Comprehensive Needs Assessment
2024 - 2025 School Report

Jasper County
Jasper County Primary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Pam Edge
Team Member # 2	Assistant Principal	Shelley Tingler
Team Member # 3	STEM lead	Elizabeth Proctor
Team Member # 4	Counselor	Autumn Swarner
Team Member # 5	Kindergarten Co-Lead Teachers	Dawn Corrigan/Amy Tippens
Team Member # 6	First Grade Co-Lead Teachers	Regina Jackson/Amy Paul
Team Member # 7	Second Grade Co-Lead Teachers	Stephanie Hays/Joanie Lackey

Additional Leadership Team

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

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Governance Team Member	Bradley Barringer
Stakeholder # 2	School Governance Team Member	Taylor Yancey
Stakeholder # 3	School Governance Team Member	Chiara Jones
Stakeholder # 4	School Governance Team Member	Kasey Brooks
Stakeholder # 5	School Governance Team Member	Robert Cumbie
Stakeholder # 6	School Governance Team Member	Christina Howington
Stakeholder # 7	School Governance Team Member	J. Ross Hays
Stakeholder # 8	School Governance Team Member (Teachers)	Melanie Cagle & Jena Fowler

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

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	A review of parent responses on the Georgia Parent Survey indicate that parents believe that the Jasper County schools are welcoming and inclusive partners with parents and other stakeholders. Parents also report that Jasper County schools communicate well, maintain high standards of achievement and support all students as they grow academically and behaviorally. Staff also report having high standards for achievement, as well as a culture that promotes academic and behavioral success for all students. 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.

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?")	Overall we feel that the students', teachers', and parents' perception of Jasper County Primary School is very good as measured by our most recent Climate Star Rating. Jasper County Primary School received a 5 star climate rating. Decreasing student absences is a priority for the school as well as the district as indicated in our system's charter petition. Jasper County Primary School will work to reduce the number of students with 10 or more absences by 1%. This goal was set by the district in FY22 using the FY22 Student Record Data Collection and the Student Attendance Report (ENR021) for baseline data. JCPS did not meet this goal during the FY24 school year, so the school will continue to work towards this goal during the FY25 school year. It is critical that we identify students with attendance issues at an early age in order to implement interventions, set goals, and monitor progress. Including all absences allows us to focus on the overall academic impact of missed days instead of taking a punitive approach for only unexcused absences. JCPS will continue to work with the parents along with the school counselor, school social worker, and the Attendance Review Board to build relationships with families and provide resources and supports. JCPS has implemented the updated attendance policy in place for JCCS with the implementation of the Attendance Review Board and collaboration with Jasper County Sheriff's Office and the Jasper County Court System. A review of FY24 discipline data

	indicated that 95% of Jasper County Primary School students had zero or one discipline incidents, compared to 95% in the FY23 school year, 97% in the FY22 school year, 98% in the FY21 school year, 99% in the FY20 school year, and 99% in the FY19 school year. Of the total number of students receiving two or more referrals over during the FY24 school year of behavior data collection, 93% (26/28) of the students were males. African American males received 27% of the referrals, multiracial males received 15% of the referrals, Hispanic males received 4% of the referrals, and white males received 54% of the referrals. The Title I Survey data, as well as Family Engagement/Connections data, indicated an overall positive perception of all of the schools. Based on feedback provided during previous school years, JCPS continued to work to improve communication during the FY24 school year by sending all communication in each student's native language, keeping the school website updated with information provided in English and Spanish, as well as sending information through Class DOJO at the school and classroom level. During the FY24 school year, JCPS also implemented student led greetings and closings in English and Spanish on the morning news program. JCPS will continue to communicate with parents and students throughout the FY25 school year using students' native languages. Communication will be through parent/teacher conferences, communication through student agendas, newsletters, family engagement events, Infinite Campus Messaging System, social media, as well as the local newspaper. JCPS will continue to focus on helping parents and community members understand what the school is attempting to accomplish while highlighting the outstanding accomplishments of our students. Focus will be placed on parent/school communication.

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)	For process data the school leadership team along with the central office staff hold a Midyear Impact Check The central office staff including the superintendent and all executive directors/department heads attend these meetings where they hear reports from the school's teachers and administrators on the progress of their SIP- School Improvement Plans. For each initiative within the SIP, the school answers (3) questions at the mid-year impact checks: 1- What data/artifacts support that initiatives/actions are being implemented with fidelity? 2- How have these initiatives/actions impacted student achievement? 3- What course corrections do we need to make as a result of this impact check? The school administrative team also attends end of the year administrative days to review end of the year data and set goals for the upcoming year. During this administrative team end of the year meeting, root cause analysis are discussed, possible solutions are brainstormed, and SMART goals are created using data to drive our instructional decisions. The School Leadership Team also meets monthly throughout the school year to review the School Improvement Plan and monitor progress towards meeting the School Improvement Goals. The team reviews current data from local assessments as well as instructional programs. As trends/needs are observed in the data, adjustments or changes are made to ensure progress is made to reach the goals.

	Jasper County Primary School's Professional Learning Communities (PLCs) also meet during their common planning times to hold Data Team Meetings. These are used to discuss current assessment data including core program data, diagnostic and universal screener data, unit assessment data, formative assessment data, GKIDS 2.0 data, and writing data as well as any other current assessment data. Depending in the information provided by the assessment(s), teachers analyze various points of data including demographic data, progress towards standard mastery, alignment to standards, usage, and strengths/weaknesses. Teachers then collaboratively plan instructional tasks to meet the needs of all students based on the findings of the data. The Data Team Meetings provide teachers collaborative planning time to ensure students are making growth. Jasper County Primary School's Positive Behaviors Interventions and Supports (PBIS) Team reviews behavior data monthly. The monthly discipline data is desecrated by number of referrals per month, referrals by behavior, referrals by location, referrals by time, referrals by student, referrals by grade, and referrals by the day of the week. These reports help the team drill down into areas, behaviors, and students of focus and develop plans for addressing the needs. The school attendance team led by the counselor, also reviews student data related to the number of days missed both unexcused and excused . They work collaboratively along with the leadership of the Counselor and all teachers to target the students with attendance issues through contact with the parent/guardian. The team also helps develop attendance incentives to encourage students to attend school regularly.

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?")	Through the process of reviewing data aligned with the School Improvement Plan through Impact Checks, monthly School Leadership Team meetings, monthly PBIS Team meetings, the attendance team, and weekly Professional Learning Communities, Jasper County Primary School consistently monitors their progress towards reaching the School Improvement Goals including increasing student achievement in literacy and math as well as improving student attendance and the integration of Science, Technology, Engineering, and Mathematics (STEM) into instruction. Each of these teams plays a vital role in ensuring students are making progress and adjustments are being made as needed based on trends/findings in the data. The implementation of weekly Data Teams allows for monitoring of standard mastery through assessments and re-assessments. Jasper County Primary School is standards-based and student are continuously assessed on their progress towards mastery of each standard using formative and summative assessments. Grade levels review common assessments and make instructional adjustments and decisions based on needs observed through their data analysis. Professional Learning Communities also review data for students in the Multi-tiered System of Supports (MTSS) Process. Each student's progress monitoring is reviewed to ensure student are making progress towards their individual goals with their current interventions. If they are not, the team determines if their intervention needs to be changed. While Professional Learning Communities analyze individual student data, classroom data, and grade level data during their Data Team

	meetings, the School Leadership Team focuses on the review of grade level and school data. This ensures another level of data analysis to monitor progress towards school improvement goals. Once trends are observed, adjustments are made if needed. Each of these methods for reviewing student, classroom, grade level, and school data is imperative for providing individualized, quality instruction for all students.

What achievement data did you use?	We used a combination of data from FY24 as well as data from FY23, FY22, FY21, FY20, and FY19 to look for trends. Our primary data source was iReady data for Reading and Math. This data was disaggregated by grade levels, demographics, and individual students. We reviewed iReady achievement and growth data to create our School Improvement Plan and monitor implementation of district and school initiatives. Other data sources used include GKIDS 2.0 data, grade level common assessments, common writing assessments, attendance data, and behavior data. We gather and analyze the data to provide us with a more complete view of student progress and achievement. We use the findings to determine areas of needed professional learning and support.

What does your achievement data tell you?	Student achievement trend patterns identified are: Student Achievement Trends in iReady Data: -Students in grades K-2 scored higher in reading (72% early on grade level or above) when compared to math (66% early on grade level or above). -46% of students scored at or above in math and 45% scored at or above in reading. -All K-2 cohorts increased the percentage of students scoring at or above grade level from the fall to the spring. -65% of Kindergarten students met their fall to spring typical growth projection in reading and 28% of Kindergarten students met their fall to spring stretch growth projection in reading -72% of Kindergarten students met their fall to spring typical growth projection in math and 48% of Kindergarten students met their fall to spring stretch growth projection in math -57% of 1st grade students met their fall to spring typical growth projection in reading and 33% of 1st grade students met theirfall to spring stretch growth projection in reading -fall to spring typical growth projection in math and 42% of 1st grade students met theirfall to spring stretch growth projection in math -72% of 2nd grade students met their fall to spring typical growth projection in reading and 43% of 2nd grade students met theirfall to spring stretch growth projection in reading -72% of 2nd grade students met their fall to spring typical growth projection in math and 34% of 2nd grade students met theirfall to spring stretch growth projection in math -Kindergarten reading highlights-- 55% of students scoring at or above grade level in reading; this is an increase from 46% in FY23

	-Kindergarten math highlights-- 56% of students scoring at or above grade level in math; this is an increase from 46% in FY23 -1st grade reading highlights-- 24% of students scoring at or above the midpoint Lexile Band; this is an increase from 16.5% in FY23 -1st grade -2nd grade reading highlights--55% of students scored at or above ; 81% scoring at or above the low end of the Lexile Band -2nd grade math highlights-- 37% of students scoring at or above grade level in math; this is an increase from 2.3% on the fall diagnostic assessment When comparing data for students scoring at or above range on the iReady reading spring diagnostic screener, Hispanic students in Kindergarten and 1st grade, African American students in 1st grade, White students in K-2nd, and Multiracial students in Kindergarten and 1st grade scored within 10 percentage points of the grade level percentile. When comparing data for students scoring at or above range on the iReady math spring diagnostic screener, African American students in 1st grade, White students in K-2nd, and Multiracial students in Kindergarten and 1st grade scored within 10 percentage points of the grade level percentile. JCPS will continue to provide additional support for subpops scoring below the grade level. JCPS met the district goal of having 44% of students in the at or above grade level range on the iReady Reading Spring Diagnostic. JCPS had 45% of students scoring in the at or above grade level range.

What demographic data did you use?	We analyzed demographic data from the iReady reading and math diagnostic assessments.

What does the demographic data tell you?	iReady Demographic Data- When comparing data for students scoring at or above range on the iReady reading spring diagnostic screener, Hispanic students in Kindergarten and 1st grade, African American students in 1st grade, White students in K-2nd, and Multiracial students in Kindergarten and 1st grade scored within 10 percentage points of the grade level percentile. scored within 10 percentage points of the grade level percentile. JCPS will continue to provide additional support for subpops scoring below the grade level specifically focusing on African American students in Kindergarten and 2nd in reading and math, Hispanic students in K-2 for math and 2nd grade for reading, and Multiracial students in 2nd grade for reading and math. When reviewing results based on gender, female students scored higher than male students in Kindergarten and 1st grade in reading, but they obtained the same scores as males in math. In 2nd grade, males scored higher than females in reading and math. The gifted subgroup is only reflected in 1st & 2nd grade. The gifted subpopulation had 86% of students meet their fall to spring typical growth projection in reading and 83% in math. The PEC subpopulation had 63% of PEC students meet their fall to spring typical growth projections in reading and 61% in math. The ELL subpopulation had 46% of ELL students meet their fall to

	spring typical growth projection in reading and 75% in math.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Jasper County Primary includes grades Kindergarten through 2nd grade. Prek is also housed at the primary level but is lead by a separate PreK Director. The district is accredited through Cognia. JCPS is Title I school as all schools are in Jasper Charter System. Title I programs are available to teachers and staff at JCPS. There is a range of supplemental and regular education programs that are available to Kindergarten through 2nd grade students. The instructional programs used at JCPS incorporate a wide range of instructional strategies that are presented to all students in small learning groups for reading and math as well as lower class sizes. Nationally normed and criterion referenced assessments (iReady Reading and iReady Math) are given at JCPS three times a year to determine present level of achievement. However, teachers utilize this assessment to determine growth goals for individual students in both reading and math. Teachers then utilize the assessment data to prioritize learning goals for individual learning paths for students. JCPS will also implement Benchmark Advance for literacy during the FY25 school year. This program has been "Strongly Recommended" by the GADOE to address all components of the Literacy Madidate HB 538. JCPS will implement Benchmark Advance to provide Tier 1 literacy instruction for all students.
	Here at JCPS, all teachers will be trained on the Science of Reading through LETRS, the GA Literacy Academy (COX campus) modules, Reading Endorsement Courses, or other programs of study approved by the state of Georgia that met the requirements of the literacy mandate. This training will also include participation in literacy focused PLCs throughout the FY25 school year.
	During the FY25 school year, JCPS will also continue implementing Ready Math as a supplement to the GADOE Unit Plans for Mathematics. Ready Math includes direct instruction components as well as online platforms for students to work on individualized learning paths. Additional professional learning will be provided as needed for all teachers on the GADOE Mathematics units, Georgia standards, and Ready Math.
	JCPS is a STEM school working towards GA STEM Certification. Each grade level has planned integrated science and math units that will be

Strengths and Challenges Based on Trends and Patterns

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implemented during the FY25 school year.   Each grade level also had a grade level year long focus project including Kindergarten- chickens, 1st grade- honey bees, 2nd grade- sensory gardens. Each of these grade level projects are directly aligned to the school agricultural focus. Students on each grade level work to care for their year long projects throughout the year. JCPS STEM lead will continue to guide JCPS through the STEM Certification process as well as shape students into science during their weekly rotation in the "Wonder Room" (STEM Lab). She has a STEM Team with representatives from each grade level as well as other areas of the school to support the work of STEM throughout the building. The STEM Lead will provide professional learning for staff throughout the school year to ensure STEM initiatives are been implemented with fidelity and to increase staff knowledge of agriculture.

Structures are in place to help teachers plan for quality instruction. Teachers follow district guidelines which include daily lesson plans, using high leverage practices, and assessing data. By following these guidelines, teachers are designing lesson plans that define what students should know and do, as well as outlining how they will demonstrate mastery of the content showing what they know and what they can do. Feedback is provided through lesson plans checks, peer/IC walk-throughs, and TKES observations. This communication piece will be vital when working with all teachers. Expectations need to be clear and concise that promote lesson plan, lesson format, assessment, and instruction that is tied to data.

JCPS has weekly PLC meetings. PLCs focus on professional learning based on school and district instructional initiatives. During these PLCs, the Instructional Coach/instructional district support works with individual PLCs to facilitate our current school wide initiatives. This time will be used to provide professional learning on various initiatives including but not limited to the Science of Reading, Benchmark Advance, STEM, Georgia Standards, Ready Math, Social Emotional Learning, behavior strategies, classroom management, etc.   PLCs also meet consistently to review current data. Teachers and staff utilize iReady data, STEM Data, Benchmark Advance data, classroom assessments (formative and summative), and writing data. In depth data reviews help the teachers and IC develop differentiated instructional plans to meet the needs of all students. It also provides them the ability to group students who need interventions for remediation and/or acceleration. The MTSS Coordinator will work with the IC, grade level teams, and EIP teachers to ensure students in the MTSS process are receiving targeted interventions to meet their instructional needs. Teachers provide targeted instruction based on their data (45 min daily each for both reading and math- 45 min reading small group and 45 min math small group). JCPS teachers provide information in the lesson plans explaining which students are in each group, what data was used to group the students, the learning target for each group, and the activities that will be used to teach those learning targets. JCPS will also be implementing a separate 45-minute remediation/acceleration block to meet the needs of all learners.
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Strengths and Challenges Based on Trends and Patterns

Current assessment data is utilized as well as other data sources to drive the instructional needs during this time based on students' identified areas of strength and need. EIP teachers, gifted teacher, and the ELL teachers utilize the various data points mentioned to develop plans and monitor progress for various sub populations of students at JCPS as well. We strive to meet the needs of all students. We will continue to revise the process and improve our individualized instruction.

We will continue to evaluate the effectiveness of these initiatives and programs (Benchmark Advance and GaDOE math learning plans) to determine if we need to supplement with additional resources for reading and math instruction. The math curriculum adopted at the county level has technology pieces which will access learning, differentiate instruction/ resources for all students and provide teachers with the curriculum they need to help address certain reading and math gaps. The MTSS process will help teachers, administrators, counselors, and district office personnel to evaluate where our students are in the MTSS hierarchy. Our goal is provide quality instruction at the tier 1 level. If students are moved to to tier 2 or tier 3, our goal is to provide individualized, targeted instruction through interventions, EIP support, and small group instruction for reading and/or math to move students back into tier 1. This is a priority for JCPS. The PLCS (MTSS team) will review all intervention plans for tier 2 and tier 3 students. They will implement individualized plan with supports, interventions, and progress monitoring to meet the needs of all learners.

At JCPS, the administration team will continue to explore and investigate more research and evidence based practices. At JCPS, we want to have a goal that will ensure that every classroom is utilizing these best practices and we will monitor success rates by reviewing both achievement and growth data. We will continue professional learning with differentiation. We must drill down to the individual needs of our students in both reading and math to ensure growth is happening. Data is essential with this process. Teachers must utilize the data of individual students with all types of assessments including the daily formative assessment as progress checks. IC will provide teachers with feedback based on classroom observations and administration will determine if the practices were utilized when observing TKES.

We will continue to improve by supporting our teachers and providing PL to help them use all data points to inform their instruction. Core instruction must continue to increase in rigorous. Students must be met at their individual instructional level in order for JCPS to achieve the goal of 80% of our students being served through Tier 1 instructional practices. JCPS will work to ensure all PL is based on students' and teachers' needs determined by achievement and growth data, TKES observations, teacher input, and informal walkthroughs.

At the district level, there are monthly meetings with administration, ICs and central office personnel. These meetings are held where data is presented and reviewed and new initiatives are investigated. Principals, Assistant Principals, and ICs will relay information and

Strengths and Challenges Based on Trends and Patterns

	positively communicate that information with all staff as needed based on district meetings.

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?	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. Also from our discussion and the results of the data collection, a focus needs to be placed on district and school collaboration to reach school goals to improve teaching and learning. Finding the right balance of communication and strategic times of delivery are important. The team believed protocols and processes for problem solving, decision making, and data analysis completed during Leadership Team Meetings, Professional Learning Communities, attendance team, and Positive Behavior Interventions and Supports Meetings are vital for continued improvement across all areas. Another key component to promote the improvement are monthly reviews of the School Improvement Plan by the School Leadership Team as well as mid-year impact checks with times to implement needed course corrections to achieve school improvement goals. The school will utilize the TKES and LKES process to emphasize continuous improvement in the professional capacity of staff. Use of this data will continue to be critical in planning and monitoring improvement within the school. There is still a need for on-going, job embedded professional learning to support teaching and learning within the school. The professional learning will be targeted and focus on school and district initiatives, individual professional learning goals, and areas of need or opportunities for growth determined throughout the school year.

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?	Endorsements supported by the district are as follows: ESOL, Gifted, STEM, Dyslexia, Reading, Math, MTSS/RTI, Coaching, Computer Science, Online Teaching, and Teacher Leadership. Teachers are encouraged and supported through the process of obtaining advanced degrees or acquiring endorsements to increase their professional knowledge. New teachers are also provided an official mentor and participate in a New Teacher Induction Program provided by the district. Veteran teachers new to the school are also assigned a "buddy" to help with their transition into the school. Professional learning continues to be the primary method of improving student achievement throughout the school and grade levels. Professional learning at the primary school focuses on areas of need determined by student achievement data, TKES data, and school/district initiatives including Science of Reading, Benchmark Advance, DRC Beacon Assessments, GKIDS 2.0, Leader in Me, and progress monitoring tools. While almost all professional learning is now job-embedded and aligned with the school/district goals improvement

Strengths and Challenges Based on Trends and Patterns

	plans, teachers also have the opportunities to attend professional learning classes provided by our local Regional Education Services Agency (RESA). Professional learning activities are focused on effective implementation of specific instructional programs and strategies to improve student outcomes. The school also provides individualized, job embedded professional development for teachers based on TKES observations, years of experience in the field, individualized professional learning plans and goals, and trends observed in classroom data. The primary school believes that the growth of our teachers has a direct impact on the growth of our students. JCPS would also like to provide professional learning opportunities for paraprofessionals in the specific areas of classroom management support, areas in the science of reading, technology, as well as any additional training topics that provide additional guidance on supporting classroom teachers and students. Outside of JCPS, teachers, administrators, and staff participate in professional learning aligned to school and district initiatives, their area of instruction, or their professional learning goals/plans including but not limited to the GA Educators Technology Conference (STEM Related), STEM Conference, GSTA)Ga Science Teacher Association), ELL Conference, IC Conference, PBIS Conference, PBIS GADOE/RESA Courses, Georgia Association of Educational Leaders (GAEL), National Association of Elementary School Principals (NAESP), Counselors Conference, Media Specialist Conference, Physical Education Conference, Music/Fine Arts Conference, RESA Art Consortium, MTSS RESA Consortium, Gifted Conference, or any RESA professional learning courses directly aligned with professional learning plans and the SIP, etc. JCPS staff would also want to participate in trainings related to safety such as CPR and Stop the Bleed. Teachers gain additional information regarding best practices, instructional strategies, and increase their knowledge of current research related to their field of expertise. JCPS Administrators may also participate in professional learning opportunities included by not limited to professional learning courses provided by GAEL as well as Administrative Legal Conferences.

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?	Strengths: - Parent Resource Center is available for parents to access at Jasper County Primary School. At JCPS there is a school level Title 1 coordinator. -High attendance at Open House allows teachers and parents to communicate about the upcoming school year. -The Media Specialist also created family activities designed around "One Book, One School" (a family read aloud) that students completed during the week of Read Across America. There will also be a voluntary parent/ community partnership called "Friends of the JCPS Library" to support families wanting to volunteer with media events and daily routines of the media center.

Strengths and Challenges Based on Trends and Patterns

	-The Media Specialist also designed summer reading activities for families. -Use of Infinite Campus Messenger as a consistent mean of communication between families and school staff -Teachers and parents also communicate through student agendas and classroom DOJO accounts. -Parents indicated satisfaction with their child's school on the Title I Parent Survey. -Exciting and useful Family Engagement activities at the primary school included: Literacy/STEM Night, Parent/Teacher Conferences (fall and spring), Coffee with the Counselor monthly events, curriculum nights (2 xs a year), Awards Day Celebrations, BINGO for Books, Sweetheart Dance, Breakfast with Santa, Attendance Nights, Veterans Day Program, Grade Level Parent Lunches, Student of the Month Celebrations, Grandparents' Night, Fall and Winter Curriculum Night, and Kindercamp. -Families and the community are represented through the School Governance Team. The School Governance Team meets monthly to discuss the happenings of the school, review data, and provide guidance to improve the operations of the school and increase student achievement. The team includes parents and community members both elected and appointed to represent the parents/community members and serve as a source of information for all stakeholders. -JCPS trained approximately 10 community volunteers to read with students weekly. They reviewed sight words and read with students to increase their literacy skills. JCPS will continue this program next school year. -JCPS also utilized parent volunteers to help with book fairs, classroom tasks, student incentive events, staff morale activities, Santa Shop, etc. JCPS hopes to continue these opportunities of working with parents in the future. -JCPS is fortunate to have students from Jasper County High School in the Early Childhood Education Pathway who also support learning at JCPS. The high school students come to JCPS twice a week to work in classrooms and with students on building reading and math skills. -Translating/Interpretation of letters, communication with parents, etc. into Spanish... ELL teacher will continue to work with the District Translator to ensure all documents are translated into Spanish. Challenges: -Getting parents to attend parent/family activities throughout the year--The primary school has an extremely high attendance rate for Open House, parent conferences, and events that involve students performing. When alternative parent/family engagement activities are planned, they are not as highly attended. -Routinely obtaining feedback from families regarding their needs, overall satisfaction with their child's education, etc. as well as involvement in problem/solution discussions regarding school improvement. The implementation of SGTs has increased involvement in this area however, there is still limited participation. -Maintaining accurate parent/family contact information in the student

Strengths and Challenges Based on Trends and Patterns

	information system -Student attendance continues to be a challenge. JCPS continues to work to keep families well informed regarding what their students are missing instructionally each day that they are absent or tardy.

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?	Jasper County Primary School continues to focus on its students with a drive to provide the highest quality education experience possible. The school takes pride in the student achievement gains and academic performance of our students. We realize the critical need of increasing academic rigor specifically in literacy and mathematics while providing all students with individual learning goals aligned to their needs. JCPS helps build the students foundational literacy and math skills. Student needs are determined using a variety of data sources including Benchmark Advance, GaDOE Math Learning Plans, common grade level assessments, GKIDS data, Accelerated Reader data to monitor reading comprehension as well as teacher created formative and summative assessments. Each of these data sources are considered when designing instruction to meet students' needs. Students are also supported in all areas of the school through the implementation of PBIS and Social Emotional Learning Lessons provided by the School Counselor. Common behavior lessons are taught for all areas of the school to ensure that expectations are clear, consistent, and implemented with fidelity throughout the building. Students have proven to be more successful when they understand what is expected. During the FY25 school year, JCPS will begin the Leader in Me training as well. After a thorough review of FY24 data, targeted professional learning opportunities for teachers and leaders will be implemented throughout the FY25 school year included but not limited to Benchmark Advance, STEM, Ready Math, ELL, SIOP, Technology Integration (creating/students as producers of technology), Writing, Accelerated Reader, Leader in Me, behavior strategies, social emotional learning, etc. as needed. Although there was a slight decrease in the FY25 student attendance, the school has an attendance committee who tracks attendance data and provides support for students and parents. Increasing student attendance continues to be a primary goal for JCPS. JCPS will also have a school level Attendance Committee during the FY25 school year. This committee will work with the school counselor and data clerk to track student attendance, ensure parents are well informed regarding attendance, and plan attendance incentives. The school as well as the district will continue to the use of mental health services. JCCS has two mental health counselors on staff for the FY25 school year as well as a System Social Worker. The primary school believes that recruiting and retaining highly qualified educators is imperative for student success. Beginning teachers are assigned a mentor and participate in the Beginning Teacher Academy provided by the district. JCPS only has one first

Strengths and Challenges Based on Trends and Patterns

	year teacher for the FY25 school year. Veteran teachers serving in a new position are also assigned a "buddy" to support them with their transition. These methods have proven to improve retention of teachers and the quality of instruction.

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?	The financial and demographic trends identified in the district are: 1) A very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. 2) High poverty within the district and community creates a high number of at-risk students needing specialized instruction and services. 3) Reduced funds within the district to utilize on those students most at risk and in need of specialized instruction and/or additional resources. FY25 Data Asian/Pacific Islander- .3% African American 13.9%. Hispanic 10.4% Multi-Racial 5%. White 70.3%. Economically Disadvantaged 54.3%. ELL. 5.4%. Students w/disabilities 13.0%

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?	Student achievement trend patterns identified are: Student Achievement Trends in iReady Data: -Students in grades K-2 scored higher in reading (72% early on grade level or above) when compared to math (66% early on grade level or above). -46% of students scored at or above in math and 45% scored at or above in reading. -All K-2 cohorts increased the percentage of students scoring at or above grade level from the fall to the spring. -65% of Kindergarten students met their fall to spring typical growth projection in reading and 28% of Kindergarten students met their fall to spring stretch growth projection in reading -72% of Kindergarten students met their fall to spring typical growth projection in math and 48% of Kindergarten students met their fall to spring stretch growth projection in math -57% of 1st grade students met their fall to spring typical growth projection in reading and 33% of 1st grade students met their fall to spring stretch growth projection in reading -fall to spring typical growth projection in math and 42% of 1st grade students met their fall to spring stretch growth projection in math -72% of 2nd grade students met their fall to spring typical growth projection in reading and 43% of 2nd grade students met their fall to spring stretch growth projection in reading -72% of 2nd grade students met their fall to spring typical growth projection in math and 34% of 2nd grade students met their fall to spring stretch growth projection in math

Strengths and Challenges Based on Trends and Patterns

	-Kindergarten reading highlights-- 55% of students scoring at or above grade level in reading; this is an increase from 46% in FY23 -Kindergarten math highlights-- 56% of students scoring at or above grade level in math; this is an increase from 46% in FY23 -1st grade reading highlights-- 24% of students scoring at or above the midpoint Lexile Band; this is an increase from 16.5% in FY23 -1st grade -2nd grade reading highlights--55% of students scored at or above ; 81% scoring at or above the low end of the Lexile Band -2nd grade math highlights-- 37% of students scoring at or above grade level in math; this is an increase from 2.3% on the fall diagnostic assessment When comparing data for students scoring at or above range on the iReady reading spring diagnostic screener, Hispanic students in Kindergarten and 1st grade, African American students in 1st grade, White students in K-2nd, and Multiracial students in Kindergarten and 1st grade scored within 10 percentage points of the grade level percentile. When comparing data for students scoring at or above range on the iReady math spring diagnostic screener, African American students in 1st grade, White students in K-2nd, and Multiracial students in Kindergarten and 1st grade scored within 10 percentage points of the grade level percentile. JCPs will continue to provide additional support for subpops scoring below the grade level. JCPS met the district goal of having 44% of students in the at or above grade level range on the iReady Reading Spring Diagnostic. JCPS had 45% of students scoring in the at or above grade level range.

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

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

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

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

	4- JCPS has case managers monitor attendance of students, contact parents regarding absences, and have good rapport with the families they serve. 5- General and special education teachers at JCPS teach collaboratively while embedding specialized instruction into the instructional planning, implementation, and evaluation. There are strong co-teaching relationship at JCPS. EconomicallyDisadvantaged Children: 1-JCPS provides mental health services to at risk students at JCPS. JCPS Counselor and Mental Health Counselor provide resources for outside agencies for families as needed. 2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups. 3- Small group reading and math instruction daily (45- minutes for each subject), Data is used to flexibly group students and provide targeted interventions. Other data sources are used as well. 4- Early Intervention Program- Evaluation of all students using a Universal Screener and EIP checklist to determine students who need additional academic support through the Early Intervention Program 5-The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored closely through progress monitoring with the implementation of researched based instructional strategies adjustments are made to students MTSS plans as needed based on their progress. 6- 1-to-1 technology for all students at JCPS English Learners: ESOL Coordinator and the ESOL Teacher provide resources to JCPS as well as community resources and services for the Spanish speaking community. The ESOL Teacher works collaboratively with the general education teacher and the District Translator to keep parents informed of student academic performance, informs parents of parental and student rights, assist with transportation problems or concerns, connects parents with available community resources and bridging the language barrier for parents. During the FY25 school year, the ESOL Class will run a coffee cart fundraiser at JCPS. An increase in ACCESS scores was observed during the FY24 school year for all ELL students.

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

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

| Challenges | Special Education:
1- General and special education teachers need additional support for specific disabilities as well as strategies for supporting students with specific disabilities. Example- Students with autism, emotional behavior disorders, and dyslexia.
2-Clear, consistent, and proactive communication to facilitate complaints procedures and processes need to be utilized between the Board of Education and lead PEC teachers at JCPS.
3-Increased behavior concerns with SWD. JCPS will have a PEC classroom to support SWD displaying challenging behaviors during the FY25 school year. This classroom will be designed to address social/emotional concerns as well as provide additional support with behavior interventions while address academics.
4- A need for more specifically designed professional development for PEC teachers
Economically Disadvantaged Children:
1-Student attendance continues to be a major issue with at risk students and families.
2- Parents do not have the general understanding of the importance of attendance and its effect on the mastery of standards and social emotional learning.

English Learners:
Language barriers and a lack of bilingual services inhibit parent involvement and participation. A full-time interrupter on JCPS campus would be beneficial due to the increased enrollment of ESOL students at JCPS. JCPS does utilize the services provided by the District Translator. The ESOL student population is a growing.   A system has been developed for translating documents and sending home forms in Spanish for the FY25 school year. The system will be implemented by the ESOL teacher.   ACCESS data shows that speaking is an area of concern. In order to improve speaking ACCESS scores, the ESOL teacher has planned activities including the coffee cart, DINO Lingo, boom cards, the use of iPad software, and other subscription resources to provide additional opportunities for ESOL students to increase their speaking skills. Although JCPS has a full-time ESOL teacher, which is very beneficial, more time is needed for collaboration between the ESOL teacher and general education teachers to support ESOL students in their general education classroom settings. JCPS feels it would be very beneficial to implement SIOP training with all teachers. JCPS would also like to provide collaborative professional learning opportunities for our ESOL teacher to work with other ESOL teachers within the county as well as surrounding counties. JCPS feels it would be beneficial for the ESOL teacher to attend an ELL professional |

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

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

	learning conference.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student daily attendance
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	-Percentage of students missing 10 days or less (trend data) Fy 21 29.3% Fy 22- 42.6% Fy 23- 44.9% Fy 24- 44.1% -High attendance rate for Open House, parent conferences, and events that involve students performing. -alternative parent/family engagement activities are not as highly attended.

Overarching Need # 2

Overarching Need	Implement Benchmark Advance with fidelity
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	-K-3 Literacy Training mandated by the state of Georgia to be completed in FY25 -

Overarching Need # 2

Additional Considerations	

Overarching Need # 3

Overarching Need	Grade levels will complete project based units every nine weeks
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Areas of improvement needed: 2.2 Problem based Learning units 2.7 Journals 2.5 Technology Integration 4.3 STEM competitions

Overarching Need # 4

Overarching Need	Implement Benchmark Advance core reading program
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	● 30% of students are meeting the midpoint ● 45% of students scored at or above in reading.

Overarching Need # 5

Overarching Need	Implement the GaDOE math learning plans with fidelity
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	● 66% of our students are early on grade level, on grade level or above grade level in math. ● 46% of students scoring in the at or above grade level range.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve student daily attendance

Root Cause # 1

Root Causes to be Addressed	Root Cause Analysis for Attendance (Problem: JCPS had 44.1% of students with 10 or more absences during the FY24 school year.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team. The underlined statements below will be the actionable causes that the team will address FY25 through the School Improvement Plan. ●<u>PreK-K Transition (Kindercamp Information Session)</u> ● Punitive Measures (Started implemented at the end of FY22) ● Parents' perception of school ● JCCS Attendance Policy Long/Wordy (No educational terms) -JCPS will continue to send home an abbreviated attendance form that aligns to the JCCS attendance policy as well as the JCSS attendance policy ● Conferences - JCPS will continue to add the attendance data to conference forms to discuss with parents including the FY25 attendance data for each student <u>-Mrs. Swarner will be invited to attend conferences for students with attendance concerns.</u> ● Parents' lack of knowledge about what students miss regarding daily instruction/standards covered

Root Cause # 1

Additional Responses	● Early Checkouts/Tardies ●During the FY25 school year, JCPS will start a school level Attendance Committee that focuses on tracking attendance, keeping parents informed, and attendance incentives. ● Attendance Incentives -JCPS will add an attendance requirement to each quarterly PBIS Celebration. -JCPS will continue to implement the Attendance ScoreBoard for classes with daily perfect attendance. Classes will be randomly rewarded fortheir perfect attendance. -CANES Cash will be given for attendance. -50th day & 100th day recognition for perfect attendance (other milestone dates of great attendance will also be recognized including the 25th, 50th, 75th, 100th, 125th, 150th. There will be an end of the year awards recognition for students and parents who have missed 10 days or less for FY 25.

Overarching Need - Implement Benchmark Advance with fidelity

Root Cause # 1

Root Causes to be Addressed	Effective, quality instruction in all classrooms for all students in all areas; specifically focusing on literacy with an emphasis knowledge gained aligned to the Science of Reading.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team. The underlined statements below will be the actionable causes that the team will address FY25 through the School Improvement Plan. ● Instruction　-More remediation than acceleration　-More individualized,

Root Cause # 1

Additional Responses	direct instruction (using relevant data) -Non-negotiables may not be happening in each classroom (BST reviewed and updated list)-Implementation of common literacy program (Beachmark Advance) ● Curriculum -Implementation of common literacy program (Beachmark Advance) ● Assessment -Implementation of common assessments in all grade levels. Use data to drive instruction. ●Intervention time implemented (25 minutes built into the master schedule) ●Science of Reading Literacy state mandated training throughout FY 25 through Cox Campus, Letrs, Reading endorsement, and other state approved programs.

Overarching Need - Grade levels will complete project based units every nine weeks

Root Cause # 1

Root Causes to be Addressed	JCPS is working towards becoming a GA DOE STEM certified school. In 2023-2024, JCPS renewed intent to seek certification by submitting application with GA DOE STEM. JCPS was assigned to a State cohort for STEM certification in 23-24. Based on the GA DOE STEM Continuum for Elementary Certification JCPS needs improvement on elements 2.2, 2.5, 2.7 and 4.3.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	To address the needs improvement areas (2.2, 2.5, 2.7 & 4.3) the following initiatives will be implemented 24-25: ● Writing in STEM Journal in classrooms min of 3 times per week. STEM team will assist with providing writing prompts that align with new reading curriculum.

Root Cause # 1

Additional Responses	● Teachers will provide class time during the designated STEM time (20-25 min per day) for students to access chromebooks and log into code.org through classlink. ● Long-term Project Based Learning projects will occur at each grade-band and coordinated through the STEM Lab. PBL projects per grade level: kindergarten worm bins and mini greenhouses; 1st grade bee boxes and plant houses; 2nd grade hydroponics, pollinator gardens, and addition of nighttime pollinator garden. ●brJCPS STEM competitions will occur every nine weeks and incorporate STEM Journals and the design engineering process. ● Continue to establish community partnerships.

Overarching Need - Implement Benchmark Advance core reading program

Root Cause # 1

Root Causes to be Addressed	30% of students acheived proficiency based on their reading readiness level as measured by the iReady diagnostic assessment
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Literacy Training State Mandated through Cox Campus, Letrs, Reading Endorsement or another state approved program. Professional learning

Root Cause # 1

Additional Responses	throughout the year monthly to accompany all areas of the Science or Reading.

Overarching Need - Implement the GaDOE math learning plans with fidelity

Root Cause # 1

Root Causes to be Addressed	66% of students scored at or above grade level on the iReady diagnostic assessment
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team. The underlined statements below will be the actionable causes that the team will address FY25 through the School Improvement Plan. Instruction -More resources and PL for Math acceleration -More rigor for higher achieving students -Focus on remediation compared to acceleration -Math Discourse needs to be used from Ready Math -The arrangement of the current math standards allows for the standards to be taught in clusters verse isolation. -Increase rigor (including alignment of learning statements with high/average/low activities)-- Data Teams Focus -Implement Math Units provided by the state of GA; supplement with Ready Math as needed.

Root Cause # 1

Additional Responses	Curriculum -PL on Ready Math Discourse and Numeracy -Implement new math standards/GA units of study for mathematic -PL on GA Standards as needed - Assessment -Continue to increase rigor on common formative and summative assessments - Math Unit Planning through consortium through Middle Georgia Resa

School Improvement Plan
2024 - 2025

Jasper County
Jasper County Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Jasper County Primary School
Team Lead	Pam Edge, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student daily attendance
Root Cause # 1	Root Cause Analysis for Attendance (Problem: JCPS had 44.1% of students with 10 or more absences during the FY24 school year.)
Goal	JCPS will improve the number of students with 10 or more absences from 44.1% in FY2024 to 49.1% in FY2025.

Action Step # 1

Action Step	-Monitor student daily attendance weekly by providing monthly reports to admin team.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly and monthly attendance reports District communication protocol to communicate with parents regarding attendance
Method for Monitoring Effectiveness	Weekly and monthly attendance reports District communication protocol to communicate with parents regarding attendance
Position/Role Responsible	School Data Clerk, Administrative Team (Principal, Assistant Principal, Instructional Coach, and Counselor), School Attendance Team, PBIS Team, School Leadership Team, Homeroom Teachers, District Office Personnel
Timeline for Implementation	Others : Weekly & Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School Governance Team; Family Connections; Jasper County Sheriff's Office, Local Court System

Action Step # 2

Action Step	Inform parents of the District Attendance Protocol to ensure parents are aware of the policies and expectations.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Open house sign-in sheets/agenda, Social Media, and parent engagement nights
Method for Monitoring Effectiveness	Open house sign-in sheets/agenda, Social Media, and parent engagement nights
Position/Role Responsible	Principal, Assistant Principal, Counselor, Attendance Clerk, Instructional Coach, School Attendance Team, Homeroom Teachers, District Personnel
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School Governance Team & Family Connections

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School Governance Team & Family Connections

Action Step # 3

Action Step	Attendance Data will be added to student's Conference Form and discussed with parents during Parent Conferences held in Fall and Spring.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Data will be added to student's Sign-in sheets, agenda, and student conference forms
Method for Monitoring Effectiveness	Sign-in sheets, agenda, and student conference forms
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Counselor, School Data Clerk, School Attendance Team, Homeroom Teachers, District Personnel
Timeline for Implementation	Others : Fall, Winter, Spring

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School Governance Team & Family Connections

Action Step # 4

Action Step	The Counselor will hold Parent Information Sessions regarding attendance through monthly "Coffee with the Counselor" Sessions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets and agenda
Method for Monitoring Effectiveness	Sign-in sheets and agenda
Position/Role Responsible	Principal, Assistant Principal, Counselor, District Personnel
Timeline for Implementation	Monthly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement Benchmark Advance with fidelity
Root Cause # 1	Effective, quality instruction in all classrooms for all students in all areas; specifically focusing on literacy with an emphasis knowledge gained aligned to the Science of Reading.
Goal	During the 2024-2025 school year, teachers will engage in the weekly professional learning community process to improve teacher practice as measured by 80% of teachers demonstrating proficiency on JCPS targeted walkthrough form.

Action Step # 1

Action Step	Provide ongoing training to staff Conduct weekly PLCs to plan literacy instruction Conduct data teams to review student literacy data
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Targeted walkthroughs Agendas Sign-in Sheets Data forms
Method for Monitoring Effectiveness	Targeted walkthroughs Agendas Sign-in Sheets Data forms
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/ instructional support)
Timeline for Implementation	Others : Bi-Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community Reading Volunteers, School Governance Team, Early Childhood Education Pathway Students

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Grade levels will complete project based units every nine weeks
Root Cause # 1	JCPS is working towards becoming a GA DOE STEM certified school. In 2023-2024, JCPS renewed intent to seek certification by submitting application with GA DOE STEM. JCPS was assigned to a State cohort for STEM certification in 23-24. Based on the GA DOE STEM Continuum for Elementary Certification JCPS needs improvement on elements 2.2, 2.5, 2.7 and 4.3.
Goal	By the end of the 2024- 2025 school year, JCPS students will showcase STEM behaviors by participating in 4 STEM competitions as measured by a GaDOE STEM implementation artifact review.

Action Step # 1

Action Step	Provide professional learning with the STEM coordinator on the use of Code.org to develop student coding skills
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, agendas, Code.org Curriculum, Code.org. Progress reports
Method for Monitoring Effectiveness	Sign-in sheets, agendas, Code.org Curriculum, Code.org. Progress reports
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach/instructional support), Certified Content Teachers
Timeline for Implementation	Others : Yearly

Action Step # 1

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

Action Step # 2

Action Step	Collaborative planning among grade levels, STEM coordinator, and community partners to integrate PBL units into Benchmark Advance
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, agendas, Unit Overview Document
Method for Monitoring Effectiveness	Sign-in sheets, agendas, Unit Overview Document
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support, Certified Content Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Multiple community based partnerships UGA Extension Agents Monarchs Across Georgia Jasper County Women's Farm Bureau Jasper County High School FFA Produce'd Hydroponics

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Multiple community based partnerships UGA Extension Agents Monarchs Across Georgia Jasper County Women's Farm Bureau Jasper County High School FFA Produce'd Hydroponics

Action Step # 3

Action Step	STEM challenges will be grade-level specific and incorporate the design engineering practice. Challenges will be coordinated through the STEM Lab and a student from each class will progress to the grade level final competition.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	The GA DOE STEM Elementary Continuum rubric will be used to assess level of JCPS progress. To earn STEM certification a minimum rating of executing required for all criterion. This data will be used as an artifact for GADOE STEM certification.
Method for Monitoring Effectiveness	The GA DOE STEM Elementary Continuum rubric will be used to assess level of JCPS progress. To earn STEM certification a minimum rating of executing required for all criterion. This data will be used as an artifact for GADOE STEM certification.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support, Certified Content Teachers
Timeline for Implementation	Quarterly

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement Benchmark Advance core reading program
Root Cause # 1	30% of students acheived proficiency based on their reading readiness level as measured by the iReady diagnostic assessment
Goal	By the end of the 2024-2025 school year, JCPS will increase the percentage of student achieving proficiency based on their reading readiness level from 30% to 33% as measured by DRC Beacon Assessment.

Action Step # 1

Action Step	Teachers will participate in professional learning provided by the Instructional Coach/instructional District support for the following initiatives including but not limited to (Benchmark Advance and Science of Reading).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Checks and walkthrough data
Method for Monitoring Effectiveness	Lesson Plan Checks and walkthrough data
Position/Role Responsible	STEM Lead, Principal, Assistant Principal, Instructional Coach/ instructional support, Certified Staff
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step # 2

Action Step	Data meetings will be conducted during PLC time to determine best practices for improving student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	DRC Beacon Reading Achievement Data (BOY, MOY, EOY; on-going), Common Unit Assessments (monitored during PLCs/Data Meetings)
Method for Monitoring Effectiveness	DRC Beacon Reading Achievement Data (BOY, MOY, EOY; on-going), Common Unit Assessments (monitored during PLCs/Data Meetings)
Position/Role Responsible	STEM Lead, Principal, Assistant Principal, Instructional Coach/ instructional support, Certified Staff
Timeline for Implementation	Monthly

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

Action Step # 2

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

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement the GaDOE math learning plans with fidelity
Root Cause # 1	66% of students scored at or above grade level on the iReady diagnostic assessment
Goal	By the end of the 2024-2025 school year, JCPS will increase the percentage of student scoring at or above grade level in math from 66% to 69% as measured by DRC Beacon Assessment.

Action Step # 1

Action Step	Teachers will participate in professional learning provided by the Instructional Coach/District instructional Support for the following initiative including but not limited to (GaDOE Inspire learning plans).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Checks and walkthrough data
Method for Monitoring Effectiveness	Lesson Plan Checks and walkthrough data
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/instructional support)
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step # 2

Action Step	Data meetings will be conducted during PLC time to determine best practices for improving student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	DRC Beacon Reading Achievement Data (BOY, MOY, EOY; on-going), Common Unit Assessments (monitored during PLCs/Data Meetings)
Method for Monitoring Effectiveness	DRC Beacon Reading Achievement Data (BOY, MOY, EOY; on-going), Common Unit Assessments (monitored during PLCs/Data Meetings)
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/instructional support)
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	Professional learning in addition to regular PL to create common assessments, pacing, and units of study (min of 2 teachers per grade level per quarter)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, agendas, and assessments
Method for Monitoring Effectiveness	Sign-in sheets, agendas, and assessments
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/instructional support)
Timeline for Implementation	Yearly

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The School Leadership Team met to prepare for FY25. The school team consist of general education teachers, PEC teachers, an EIP teacher, school administration, paraprofessional, the Instructional Coach, Media Specialist, the ESOL Teacher, STEM Lead, and the School Counselor. The team reviewed current and trend data for attendance, academics, sub populations, and behavior. They completed the CLIP ratings, determined areas of need for attendance, literacy, mathematics, and STEM through root causes analysis activities. Probable causes were determined and action steps were planned to address these areas of need during the FY25 school year. This leadership team will continue to meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals. Our school plan has direct alignment with our district comprehensive needs assessment district report. The School Governance Team consist of majority parents, community members, teachers, and the Principal. The team meets monthly and the Principal will highlight survey results, shares areas of strength and concerns, and receive feedback on probable causes and potential action steps. Data is presented with attendance and academics to support all probable causes and actions steps. This team will also meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The school provides the following for all students including minority children... 1- Providing mental health services to at risk students and families at JCPS through access to a Mental Health Therapist. JCPS Counselor provides resources for outside agencies as needed. 2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups. 3- Small group reading and math instruction daily (45- minutes each), relevant data is used to flexibly group students and provide targeted interventions. An intervention/acceleration block is also implement for 45-minutes a day. 4- Literacy Instruction using Benchmark Advance 5- Early Intervention Program- Evaluation of all students using a Universal Screener and EIP checklist to determine students who need additional academic support through the Early Intervention Program 6-The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored closely through progress monitoring with the implementation of researched based instructional strategies. Adjustments are made to students' plans based on progress. 7- 1-to-1 technology for all students at JCPS 8- Access to highly qualified teachers that are evaluated through the

	TKES process.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	MTSS Process is followed to ensure students are served through targeted interventions and progress monitoring when needed. Parent conferences are held at a minimum of two times a year to review promotion requirements and progress throughout the year on each of the requirements. The teacher shares instructional strategies of how the parent can assist with their child's learning at home to work towards standard mastery. ELA Block (2 hours and 30 minutes) -Benchmark Advance (Literacy Program) -Reading Small Groups (Min. of 45 mins.) Teachers meet with students a minimum of 2 times a week. -iReady Reading Diagnostic Math Block (90 minutes) -Math Whole Group Lesson (GA Mathematics Units & Ready Math) --iReady Math Software STEM Block (30 minutes) -STEM/Science Lessons from grade level units implemented -Common STEM Unit Checklist/Rubrics implemented 45-minute intervention/acceleration block implemented daily.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	iReady Reading and Math (Universal Screener- Given three times a year to identify most academically at risk students). Students scoring below the 30th percentile on the assessment(s) will be considered for EIP services using additional data points. EIP Checklists will be completed by teachers to ensure students who qualify for additional early intervention supports receive the appropriate support in reading and math. Students needing additional support will be entered into the MTSS process. As needs are identified interventions will be implemented and progress monitoring will be used to determine progress and make needed adjustments. Behavior data is also monitored through the MTSS Process as well as a Social and Emotional Universal Screener will be given. Additional Assessments used to triangulated data to ensure all students are appropriately identified for additional support --	
	iReady Reading Diagnostic & iReady Math Diagnostic given 1 time a year	Screener; Growth; Individualized instruction; Used for grouping students
	Common Grade Level Writing	Writing Assessments (Narrative,

	Assessments	Informational, Opinion)
	Common Standard Assessments	Standards mastery; remediation reassessment
	GKIDS 2.0	Kindergarten Only (Math, Science, SS)
	GA Numeracy Comprehensive Assessment/Do the Math	MTSS (Tier 3 Math)
	Quaver	Music Pre/Post Assessment
	SILAS	Behavior; Universal Screener 3 times a year
	MTSS (Tier Assessments- Progress Monitoring)	Tier 2 and Tier 3 (Progress Monitoring for Reading and Math)
	DRCBenchmark Assessement 3 times a year	Given 3 times a year.
	ACCESS	ESOL students only. Given 1 time a year.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Kindercamp- Students enrolled in Kindergarten have the opportunity to attend Kindercamp prior to the start of Kindergarten. During camp, teachers prepare students for a typical day of Kindergarten. Also, a parent information session is held to review daily expectations for Kindergarten students and GKIDS. PreK students meet with Kindergarten teachers prior to the end of the their PreK year to become familiar with the teachers as well as the Kindergarten classroom setting.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	JCPS is a Kindergarten through Second grade school. Second grade students transition to Washington Park Elementary for 3rd grade. As early as April, counselors from both the Primary School and the Elementary School collaborate and arrange a Third Grade Orientation Day. Our second graders visit 3rd grade with their 2nd grade teachers, meet the WP Principal, 3rd grade teachers, and spend time in 3rd grade classrooms. The WP Media Specialist also coordinates a Summer Reading Program with upcoming 3rd graders to familiarize them with the 3rd grade reading.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	JCPS is a PBIS School.Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful. PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective. All staff members are provided with a JCPS PBIS Handbook which includes daily lesson plans over the school wide expectations. There is a systematic process in place for handling discipline concerns including proactive steps for addressing behaviors. Teachers are provided a flowchart showing Major vs. Minor Behaviors as well as a common discipline referral form.

ADDITIONAL RESPONSES

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

ADDITIONAL RESPONSES

School Year 2024-2025
Revision Date- May 31st, 2024
Local Educational Agency (LEA) District and School Level

What is Family Engagement?

Family Engagement is the participation of parents and family members in regular, two−way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.
(B) That parents are encouraged to be actively involved in their child's education.
(C) That parents are full partners in their child's education and are included, as appropriate, in decision−making and on advisory committees to assist in the education of their child.
(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Jasper County Charter System (JCCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe JCCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The JCCS will work with its Title I schools to ensure that the required school−level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school−parent compact.

Jointly Developed

During the annual Title I Input and Revision meeting in May 2024, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2024-2025 school year. The district sent a flier and Remind message to all parents informing them about the meeting and posted an announcement on the school district website, as well as through social media platform-Facebook. During this meeting, parents reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), and the school's Comprehensive Improvement Plans, in addition to how the 1% set−aside for Family Engagement should be spent. Additionally, each Title I School Governance Team and faculty review the district parent and family engagement policy before the end of the 2023-2024 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by June 2024 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, as well as link on school compacts to access all of the Title I documents. Links to the documents will be available in the monthly Family Engagement Newsletters. All documents will be available to parents in a format and language they can understand in the front office and on each school webpage.

Communications

JCCS will communicate with all families and the community on a regular basis regarding school wide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

This year, the district family engagement coordinator and school family engagement coordinators will provide technical assistance

and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the school FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the school's FEC will hold meetings and trainings with its Title I schools and principals to review family engagement plans and activities.

Additionally, the district will perform compact and inventory checks in October with each school to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year, as well as check for compact and inventory compliance.

Reservation of Funds
The JCCS will reserve 1 percent from the total amount of Title I funds it receives in 2024-2025 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the JCCS will distribute 90 percent of the amount reserved to Title I schools to support their local−level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. JCCS discussed with parents suggestions on how these family engagement funds could be used in the upcoming year at the district and school−level.at the Annual Title I Input and Revision Meeting held in June 2023. Input/Feedback Forms and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Federal Program Director- Camilla Moss at the district office at 706−468−6350 or the local school's family engagement coordinator.

Opportunities for Meaningful Parent Consultation
Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual Title I Input and Revision Meeting ~May 31st *2024 @ 9am and June 5th, 2024*
During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the school wide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as information shared via webpage and social media to notify families about the date and time of the meeting. All information will also be made available on the District website and school websites.
Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments. Survey will be sent to families in Spring 2025.

Annual Title I Meeting~August 15th
At the beginning of the school year, Jasper County Charter System will host a district−wide meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I. The meeting will be held at various times and locations. Flyers and information will be sent home and posted prior to the meeting date.
Unable to attend these meetings? Please visit *https://www.jasper.k12.ga.us/domain/155* to review the meeting documents and minutes and leave your input. All documents will be provided on the school and district website. Voice over presentation will be available following the meetings.

School-Parent Compacts
As part of this plan, all Title I schools, along with our families will jointly develop school−parent compacts in order to build and develop a partnership to help our students meet the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, reviewed at parent/teacher conferences. Please sign and return the Compact Signature Sheet to school the first week of school.

Building Capacity
The JCCS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the JCCS will implement a variety of family and community engagement initiatives. The district FEC will provide training and support through professional development to help teachers and families address academic goals through resources and learning activities.

Of Parents − The JCCS will provide families with information about the overall Title I program and its requirements. The district

works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system (Infinite Campus and SLDS) to monitor child's progress and other digital resources, including the harms of copyright piracy, through its Media Specialist. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

Parent workshops will be held face to face and virtually.
In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and newsletters containing strategies to improve at−home learning. Hard copies of these materials are also available at the District Family Resource Center, including copies in Spanish, upon request.

The District Focus Groups and School Governance Teams, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement and academic success within the school. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through face to face meetings, video conferencing and recording options to accommodate varying schedules.

The JCCS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Round−Up days, Middle and High School Transition Events, and College and Career Fair so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff − The JCCS will conduct four training sessions during the school year for principals and Family Engagement Team to learn and discuss strategies to increase family engagement, improve school−family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. The JCCS will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments, value and utility of contributions of parents, implement and coordinate parent programs, build ties between parents and the school, and discuss how to reach out to, communicate with, and work with parents as equal partners. Training is required to be held two times per semester at each school. Schools will schedule the training with the District Family Engagement Coordinator. A google classroom will be provided for the staff to access materials for reference and secondary method of communication.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and provide interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, Remind, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation
Each year, the JCCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey. Additional surveys will be provided as needed.

Beginning in the Spring, each Title I school will send home a survey and email a link or QR Code to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will provide parents a survey at the end of each Parent Workshop to provide an opportunity for feedback. Title I services are designed to increase Family Engagement and provide parents and families opportunities to bridge the gap of learning from school to home.

The JCCS will use the findings from the Parent Workshop Surveys and the annual survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility
In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

National PTA's Standards for Family-School Partnerships -
The JCSS Parent Involvement Policy/Plan acknowledges the six National Standards for Family-School Partnerships
in an effort to build/increase parent capacity:

Standard I: Welcoming all Families−Parents are welcome in the schools, and their support and assistance are sought.
Standard II: Communicating Effectively− Communication between home and school is regular, two−way, and
meaningful. **Standard III: Supporting Student Success**−Families and school staff collaborate on a continuous basis to
support student learning. **Standard IV: Speaking up for Every Child**−Families are empowered to be advocates for
their own and other children.
Standard V: Sharing Power−Parents are full partners in the decisions that affect children and families

<u>PARENT RESOURCE CENTER</u>

The Parent Resource Center is available to parents during regular business office hours Monday−Friday from 8:00 am−4:00 pm.
Additional times to visit may be scheduled. If resources are needed after hours, Parents/Families are encouraged to visit the
Family Engagement Website and newsletters that provide 24 hr. access to resources online
Visit the webpage link below to access family engagement information and resources from the JCCS Family Engagement webpage:
https://tinyurl.com/JCCSBuildingparentcapacity.

Resources that you may checkout:
- Educational Resources Academic/Community Brochures/Pamphlets
- Content Materials
- Leveled Reading Books
- Manipulatives And much more!

For more information about the resources available, please school Title I representative.