



# Comprehensive Needs Assessment 2025 - 2026 School Report



Jasper County  
Washington Park Elementary 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	Laura Thompson
Team Member # 2	Assistant Principal	Kimberly Ragan
Team Member # 3	Instructional Coach	Armanda Sands
Team Member # 4	ESOL Teacher	Chassidy Hoffman
Team Member # 5	Media Specialist	Amy Wade
Team Member # 6	PEC Lead	Christi Matthews
Team Member # 7	4th grade lead teacher	Keely Sikes

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	5th Grade Lead Teacher	Ashley Copelan
Team Member # 2	Family Engagement Coordinator	Emily Wilder
Team Member # 3	Counselor	Chris Kuckuck
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
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/Parent	Sheila Jefferson Belcher
Stakeholder # 2	School Governance Team Member/Community Member	Leah Campbell
Stakeholder # 3	School Governance Team Member/Parent	Jennifer Lamb
Stakeholder # 4	School Governance Team Member/Community Member	Marquetta Houston
Stakeholder # 5	School Governance Team Member/Community Member	Sharon Campbell
Stakeholder # 6	School Governance Team Member/teacher selected by faculty	Christina Kuckuck
Stakeholder # 7	School Governance Team Member/teacher selected by principal	Armanda Sands
Stakeholder # 8	School Governance Team Member/Parent	Melissa Houston

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 stakeholders are the entire staff and faculty , the school leadership team (the Better Seeking Team or BST) and the School Governance Team. The BST is comprised of a cross-section of the faculty and staff of the school who are knowledgeable about a wide variety of areas of the school. The School Governance Team is selected by the parents of the school. The SGT is members represent parents, local businesses, governmental agencies, and faith-based organizations. A timeline with tasks to assess the needs of the school was created and implemented in the spring of 2025 to ensure all stakeholders were able to work collaboratively to provide meaningful input. Tasks included a gallery walk style activity for staff, faculty, and SGT. The BST organized and prioritized the feedback, identified problem areas, and identified root causes of the problems. The BST conducted the needs identification in April of 2025. The identified needs were shared with the School Governance Team for additional input.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

## Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>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.</p> <p>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.</p>	
2. Operational	<p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
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	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
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	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
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	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
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	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
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	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
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	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

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

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

## Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
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	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
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	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	✓
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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	<p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
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	<p>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.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
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.	

## 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	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
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	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

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

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## Supportive Learning Environment Data

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

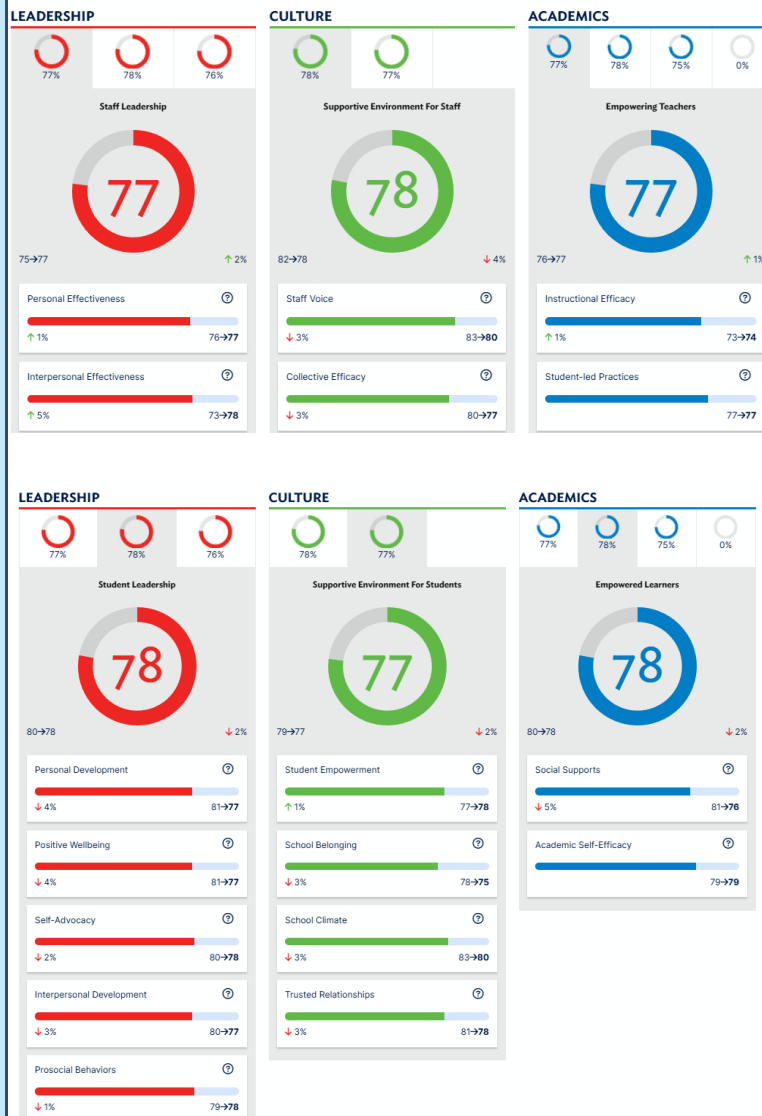
## 2. DATA COLLECTION ANALYSIS

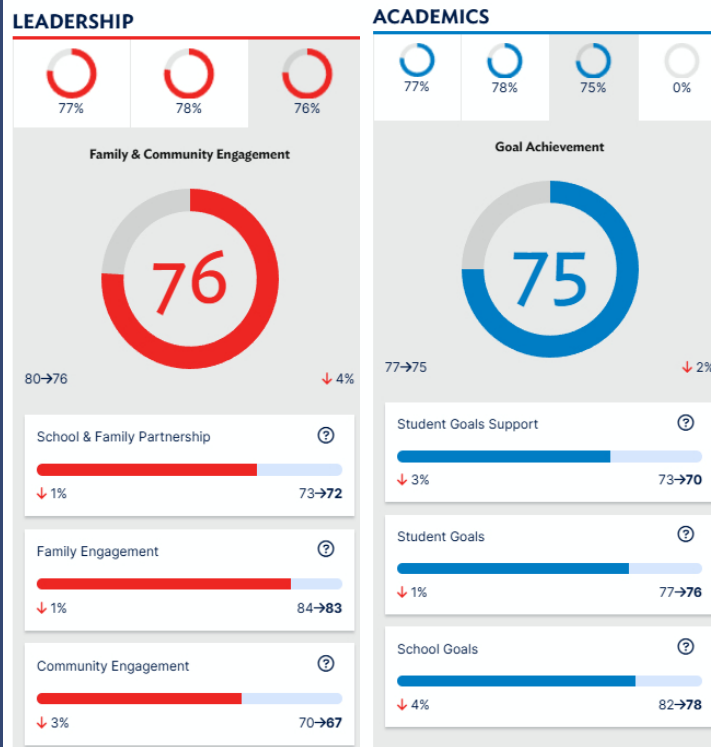
### 2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>We analyzed the results of the Spring '25 Leader in Me Measureable Results Assessment, FY23 and FY24 Georgia Student Health Surveys.</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The perception data reflects a school community that is relationally strong, emotionally healthy, and purpose-driven. Staff feel their work is meaningful, families feel valued, and students benefit from a positive and supportive climate. However, there are clear areas for growth. Staff need support in aligning their daily actions with strategic goals to increase focus and intentionality. Families must be moved from informed observers to engaged partners who actively contribute to their children's learning and school decisions. Students are ready for more responsibility and should have greater voice and ownership in both academics and leadership opportunities. Additionally, systems for feedback and shared decision-making should be strengthened across all stakeholder groups to ensure transparency and inclusion. Finally, it is essential to ensure that school-wide goals are clearly connected to the day-to-day work happening in classrooms so that everyone understands how their efforts contribute to broader success.</p> <p>Staff believe in the importance of emotional support and demonstrate a strong ability to care for both their colleagues and students. They foster a positive and trusting environment, which contributes to the school's strong relational culture. However, while they excel in creating supportive relationships, they may lack the tools or structures needed to effectively connect that support to daily priorities and long-term goals. Families trust the school and feel valued, yet they do not always feel fully equipped or invited to serve as true partners in their children's learning. Similarly, students feel socially and emotionally supported, but they desire greater involvement in their academic journey, particularly in areas like goal-setting, decision-making, and ownership of their learning.</p>
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#### Historical Data:

The Georgia Student Health Survey was administered in the Spring of 2023 and 2024. In 2024, five hundred seventy-one students completed the survey. Fifty-one percent of the students surveyed were girls and 46% were boys; 2.45% chose not to answer the gender question. Ethnicity percentages of the students were 11% Black or African American, 6% Hispanic or Latino, 63% White or Caucasian, 9% mixed race, and 1.6% Asian or Pacific Islander and Native American. Nine percent of respondents chose not to reveal their ethnicity.

Students were asked to consider eleven statements in the area of school connectedness and respond with always, often, sometimes or never.

Areas of greatest strength fell in the category of school connectedness. We have combined the answers "always and often" for the following percentages for data analysis.

School Connectedness	Always/Often 2023	Always/Often 2024
My school wants me to do well	95%	96%
My school has clear rules for behavior	91%	93%
There is an adult at my school who will help me if I need it.	91%	92%
Good behavior is noticed at school.	72%	73%
I do well in school.	69%	73%
I like school.	46%	53%

	Students in my class behave so students can teach.	32%	39%
	<p>While slight improvement was seen in every area of school connectedness, the improvement in the bottom 3 areas should continue to be a focus of improvement.</p> <p>In the area of Peer Victimization, students were presented with four statements and asked to respond with never, once or twice, a few times, many times, or every day. For our analysis, we combined "never" and "once or twice."</p>		
	Peer Victimization	Never/ Once or Twice 2023	Never/ Once or Twice 2024
	I have been hit or kicked by older, bigger, more popular, or more powerful kids.	82%	80%
	I have been threatened by older, bigger, more popular, or more powerful kids.	83%	85%
	How often in the past couple of months have older, bigger more popular, or more powerful kids spread rumors about you?	63%	77%
	How often in the past couple of months have older, bigger more popular, or more powerful kids left you out?	63%	69%
	<p>Improvement was shown in three of four areas of peer victimization. In 2024, 2% more students report being hit or kicked. This is consistent with our behavior data which shows 25 events of fighting, physical violence, or physical contact during this school year.</p>		

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>For process data, we conducted a mid-year Impact Check prepared by our BST, reviewed with the SGT, and presented to the Superintendent and Central Services department heads. During this check, teachers and administrators report on School Improvement Plan (SIP) progress by addressing three key questions: 1) What data/artifacts show initiatives are being implemented with fidelity? 2) How have these actions impacted student achievement? 3) What course corrections are needed?</p> <p>The same reflective process is used during BST and SGT meetings at the end of the year, focusing on: 1) What do EOY data/artifacts reveal about the implementation of course corrections? 2) What are the implications for the 2025-2026? This structured analysis and presentation process allows us to monitor and evaluate the implementation and effectiveness of our School Improvement Plan throughout the year.</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The implementation of mid-year Impact Checks has proven to be a valuable process. While data shows improvement in some areas, others still fall short of expected growth. Teachers and administrators are co-leading the meetings, with discussions centered on making course corrections to support student mastery through re-teaching and re-assessment. Teachers recommended adjustments to the SIP and appear confident that these changes will positively impact student achievement.</p>
<p>What achievement data did you use?</p>	<p>We used DRC Beacon fall and spring data, as well as historical Georgia Milestones data.</p>

data tell you?

2023 & 2024 & 2025  
Georgia Milestones Longitudinal Data

ELA			
Grade	4's	3/4	2/3/4
3rd	2025→1% 2024→7% 2023→3%	2025→22% 2024→38% 2023→27%	2025→54% 2024→70% 2023→56%
4th	2025→8% 2024→6% 2023→5%	2025→29% 2024→28% 2023→21%	2025→59% 2024→64% 2023→60%
5th	2025→7% 2024→7% 2023→4%	2025→29% 2024→42% 2023→32%	2025→67% 2024→75% 2023→70%

Math			
Grade	4's	3/4	2/3/4
3rd	2025→7% 2024→9% 2023→3%	2025→35% 2024→41% 2023→35%	2025→85% 2024→87% 2023→83%
4th	2025→14% 2024→9% 2023→9%	2025→49% 2024→35% 2023→38%	2025→88% 2024→88% 2023→81%
5th	2025→7% 2024→2% 2023→4%	2025→29% 2024→28% 2023→28%	2025→64% 2024→70% 2023→67%

Overall, the data shows a downward trend in ELA performance from 2023 to 2025, especially among 3rd and 5th graders, with an increasing number of students scoring at the lowest level. While 4th grade showed relative stability, gains in higher proficiency levels remain minimal.

Overall, Math performance has improved slightly over the three years, especially in 4th grade where gains are most notable in both the top ("4's") and proficient ("3/4") categories. While most students remain in the "2/3/4" range across all grades, 5th grade shows a rising percentage of students at the lowest level, which may require targeted intervention.

### Third Grade DRC Beacon

ELA			Math	
	Fall	Spring	Fall	Spring
Support Needed	10%	3%	14%	5%
Near Target	87%	88%	85%	93%
Prepared	2%	9%	1%	2%

### Summary

The gains were particularly strong. In ELA, the percentage of students needing support dropped from 10% in the fall to just 3% in the spring, while those who were prepared increased from 2% to 9%. A similar trend was seen in Math, where support needs dropped from 14% to 5%, and nearly all students were either near target or prepared by spring. These improvements suggest effective instruction and interventions that helped students make substantial progress.

### Fourth Grade DRC Beacon

ELA			Math	
	Fall	Spring	Fall	Spring

	Support Needed	13%	7%	52%	17%
	Near Target	80%	75%	47%	77%
	Prepared	7%	19%	1%	5%
	Summary				
	Fourth grade also showed impressive gains, especially in Math. More than half of the students (52%) began the year needing support in Math, but that number fell dramatically to 17% by spring. Meanwhile, students near target rose from 47% to 77%, and those prepared increased slightly. ELA improvements were more moderate, with a drop in support needs from 13% to 7%, and a rise in prepared students from 7% to 19%. The slight decline in the near target group likely reflects a shift into the prepared category, which is a positive outcome.				
	Fifth Grade DRC Beacon				
	ELA			Math	
		Fall	Spring	Fall	Spring
	Support Needed	31%	21%	76%	52%
	Near Target	59%	59%	23%	46%
	Prepared	10%	20%	1%	3%
	Summary				
	Fifth grade showed growth, particularly in ELA, where the percentage of students needing support decreased from 31% to 21%, and the number of prepared students doubled from 10% to 20%. However, Math remains an area of concern. While the number of students needing support declined from 76% to 52%, over half of the grade still requires significant intervention. The increases in both near target (23% to 46%) and prepared (1% to 3%) students indicate improvement, but overall readiness in Math remains low compared to other grades.				
	School-wide data Summary				
	Overall, the school-wide data shows clear academic growth across grades three through five in both ELA and Math. The percentage of students needing support declined significantly in nearly every subject and grade level, indicating successful interventions and instructional strategies. More students are moving into the "Prepared" category, especially in ELA, while the majority are maintaining or improving their status as "Near Target." Fourth grade Math showed the most dramatic improvement, while fifth grade Math, though improved, still has a high percentage of students requiring support. The data highlights positive momentum school-wide, with continued focus needed to push more students from "Near Target" to "Prepared," particularly in upper-grade Math.				

What demographic data did you use?	Preliminary 2025 Milestones and DRC data from fall to spring were used to guide the development and monitoring of our School Improvement Plan.
What does the demographic data tell you?	<p>From Fall to Spring, both female and male students showed academic growth in English Language Arts and Mathematics, with fewer students needing support and more achieving readiness. In English Language Arts, females consistently outperformed males, showing higher scores and greater gains in preparedness. In Mathematics, males generally scored slightly higher and required less support than females, though both genders made clear progress. Despite these improvements, preparedness levels remain relatively low in math for both groups, highlighting the need for continued focus on math proficiency.</p> <p>The data reveals positive academic growth and reduced support needs from Fall to Spring in both English Language Arts and Mathematics across Grades 3 to 5 for most racial groups. The greatest improvements in ELA are seen among Black or African American, Native Hawaiian/Pacific Islander, and White students, while smaller groups like American Indian/Alaska Native and Asian show more variable results likely due to limited numbers. In math, all groups improve with fewer students needing support and more nearing proficiency; however, overall preparedness remains low for all, especially Black or African American students who have the highest support needs. Smaller groups also show gains but still require significant support. White students generally perform better but still exhibit low proficiency rates. These trends highlight persistent achievement gaps and the need for targeted interventions to further boost academic proficiency.</p> <p>ELL students are showing meaningful academic growth in both mathematics and English Language Arts, with rising scale scores and reduced support needs across grades. In math, they are narrowing some gaps with non-ELL peers, while in ELA, their progress is evident but uneven—particularly in Grades 3 and 4, where preparedness remains low. Despite improvements, non-ELL students continue to outperform ELL students, especially in Grade 5. These patterns highlight a persistent achievement gap and reinforce the need for sustained, targeted academic and language interventions to accelerate ELL progress and promote educational equity.</p> <p>The demographic data shows that students with disabilities in Grades 3–5 made consistent academic progress in English Language Arts from fall to spring. Across all grades, average scale scores increased and the percentage of students needing support decreased, particularly in Grades 3 and 4. Notably, Grade 3 students showed an improvement in preparedness, rising from 4% to 9%. However, overall preparedness remains very low—especially in Grades 4 and 5, where few or no students reached the "Prepared" level. This indicates that while interventions are having a positive impact, students with disabilities continue to require significant academic support to reach grade-level proficiency. In math, overall, while some gains are evident—especially in Grades 3 and 4—preparedness levels remain extremely low for students with disabilities in math. This indicates a continued and urgent need for targeted, intensive support to close achievement gaps and</p>

	promote grade-level proficiency.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team identified professional learning communities (PLCs) as a strength of our coherent instructional system. Integral to the success of PLCs is the design of the master schedule, which allows grade levels to have common planning time. This schedule creates a collaborative approach that enables teachers to plan lessons, share resources and ideas, and create common formative assessments. Team members indicated a need for additional technology resources for math. Teachers see the need for a platform that can be used for tutoring, practice, and feedback. Likewise, the teachers see the need for more differentiated instruction in math. Support is needed for students not mastering grade-level standards, and advanced content is needed for students who require increased rigor beyond the grade-level standards. The team expressed the desire for flexibility with the Benchmark Advance pacing guide and assessment calendar to address the learning needs of different groups of students.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The respondents cited data-driven Professional Learning Communities as a strength in supporting student, teacher, and leader needs. They believe the school's mission and vision are clearly articulated and that school leaders are supportive, visible, and involved.</p> <p>Teachers stated they would like more autonomy in the classroom.</p>
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## Strengths and Challenges Based on Trends and Patterns

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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>-Culture of collaboration with the majority noted between staff in PLCs, and 6 noting collab w/ admin</li> <li>-Administration</li> <li>-Data-led PL</li> <li>-Providing time for ELA PL days</li> <li>-Staff feels that BST and Grade level are partners in decision making</li> </ul> <p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>-Protected time is needed to plan and to teach. Address time constraints for new initiatives.</li> <li>-Seek teacher input for professional learning development. (Choice Boards or Surveys?)</li> <li>-Expand professional learning options (Science, Math, Paraprofessionals).</li> <li>-Improve inclusivity in decision-making.</li> <li>-Maintain successful curriculum &amp; provide implementation time.</li> <li>-Schedule dedicated math professional learning days are needed</li> </ul>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Family and Community Engagement Standard 2 - Establishes structures that promote clear and open communication between the school and stakeholders</p> <p>Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students</p> <p>FY25 Answer: WPES is exemplary in meeting Standards 1 and 4. Our school prides itself on creating a warm and inviting environment that actively encourages families and community members to engage and connect with us. Community and families are actively involved in our School Governance Team. Parents are given the opportunity to volunteer and/or participate in school events, such as, PBIS parties, career day, field day, etc. Additionally, we actively provide opportunities for families and community members to contribute their</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>valuable input, and we ensure that both groups are consistently kept informed and updated. Structures are established that promote clear and open communication between the school and stakeholders. At both the district and school level, we have established processes to effectively connect families with relevant agencies and resources, ensuring students' needs are met. Standard 3, the area of establishing relationships and decision-making processes that build capacity for family and community engagement in the success of students, is an area in which we need to improve. We have created a welcoming environment and currently host three family engagement nights during each school year, and we offer the opportunity for parents to be engaged in school-related improvement efforts through the School Governance Team. Currently, we provide monthly newsletters for parents which address the current standards being taught to students as well as consistent reporting of achievement and ongoing testing results throughout the year. These results are sent home with parent friendly letters attached explaining data results. During family engagement nights, parents are provided with activities that support learning at home. Parents are encouraged to frequently log into Parent Portal and ClassLink to monitor progress and view assessment results.</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Supportive learning environment</li> <li>-Academically challenging environment</li> <li>-AR celebrates growth and achievement</li> <li>-CTAE is developing at our school</li> <li>-Recognition of staff and students is consistent</li> </ul> <p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>-Improve student ability to monitor their own progress</li> <li>-PL for more vertical planning and student-centered classrooms.</li> <li>-Need for recognition for staff and students, including more shout outs for both</li> <li>-CTAE is a mixed topic of conversation</li> <li>-More strict discipline expectations and consequences</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The student population consists of 613 students. Seventy-one percent of the students identify as white, 13% identify as black, 10% are Hispanic/Latino, and 5% are two or more races. Thirteen percent of the students have an Individualized Education Plan, 5% are served through the English Speakers of Other Languages program, and 10% have a 504 Plan.</p> <p>Enrollment has increased in recent years as the population of the county has increased.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>-All races have similar performance in ELA and Math</li> <li>-ELL student performance improved in ELA and Math</li> </ul> <p>Needs Improvement:</p> <ul style="list-style-type: none"> <li>-5th grade PEC Math scores are well below target (96% are in red) and ELA scores are well below target (67% are in red)</li> <li>-Overall ELL Math is a weakness</li> </ul> <p>The district has a very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. There is high poverty within the district and community creates a high number of at-risk students needing specialized instruction and services.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>-Overall performance in ELA is greater than Math</li> <li>-4th and 5th grade increase in green and decrease in red in ELA</li> <li>-4th grade i-Ready Reading increased an average of 35 points from fall to winter</li> </ul> <p>NI:</p> <ul style="list-style-type: none"> <li>-5th grade math has a high percentage of students in red (64%)</li> <li>-Little shift in performance of 3rd grade ELA students from fall to winter</li> </ul>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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	The parent survey data indicates that teachers and staff communicate with parents frequently and include them as "true" team members in special education IEP, Eligibility, etc. meetings. In addition, teachers ensure that parents understand Procedural Safeguards, and information in IEPs and eligibility reports are written and explained in a way that is easily understood by parents. Washington Park Elementary School has implemented a systematic and explicit phonics program in grades 3-5, which is used as Tier 1 instruction in third grade and an intervention with students with disabilities in grades 4-5 to increase literacy. PEC Case managers monitor attendance of students, contact parents regarding absences and have good rapport with the families they serve. Mental health services are provided to at-risk students and families within the school setting. Professional Learning Communities are in place to analyze data and identify and address achievement gaps with various sub-groups. A flexible service model is utilized to provide targeted interventions. Students may be grouped using iReady scores, Milestones scores, and classroom data.
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Challenges	General and special education teachers need additional professional learning and support in teaching collaboratively in the general education class while embedding specialized instruction into the instructional planning, implementation and evaluation. In addition, additional professional learning and support for special education teachers is needed in using data to drive specially designed instruction and supports. Compliant processes and procedures in implementing IDEA need to be evaluated and revised as needed. Monitoring and follow-up processes need to be developed and systemically followed. Attendance is a concern with at-risk students and families.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	Strengthen literacy instruction across all grade levels by implementing a comprehensive, standards-based approach that emphasizes reading proficiency, writing skills, and the integration of evidence-based programs such as Benchmark Advance to support student growth and achievement.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Enhance numeracy development across all grade levels by implementing standards-aligned, student-centered math instruction using the Georgia DOE Math Instructional Learning Plans, focusing on conceptual understanding, problem-solving, and data-driven instruction to improve student achievement in mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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## Overarching Need # 3

Overarching Need	Improve instructional quality and student outcomes by providing continuous professional development, fostering collaborative reflection through PLCs, and conducting targeted classroom observations aligned with instructional strategies.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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## Overarching Need # 4

Overarching Need	Foster a school-wide culture of leadership and personal accountability by fully implementing the Leader in Me framework, integrating its principles into daily practices, and empowering students to develop the 7 Habits of Highly Effective People as a foundation for academic success and personal growth.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

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

Overarching Need - Strengthen literacy instruction across all grade levels by implementing a comprehensive, standards-based approach that emphasizes reading proficiency, writing skills, and the integration of evidence-based programs such as Benchmark Advance to support student growth and achievement.

## Root Cause # 1

Root Causes to be Addressed	Curriculum
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Benchmark Advance is still new and unfamiliar to our teachers. It is a rigorous program with some standards not aligned to the curriculum. Vertical planning is needed between grade levels to be clear about expectations, resources, and processes. A designated WIN time with strict norms and expectations is needed.
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## Root Cause # 2

Root Causes to be Addressed	Students' current levels of performance
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

## Root Cause # 2

Impacted Programs	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
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Additional Responses	A higher than average number of students are not on grade level, so they have further to go to reach levels "developing, proficient, and distinguished." Students are not used to setting personal goals, so they are not as invested in their own work. Students become weary of the number of assessments they are subjected to. Academic and non-academic student recognition may improve student morale related to achievement.
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## Root Cause # 3

Root Causes to be Addressed	Parent support
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Some parents are unaware of the expectations and rigor. For some parents there is a lack of knowledge of how to acquire or use resources. We could provide more volunteer opportunities for parent to engage them in the school activities and processes.
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Overarching Need - Enhance numeracy development across all grade levels by implementing standards-aligned, student-centered math instruction using the Georgia DOE Math Instructional Learning Plans, focusing on conceptual understanding, problem-solving, and data-driven instruction to improve student achievement in mathematics.

## Root Cause # 1

Root Causes to be Addressed	Depth of content knowledge of special education teachers.
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 - 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 Others :

Additional Responses	Lack of content knowledge is especially problematic for Special Education Teachers. Special education teachers needs to be trained in specially designed instruction to support their students' specific academic needs. More teachers need K-5 math endorsements. On Professional Learning Days, more time needs to be devoted to district-provided math training.
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## Root Cause # 2

Root Causes to be Addressed	Scheduling / Interventions
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,

## Root Cause # 2

Impacted Programs	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
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Additional Responses	By fifth grade students can be multiple grade levels behind expectations. Additional support is needed to help fill those gaps. Optimization of scheduling by having two person teams and using specials time for "extra events" would preserve instructional time.
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## Root Cause # 3

Root Causes to be Addressed	Parent Engagement
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 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	Parent academies specific to math could be utilized to help parents understand the current methods of teaching math standards. This would help parents be more supportive of their students.
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Overarching Need - Improve instructional quality and student outcomes by providing continuous professional development, fostering collaborative reflection through PLCs, and conducting targeted classroom observations aligned with instructional strategies.

## Root Cause # 1

Root Causes to be Addressed	Teachers need time to collaborate, address issues collectively, and reflect individually to increase teacher efficacy.
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 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 Others :

Additional Responses	
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Overarching Need - Foster a school-wide culture of leadership and personal accountability by fully implementing the Leader in Me framework, integrating its principles into daily practices, and empowering students to develop the 7 Habits of Highly Effective People as a foundation for academic success and personal growth.

## Root Cause # 1

Root Causes to be Addressed	The physical environment is not inspiring.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	The current interior design of the building is drab in most places and does nothing to motivate students. Murals, motivational quotes, and reminders of the 7 Habits would be constant reminders of how leaders think and conduct themselves.
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## Root Cause # 2

Root Causes to be Addressed	Lack of Student Engagement
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	Students need jobs to do at school to contribute to our school community. They can apply for specific tasks like ambassador, greeter, newscaster, etc. Morning meetings can highlight achievements of students and STEAM Clubs can be created by students.
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## Root Cause # 3

Root Causes to be Addressed	Schedule
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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

## Root Cause # 3

Additional Responses	The schedule needs to be carefully created to build in time for core one instruction, morning meetings, service learning, and project based learning related to Leader in Me.
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# School Improvement Plan 2025 - 2026



Jasper County  
Washington Park Elementary School

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Jasper County
School Name	Washington Park Elementary School
Team Lead	Laura Thompson
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)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen literacy instruction across all grade levels by implementing a comprehensive, standards-based approach that emphasizes reading proficiency, writing skills, and the integration of evidence-based programs such as Benchmark Advance to support student growth and achievement.
Root Cause # 1	Curriculum
Root Cause # 2	Students' current levels of performance
Root Cause # 3	Parent support
Goal	Improve the percentage of students scoring proficient and distinguished on the Georgia Milestones End of Grade English Language Arts Test to meet or exceed the state average.

## Action Step # 1

Action Step	Continue professional development and professional learning communities in the implementation of Benchmark Advance.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Walkthrough data Benchmark and summative assessments EOG data Meeting agendas
Method for Monitoring Effectiveness	Effective implementation will be measured by student achievement outcomes on formative/summative assessments provided by Benchmark Advance. (85% of students scoring 70% or higher on assessments.)
Position/Role Responsible	Administration Instructional Coach District Personnel Benchmark Advanced Trainers
Timeline for Implementation	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)?	Washington Park Elementary School will partner with Benchmark Advanced to gain knowledge of the program for effective implementation through ongoing trainings and support provided to teachers, administrators, and the instructional coach. The instructional coach will continue to work with district support and BA trainers to provide ongoing support to teachers.
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## Action Step # 2

Action Step	Conduct weekly PLC's led by the instructional coach to implement Benchmark Advanced with fidelity.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Walkthrough data Benchmark and summative assessments EOG data Meeting agendas
Method for Monitoring Effectiveness	Effective implementation will be measured by student achievement outcomes on formative/summative assessments provided by Benchmark Advance. (85% of students scoring 70% or higher on assessments.)
Position/Role Responsible	Administration Instructional Coach District Personnel
Timeline for Implementation	Weekly

Action Step # 2

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

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance numeracy development across all grade levels by implementing standards-aligned, student-centered math instruction using the Georgia DOE Math Instructional Learning Plans, focusing on conceptual understanding, problem-solving, and data-driven instruction to improve student achievement in mathematics.
Root Cause # 1	Depth of content knowledge of special education teachers.
Root Cause # 2	Scheduling / Interventions
Root Cause # 3	Parent Engagement
Goal	Improve the percentage of students scoring proficient and distinguished on the Georgia Milestones End of Grade Math Test to meet or exceed the state average.

## Action Step # 1

Action Step	Math teachers and instructional coach will attend in-district and out-of-district workshops and conferences on Georgia Math Standards and Learning Plans.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets Lesson plans Walkthrough documentation Benchmark and summative assessments EOG data Meeting agendas
Method for Monitoring Effectiveness	Effective implementation will be measured by student achievement outcomes on formative/summative assessments.
Position/Role Responsible	Instructional Coach GCTM presenters
Timeline for Implementation	Quarterly

## 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)?	Washington Park Elementary School will partner with The Georgia Council of Teachers for Mathematics to send to teachers and instructional coach to trainings. Instructional coach and teachers attending the trainings will redeliver information to all staff.
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## Action Step # 2

Action Step	Conduct weekly PLC's led by the instructional coach to implement the DOE Frameworks with fidelity.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets Lesson plans Walkthrough documentation Benchmark and summative assessments EOG data Meeting agendas
Method for Monitoring Effectiveness	Effective implementation will be measured by student achievement outcomes on formative/summative assessments.
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Weekly

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)?	The instructional coach will support teachers in using Inspire through GaDOE, <u>Do the Math</u> , and research based intervention tools and resources.
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve instructional quality and student outcomes by providing continuous professional development, fostering collaborative reflection through PLCs, and conducting targeted classroom observations aligned with instructional strategies.
Root Cause # 1	Teachers need time to collaborate, address issues collectively, and reflect individually to increase teacher efficacy.
Goal	During the 2025-2026 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 WPES targeted walkthrough form.

## Action Step # 1

Action Step	Teachers will meet weekly and utilize the JCCS PLC protocol to plan instruction and monitor its effectiveness. This initiative will be led by the instructional coach.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets PLC's agenda Lesson Plans Walkthrough Documentation
Method for Monitoring Effectiveness	85% of teachers will demonstrate proficiency on targeted walkthrough stems using the WPES walkthrough form.  60% of teachers demonstrate growth on math and reading on the DRC Benchmark assessment from Fall to Winter and Winter to Spring
Position/Role Responsible	Instructional Coach Administration District Personnel

## Action Step # 1

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

Action Step	Train all new staff on the JCCS meeting protocol. The instructional coach will continue to monitor meeting protocols to ensure effective PLC's. Paraprofessionals will participate monthly in professional learning to support instruction.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets PLC's agenda Lesson Plans Walkthrough Documentation
Method for Monitoring Effectiveness	85% of teachers will demonstrate proficiency on targeted walkthrough stems using the WPES walkthrough form.  60% of teachers demonstrate growth on math and reading on the DRC Benchmark assessment from Fall to Winter and Winter to Spring

## Action Step # 2

Position/Role Responsible	Instructional Coach Administration District Personnel
Timeline for Implementation	Weekly

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

## 2.4 Overarching Need # 4

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Foster a school-wide culture of leadership and personal accountability by fully implementing the Leader in Me framework, integrating its principles into daily practices, and empowering students to develop the 7 Habits of Highly Effective People as a foundation for academic success and personal growth.
Root Cause # 1	The physical environment is not inspiring.
Root Cause # 2	Lack of Student Engagement
Root Cause # 3	Schedule
Goal	The physical environment will be improved to include inspiring quotes and reminders of the 7 Habits. Core 1 will be implemented with fidelity.

## Action Step # 1

Action Step	Create murals, bulletin boards, and signage to support Leader in Me.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough documentation
Method for Monitoring Effectiveness	Measurable Results Assessment data
Position/Role Responsible	Lighthouse Team
Timeline for Implementation	Quarterly

## 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)?	Coaching and professional development will be provided by Leader in Me (Franklin Covery Education).
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## Action Step # 2

Action Step	Specials teachers will lead daily Core 1 lessons for the first 10 minutes of class.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough observations Lesson Plans
Method for Monitoring Effectiveness	Measureable Results Assessment Survey
Position/Role Responsible	Lighthouse leader
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)?	Continue to partner with other schools with a proven record of implementing Leader in Me.
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## 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)?	Continue to partner with other schools with a proven record of implementing Leader in Me.
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### 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 whole staff participated in a gallery walk to provide feedback during the data collection analysis. Our Better Seeking Team (BST) consisting of administrators and teacher leaders, analyzed and prioritized the feedback. Our School Governance Team was presented with data, asked to provide feedback, and informed of the process. The BST identified overarching needs, conducted the root cause analysis, and created action steps.
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.	Classes are created with a balance so that there is not a disproportionate of low-income and minority children. Teachers are hired in field and teachers with endorsements are placed in those areas as priority.
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).	Tier 1 instructional programs at WPES consist of Benchmark Advance for ELA, The Georgia Department of Education Learning Plans for mathematics, Galopade for Social Studies, and teacher-created units based on the Georgia Science Standards. Do the Math is used with students receiving Tier 2 and Tier 3 math interventions. Reading Horizons is a core phonics program used to strengthen decoding skills in third grade and as an intervention in grades 4 and 5. 95% Group, Florida Center for Reading Research, and MAP Fluency are used to support students in need of additional fluency and comprehension instruction. The adaptive classroom implements Unique Learning.
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.	A criteria has been developed for the entrance and exit criteria to determine interventions needed for students. The criteria consists of using the district-adopted universal screener for identification of students needing intervention (below 25%) or for referral for testing for the Gifted program. Georgia Milestones scores (Score of 1), the district universal screener, and entrance and exit rubrics provided by the Georgia Department of Education are utilized. Interventions will be provided via pull-outs, push-in, and classroom models. Students who meet at least two of the criteria noted above will be considered for intervention placements. Student folders are maintained electronically to store documentation of entrance and exit criteria, as well as progress monitoring. In addition, MTSS meetings are held quarterly to discuss progress and to determine the effectiveness of the interventions. Referrals and gifted testing take place three times per year.

## 3. REQUIRED QUESTIONS

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

## Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>WPES provides transition programs for students moving up from Grade 2 at Jasper County Primary School to Washington Park Elementary School in Grade 3 and students in Grade 5 who are transitioning to Grade 6 at the Middle School. Our school counselor, 504 coordinator and MTSS Coordinator all meet with the counselor from JCPS and JCMS to learn which students may need various services or additional support. The department of Programs for Exceptional Children also hold transition meetings for rising third and sixth grade students. These meetings are held for students in both the inclusion setting and those who receive adapted curriculum. The meetings provide an extra layer of support for students with disabilities transitioning to new school sights. Parent participation is encouraged, but not mandatory for these meetings.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Not applicable</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Grade level incentives, activities, and awards promote positive behaviors through a school-wide Positive Behavior Incentives (PBIS) system. In addition, incentives are implemented to increase student attendance. A systematic process is in place for referring students to the office and determining classroom referrals versus office referrals. Each class has a calming corner with supplies and teachers are provided guidance on when and how students may utilize the area and supplies. Guidance lessons based on school, grade level, and class needs are led by the counselor. Tier 2 and Tier 3 behavior interventions and progress monitoring are tracked through MTSS. Class Dojo and phone calls are utilized to increase parent communication for both positive and negative actions. Professional learning on classroom management for new and struggling teachers is provided by Mentor Teachers, the Instructional Coach, and building level administrators. Increasing student engagement and leadership will be continue to be a priority in all classrooms.</p>

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ADDITIONAL RESPONSES

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