No participating private schools.
Title III, Part A	No participating private schools.
Title IV, Part A	No participating private schools.
Title IV, Part B	No participating private schools.
Title I, Part C	No participating private schools.
IDEA 611 and 619	No participating private schools.