



Comprehensive Needs Assessment 2025 - 2026 School Report



Fayette County
Peoples 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	Jeannie Inagawa
Team Member # 2	Assistant Principal	Amanda Fields
Team Member # 3	Media Specialist	Laura Tant
Team Member # 4	Counselor	Monique Collins
Team Member # 5	Technology Specialist	Angie Foerster
Team Member # 6	Music Teacher	Jennifer Stadelmeyer
Team Member # 7	Special Education Teacher	Kristin Riecke

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Ashley Phillips
Team Member # 2	1st Grade Teacher	Karen Jones
Team Member # 3	2nd Grade Teacher	Megan Tesar
Team Member # 4	3rd Grade Teacher	Heather Mullins
Team Member # 5	4th Grade Teacher	Emily Reading
Team Member # 6	5th Grade Teacher	Andrea Kane
Team Member # 7	Paraprofessional	Alycia Massey
Team Member # 8	EIP Teacher	Andi McPeak
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

Stakeholder #	Position/Role	Name
Stakeholder # 1	PTO Board Members	Ashley Holm, Rebecca Smith, Faith DeBartola, Callie Henderson, Jacqueline Hawkins
Stakeholder # 2	School Council Business Members	Drake Young, Sean Dietrick
Stakeholder # 3	School Council Parent Members	Ashley Holm, Callie Henderson
Stakeholder # 4	School Council Teacher Members	Lauren Scheu, Claire Stravelakis
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

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?	All data is reviewed and shared during offered meetings. Stakeholders are provided with the opportunity to attend and give feedback. Information is also shared through Infinite Campus emails and Parent Square, teacher/administrator newsletters, a School Council website, the school website, social media sites, and through Schoology.
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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	<p>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.</p>	
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

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	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

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	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

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	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

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	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.</p>	
3. Emerging	<p>The use of available resources to support continuous improvement is inconsistently monitored.</p>	
4. Not Evident	<p>The use of available resources to support continuous improvement is rarely, if ever, monitored.</p>	

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	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
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	<p>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.</p>	
2. Operational	<p>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.</p>	✓
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

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	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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>	

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>The team uses a variety of perception data including: the Peoples Monthly Data Presentation, Georgia Student Health Survey, Leader in Me MRA (Measurable Results Assessment) Survey data for parents and staff members, Leader in Me MRA (Measurable Results Assessment) Survey for 4th & 5th grade students, Student-led Conference Survey, PBIS data, STAR Math, Reading Inventory, Fitness Gram, parent attendance logs at school-wide events, MTSS data/notes, leadership meeting notes, GCA Assessments, the Leader in Me Lighthouse Certification Review Report, career lessons taught in grades 1st-5th, Professional Learning Survey data, and volunteer logs.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The perception data shares the beliefs and perceptions from all stakeholders about our school. Perception data indicates the following trends: parent attendance at parent conferences, student-led conferences, and curriculum night events are high. Consistency of beliefs across the school is evident. Grade levels collaboratively plan weekly during professional learning communities. Grade levels need to continue to look at student data to continue student growth and utilize student data to inform and adjust instructional needs. Professional learning is based on the needs of students. Staff members provide opportunities to promote student achievement and engagement through the use of Leadership Action Teams. Overall, parents like and support the Leader in Me (LIM) philosophy at Peoples. Parents also feel that the staff is welcoming and communicates effectively. The ongoing MTSS process supports the needs of students. School-wide procedures integrating PBIS and LIM are evident and consistent across all settings in the school. An area of continued improvement is for teachers to assist students in creating WIGS (Wildly Important Goals) to help differentiate instruction.</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>The team uses a variety of process data including: Georgia Student Health Survey, MRA (Measurable Results Assessment) school-level survey data, Principal's Weekly Rocket News, Staff Mission Control Newsletters, Faculty/Professional Learning Meetings, Flight Crew (Instructional Leadership Team) agendas/meeting notes, Master Schedule, Professional Learning Schedule, Safety Plan, Discipline/PBIS data, MTSS/Behavior Interventionist student data, student participation in: Community for Creativity projects, Synergy Squads, student/school activities, school clubs (Science Olympiad, Math Bowl, Technology, Chess Club), school-wide leadership roles, SMHS mentoring program, counseling small groups, student choice</p>

	<p>SOAR awards, and PTO involvement. Running Club, Cross Country, Little Dribblers, K-Kids, Morning Workout Club, Good News Club, Chorus and Chimes, art club, and the Peoples Press.</p>
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<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>Process Data indicates that Peeples has a systematic school-wide: Safety Plan, PBIS plan, LIM philosophy and initiatives with common language across all settings, MTSS process, and consistent parental support. Peeples has a MTSS/Behavior Interventionist that assists students and teachers to create a supportive learning environment. Staff members receive opportunities for professional learning based on school needs, designated weekly professional learning community collaborative planning times with an Instructional Coach and/or Administrator, and weekly MTSS meetings. Continued areas of growth for students and teachers: students will be empowered to take ownership of their own learning by monitoring their own progress towards personalized WIGs (Wildly Important Goals). Students will take ownership, using formative assessments, on each grade level of their own learning by working independently or collaboratively to solve real world problems that focus on creativity, critical thinking and decision making.</p>
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<p>What achievement data did you use?</p>	<p>2024-2025: Achievement data utilized includes: Georgia Milestones, Star Early Literacy, Star Reading, Star Math, Lexia, Interim assessments, DSC Math Unit assessments, formative classroom data, MTSS progress monitoring data, and School-wide WIG (Wildly Important Goals) data.</p> <p>2023-2024: Achievement data utilized includes: Georgia Milestones, Star Reading, Star Math, DIBELS, Lexia, Interim assessments, DSC Math Unit assessments, formative classroom data, MTSS progress monitoring data, and School-wide WIG (Wildly Important Goals) data.</p> <p>2022-2023: Achievement data utilized includes: Georgia Milestones, Reading Inventory, iReady Reading, iReady Math, Star Math, DIBELS, Lexia, Benchmark data, common assessments, formative classroom data, MTSS progress monitoring data, and School-wide WIG (Wildly Important Goals) data.</p>
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<p>What does your achievement data tell you?</p>	<p>In 2024-2025, GA Milestones ELA scores among grade three students increased by 5% with the number of learners scoring in the level 3 and level 4 range. There was a decrease in the number of learners scoring a level 1 or 2. Additionally, 9% of 3rd grade students scored below grade level in reading. There was a 14% decrease in narrative writing scores. Math scores among grade three students increased by 2% with the number of learners scoring in the level 3 and level 4 range. Fourth grade scores showed an decrease in ELA. Levels 3 and 4 decreased %. There was a 6% increase in the number of learners scoring a level 1 or 2. 16% of 4th grade students scored below grade level in reading. Math scores among grade four students remained the same in levels 3 and 4. There was a 2% decrease in level 2 and a 2% increase in level 1. Fifth grade ELA scores showed a decrease of 6% in the number of learners scoring a 3 or 4. 8% increase in level 2 and a 2% decrease in level 1. Only 4% of fifth grade students read on or above grade level. Math scores 11% increase in level 3 and level 4. 7% decrease in level 2 and a 4% decrease in level 1.</p> <p>Peeples Elementary would like to maintain the high performance levels that our achievement data shows. Our goal will be to continue professional learning focused on high impact strategies and differentiation to meet the needs of our students with an emphasis on increasing student empowerment.</p>
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<p>What demographic data did you use?</p>	<p>Demographics of students' ethnicity is as follows: Hawaiian/Pacific Islander is 0, American Indian is 1, Asian is 5.54%, Hispanic is 9.04%, Black is 6.27%, Multiracial is 6.12% and White is 72.89%. We have 17.20% Economically Disadvantaged students, which decreased less than 1%.English Learners is 12, Students with Disabilities is 14.87% and Gifted Learners is 17.20%. The percentage of gifted learners decreased 7.2%.</p>
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<p>What does the demographic data tell you?</p>	<p>Demographic data remained similar to the past year. Demographics of students' ethnicity is as follows: Hawaiian/Pacific Islander is 0%, American Indian is TFS , Asian is 5.54%, Hispanic is 9.04%, Black is 6.27%, Multi-racial is 6.12% and White is 72.89%. We have 17.20% Economically Disadvantaged students. English Learners is 12, Students with Disabilities is 14.87% and Gifted Learners is 17.20%. The percentage of gifted learners decreased by approximately 7%. Attendance data shows a increase of approximately 0.1% for the percentage of students at an attendance risk (missing 10 days or more). The average student attendance rate decreased this yea by .24%.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>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>On average, Peeples falls between operational and exemplary in all categories. Peeples has a clearly defined MTSS process that includes all stakeholders and is monitored weekly and effectively. Additionally, grade level teams meet weekly in Professional Learning Communities to plan instruction based on student progress data, standards, curriculum guides, vertical planning, and highly effective teaching practices. Support staff participate in Professional Learning Communities to provide support and assistance in differentiating instruction based on student needs. Student goal setting and progress monitoring is improving through the student empowerment initiative for Leader in Me. Additional areas of focus include: a continued use of assessment data to inform and adjust instruction, identifying gaps in learning, and ensuring that standards based learning/grading practices are in place. Teachers provide an academically challenging learning environment through the Community for Creativity initiative. This initiative promotes student empowerment that is focused on real life problems, creative thinking, and decision making. PBIS and Leader in Me systems encourage and support school wide expectations conducive to student learning.</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>Peeples has a clear, established vision and mission to promote leadership and the growth mindset for all stakeholders. All staff members share leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team, the School Data Team, and the PBIS Team. New staff members are provided a mentor through the Rocket Booster Club to assist with transitioning to Peeples. A comprehensive support system including the use of collaborative weekly grade level professional learning communities with an Administrator and/or a Gifted Teacher liaison to promote data driven decision making is in place. Ongoing observation feedback from administrators is provided after formal and informal classroom visits. Opportunities for vertical data team planning meetings and collaboration were provided to focus on the areas of writing and building fact fluency. Professional learning to promote the Leader in Me philosophy, embed intentional, ongoing opportunities for all students to use critical thinking and creativity skills in their learning, and to support</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>Tier 1 highly effective teaching strategies continue to be the emphasis. Weekly newsletters (Rocket News), staff/faculty updates (Mission Control), PES Satellite Communication Hub and Parent Square communication.</p>
<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>Positive trends in this area include the use of shared decision making teams including Professional Learning Communities, Action Teams, the Instructional Leadership Team/Lighthouse Team, the school Data Team, monthly grade level MTSS, MTSS, and the PBIS Team. Professional learning is planned based on staff survey results, school goals, and analysis of various data. The Instructional Leadership Team works alongside the administration to provide valuable professional learning opportunities that coincide with the school vision and goals. Implementation of TKES, CKES, SLEI and LKES standards to evaluate professional goals to ensure consistency when building teacher and leadership effectiveness. Common planning times are provided. Continue differentiated professional learning opportunities to meet all staff members' personal and professional needs. A continued need is to monitor and evaluate the impact of professional learning on student achievement.</p>
<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>Peeples has maintained a strong family and community environment. Communication is evident between school and stakeholders. Currently, communication consists of: weekly Rocket News from the principal, PTO updates within the Rocket News, PTO social media posts, teacher newsletters, counselor newsletters, Parent Square updates, monthly special area updates, and ESOL newsletters. In addition, a very active social media presence is apparent. Peeples offers various resources to our parents and students to help them navigate through their social and emotional needs. Over the past several years, Peeples has created a warm and welcoming family environment where all stakeholders are encouraged to work alongside teachers as a team to support student achievement. Some special events include: Kindergarten Mini Day, Meet the Teacher, Cultural Arts, Book Fairs, Fun Run, Spring Fling, Fine Arts Night, Chorus and Chimes Concerts, Running Club, Little Dribblers Performances, Kids Fun Nights, Veterans Celebration, Mother's Day Spa, Student Led Conferences, Career Day, Wax Museum, Enrichment Plays, CFC Showcase, Fine Arts Night,, LIM Parent Night, Fall Tailgate, Kite Day, Sock Hop, 50's Day, and many parent volunteer opportunities.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Peeples provides a supportive learning environment conducive to learning through the use of the MTSS process, Leader in Me beliefs, the PBIS initiatives, Peeples 101 procedures, Leader in Me data notebooks, student goal setting and tracking, leadership roles, SOAR Code, Action Teams, School Leadership Team, Student Friendly Rubrics, Student and Staff Shout-Outs, Student-led conferences, Building Thinking Classrooms, DEAL Time, Classroom Mission Statements, and community engagement activities. A continued goal for improvement is to differentiate instruction through flexible grouping, student empowerment, project based learning opportunities, and an emphasis on solving real world problems that require collaboration among grade levels, creativity, critical thinking and decision making through the Community for Creativity initiative.</p>
<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>Demographic data has remained fairly consistent for the past three years with little diversity. However, we have seen a slight increase in various subgroups. Peeples does have a high percentage of gifted learners. As one of the largest elementary schools in the district, Peeples currently has an enrollment of 667 students with 30 homeroom classes. With regards to our total enrollment, 87 students attend Peeples on special permission. In addition, Peeples houses two site based programs (DHH, TRIAD) through Exceptional Children's Services. To increase attendance rates, Peeples implemented incentives to address voluntary absences prior to school breaks. Peeples has an active School Council composed of parent members, business partners, teachers and administrators. In addition, Peeples is fortunate to have a supportive PTO and an involved parent group.</p>
<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>The 2024-2025 GA Milestone scores show an improvement in 3rd grade ELA levels 3 & 4, while 4th and 5th grade showed a decrease in levels 3 & 4. 4th grade writing scores showed significant gains in levels 3 & 4 in narrative writing. 3rd, 4th, and 5th grades had an increase in idea development from 2024-2025. However, 3rd and 5th grade showed a slight decrease in narrative writing.</p> <p>The 2023-2024 GA Milestone scores show an improvement in 4th and 5th grade ELA levels 3 & 4, while 3rd grade showed a decrease in levels 3 & 4. 3rd and 4th grade writing scores showed significant gains in levels 3 & 4 in narrative writing. 4th grade has shown a steady increase in idea development from 2022-2024. However, 5th grade showed a slight decrease in narrative writing.</p>

Strengths and Challenges Based on Trends and Patterns

	<p>The 2022-2023 GA Milestone scores show an improvement in 3rd and 4th grade ELA levels 3 & 4, while 5th grade showed a decrease in levels 3 & 4. 3rd and 4th grade writing scores showed huge gains in levels 3 & 4 in idea development and language usage for informational and opinion writing. However, there was a decrease in narrative writing for 3rd grade, while 4th grade remained consistent. 5th grade showed a decrease in scores in levels 3 & 4 for idea development and language usage for informational, opinion, and narrative writing. However, scores did show tremendous improvement in writing from the previous scores in 4th grade in 2022 for all three genres of writing. Goals for improvement in ELA continue to be in the area of writing and language arts by closing the gaps and continuing to increase student progress in all subgroups. In Math, 3rd grade showed an increase in levels 3 & 4, while 4th grade showed a 1% decrease. Further, 5th grade math students showed a 12% decrease in levels 3 & 4 when comparing milestone results from 2022 (81%) to 2023 (69%). Our goal will be to continue professional learning focused on high impact strategies and differentiation to meet the needs of our students with an emphasis on increasing student empowerment.</p> <p>Our goal will be to continue professional learning focused on high impact strategies, student engagement, and differentiation to meet the needs of our students with an emphasis on increasing student empowerment. Peeples Elementary will integrate reading and writing across the curriculum into all academic subjects with a specific emphasis on Science to aid with generalization of academic standards. We will continue to use our MTSS process to provide intentional interventions and focus on gaps in student learning. Required Professional Learning Community Meetings will be held weekly with the focus on reading, writing and math. An administrator and/or the Instructional Coach will participate in all PLC meetings.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	Peeples has a solid, inclusive culture and vision for student academic learning and SEL (Social Emotional Learning). Through the implementation of Leader in Me and PBIS we have established a unified, cohesive school-wide operating system. Our staff shares leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team, the Data Team, and
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

	the PBIS team. According to GA Milestones, an average of 90% of students in grades 3rd-5th are reading on or above grade level.
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Challenges	Due to being a larger school, we tend to have larger class sizes at all grade levels, especially in 4th and 5th grades. This causes a larger range of abilities in each classroom. We have a large number of gifted learners that show low growth. Additionally, 67% of ELL Learners scored a level 3 or above on the ACCESS testing; due to a new delivery model with limited ELL support, this is a 20% decrease from the previous year with zero exits. An ongoing focus will remain in the identification of potential gaps in student learning. In order to meet the needs of all learners, we must focus on consistently using formative assessment data to provide differentiated instruction.
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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	ELA Instruction and Achievement (Reading)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	ELA Instruction and Achievement (Writing)
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 # 3

Overarching Need	School Culture, Climate and Safety
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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Overarching Need # 4

Overarching Need	Math Instruction 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	3

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 - ELA Instruction and Achievement (Reading)

Root Cause # 1

Root Causes to be Addressed	Lack of Foundational reading skills and reading exposure to children ages 0-4
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students in Kindergarten are coming to school with a lack of preparedness
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students taking ownership of their own learning
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Low parental involvement at home with regards to families reading to and with their children
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	High instances of technology use at home are taking precedence over reading
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 5

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Limited curriculum resources
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - ELA Instruction and Achievement (Writing)

Root Cause # 1

Root Causes to be Addressed	Weak foundational skills in phonemic and phonological awareness
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent school-wide writing instructional training and implementation
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students taking ownership of their own learning
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - School Culture, Climate and Safety

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Inconsistent implementation of SEL (Social Emotional Learning) instruction
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students have limited understanding of the diversity of their peers
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Math Instruction and Achievement

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Weak foundational skills and number sense due to schoolwide resources and instruction
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent school-wide resources for math instruction
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	State released new math standards with higher rigor and intensity
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 III - Language Instruction for English Learners and Immigrant Students

Root Cause # 3

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Students taking ownership of their own learning
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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Limited resources/strategies to extend learning for high achievers
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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2025 - 2026



Fayette County
Peoples Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	ELA Instruction and Achievement (Reading)
Root Cause # 1	Limited curriculum resources
Root Cause # 2	High instances of technology use at home are taking precedence over reading
Root Cause # 3	Lack of Foundational reading skills and reading exposure to children ages 0-4
Root Cause # 4	Low parental involvement at home with regards to families reading to and with their children
Root Cause # 5	Students in Kindergarten are coming to school with a lack of preparedness
Root Cause # 6	Students taking ownership of their own learning
Goal	<p>During the 2025-2026 SY, students in grades 3 through 5 will increase by 3% on levels 3 and 4 as measured on the ELA total assessment of the Georgia Milestones.</p> <p>By the end of the 2025–2026 school year, 81% of students in grades K–2 will perform at or above benchmark on the STAR Early Literacy assessment.</p>

Action Step # 1

Action Step	Teachers will engage in professional learning on the newly adopted ELA standards and apply effective instructional practices to ensure lesson design aligns with the rigor of the standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Staff Professional Learning Agendas, Sign-in Sheets
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments
Position/Role Responsible	Principal, Assistant Principal

Action Step # 1

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

Action Step	Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and increase student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas, Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Principal, Assistant Principal, ELA IST, Classroom Teachers and Support Teachers
Timeline for Implementation	Yearly

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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Action Step # 3

Action Step	Teachers will participate in extended professional learning communities with an administrator and/or support staff to develop and implement effective structured literacy practices and differentiated activities for students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations, PLC Agenda
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers and Support Teachers
Timeline for Implementation	Weekly

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

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

Action Step	Students in K-5th grade will monitor and track individualized, data-based reading goals (WIGS) utilizing a Leadership Data Notebook and participate in Student-led Conferences.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Leadership Notebooks, Student-led Conferences
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, Leadership Notebook Documentation, Student-led Conferences
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

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

Action Step	Teachers will actively differentiate in their classroom using flexible grouping following the Fayette County Instructional Framework and the structured literacy model.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

Action Step	Implement the Creative Model Program to support all learners emphasizing the CFC Mission: Rocket learners lead through out-of-the-box thinking, flexibility, and creativity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Creative Model Grade Level Lesson Plans
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation, CFC Showcase
Position/Role Responsible	Principal, Assistant Principal, Enrichment Teachers, Classroom Teachers, Support Teachers
Timeline for Implementation	Yearly

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

Action Step	Teachers will implement LETRS utilizing the UFLI teaching resource following the vertical alignment for grades K through 2nd.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations, Vertical Team Meetings
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Classroom Teachers, Support Teachers, Principal, Assistant Principal
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Teachers will participate in weekly MTSS work sessions to better differentiate and accelerate, or extend, literacy instruction for their students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement

Action Step # 8

Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS Grade Level Minutes, Tier Plans, Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Assistant Principal, MTSS Teacher Leader, Classroom Teachers, Support Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Students who score between the 30th and 35th percentile in STAR Reading will participate in the Lexia program.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lexia Usage
Method for Monitoring Effectiveness	Lexia Data, STAR Reading Data, Increased Academic Growth on Formative and Summative Classroom Assessments
Position/Role Responsible	Classroom Teachers, Principal, Assistant Principal

Action Step # 9

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Frequent progress monitoring of gifted learners to ensure students are making adequate progress.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Data Team meeting documents
Method for Monitoring Effectiveness	Lexia Data, STAR Reading Data, Increased Academic Growth on Formative and Summative Classroom Assessments
Position/Role Responsible	Principal, AP, Classroom teachers, Enrichment teachers
Timeline for Implementation	Quarterly

Action Step # 10

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	ELA Instruction and Achievement (Writing)
Root Cause # 1	Inconsistent school-wide writing instructional training and implementation
Root Cause # 2	Students taking ownership of their own learning
Root Cause # 3	Weak foundational skills in phonemic and phonological awareness
Goal	<p>During the 2025-2026 SY, students in grades 3 through 5 will increase 3% on three and four-point idea development and language on the extended writing task measured by the Georgia Milestones.</p> <p>By the end of the 2025–2026 school year, students in grades K-2nd will score a 3 or 4 on the summative assessment rubric.</p>

Action Step # 1

Action Step	Teachers will participate in professional learning and effective professional practices focused on newly adopted State ELA Standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas/Meeting Minutes Documentation, Sign in sheets
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, ELA IST
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)?	
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Action Step # 2

Action Step	Teachers will collaborate in PLCs with administration and support staff to plan writing instruction using the Fayette County Frameworks, rubrics, and the 'Write Like a Rocket' Writer's Notebook, with emphasis on writing skills and strategies aligned to the curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, PLC Agendas, TKES Observations (formal and informal)
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
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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Action Step # 3

Action Step	Teachers will collaboratively plan together to create differentiated writing activities for students with an emphasis on idea development and/or conventions based on grade level data during PLC weekly meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, PLC Agendas, TKES Observations (formal and informal)
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Principal, Assistant Principal, Support Staff
Timeline for Implementation	Weekly

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

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

Action Step	Students will take ownership of their own learning developing an understanding of their writing level using rubrics. Students will track writing progress data and collect work samples using a Leadership Notebook.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Writing Rubrics, Writing Samples, Leadership Notebooks
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments and on the grade level writing rubrics, Leadership Notebooks
Position/Role Responsible	Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

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

Action Step	Teachers will conduct one-on-one and small group writing conferences to provide targeted support and use writing rubrics to assess student work, inform instruction, and guide students toward improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations, Conferencing Notes, Leadership Notebooks, Writing Rubrics, Writing Samples
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Classroom Observations (formal/Informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative assessments, PLC Meeting Documentation, Summative/Formative Assessments
Position/Role Responsible	Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step	Teachers will participate in weekly MTSS/Professional Learning Community work sessions in order to assess the effectiveness of writing interventions and to provide alternate instructional activities as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	MTSS Grade Level Minutes, Tier Plans, PLC Agendas,
Method for Monitoring Effectiveness	Classroom Observations (formal/Informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative assessments, PLC Meeting Documentation
Position/Role Responsible	Assistant Principal, MTSS Teacher Leader, Classroom Teachers
Timeline for Implementation	Weekly

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

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

Action Step	The "Write Like a Rocket" committee will refine and align writing resources in grades 1–5 to ensure consistency, shared language, and alignment with the new ELA standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations, Writer's Notebooks, Leadership Notebooks
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, Leadership Notebooks, Student-led Conferences
Position/Role Responsible	Classroom Teachers, Support Teachers, Principal, Assistant Principal
Timeline for Implementation	Weekly

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

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

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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Culture, Climate and Safety
Root Cause # 1	Inconsistent implementation of SEL (Social Emotional Learning) instruction
Root Cause # 2	Students have limited understanding of the diversity of their peers
Goal	Improve school culture, climate and safety for faculty, students and parents as measured by the 2025-2026 state climate surveys, the MRA surveys, and the district parent and staff perception surveys.

Action Step # 1

Action Step	Implement and reinforce school-wide procedures using Peebles 101, the PBIS matrix, and the SOAR Code.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, Lesson Plans
Method for Monitoring Effectiveness	Classroom Observations (formal/informal), Discipline Referrals, Stakeholder Feedback, Rocket Shout Outs
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out	
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Action Step # 1

this action step(s)?	
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Action Step # 2

Action Step	Teachers will deliver weekly PBIS/LIM lessons from the Peeples 101 Playbook and hold weekly DEAL (Drop Everything and Lead) class meetings focused on developing student leadership and personal responsibility through the 7 Habits.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, Lesson Plans, PBIS/Leader in Me Playbook, Peeples 101
Method for Monitoring Effectiveness	Classroom Observations (formal/informal), Discipline Referrals, Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers
Timeline for Implementation	Weekly

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

Action Step	Staff will meet as department levels and school-wide to monitor progress and target areas of need during weekly MTSS meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	MTSS Meeting Agendas
Method for Monitoring Effectiveness	MTSS Meeting Observations, Discipline Referrals, Stakeholder Feedback
Position/Role Responsible	Classroom Teachers, Principal, Assistant Principal
Timeline for Implementation	Weekly

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

Action Step	Administration will recognize classroom/individual leaders displaying the 7 Habits expectations on broadcast announcements, and will increase the frequency of Leader in Me Principal Recognition Letters.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Golden Spoon Leaders, Classroom Level SOAR Leaders, Individual Level SOAR Leaders, School-wide Rocket Leaders, Principal Recognition Letters
Method for Monitoring Effectiveness	Broadcast Recordings, Principal Recognition Letters, Rocket Leader Board, Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal
Timeline for Implementation	Weekly

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

Action Step	School-wide implementation of Kindness Week to focus on the prevention of bullying and spreading kindness.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Master Calendar, Leader Events Schedule/Agenda

Action Step # 5

Method for Monitoring Effectiveness	Lesson Plans, Kindness Week Schedule of Activities, Discipline Referrals, Stakeholder Feedback
Position/Role Responsible	Classroom Teachers, Principal, Assistant Principal, PTO Kindness Committee
Timeline for Implementation	Yearly

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

Action Step	Students will recognize other stakeholders demonstrating the 7 Habits using the Rocket Fuel Filler program school-wide.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Broadcast Agenda, Rocket Fuel Filler Classroom Displays
Method for Monitoring Effectiveness	Classroom Observations (formal/informal), Rocket Fuel Filler Classroom Displays, Discipline Referrals, Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal
Timeline for Implementation	Weekly

Action Step # 6

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

Action Step	MTSS Behavior Interventionist will collaborate with teachers and administration to provide behavior interventions and track student progress towards individualized behavior goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Daily Lesson Plans, MTSS Behavior Interventionist Schedule and Data
Method for Monitoring Effectiveness	Classroom Observations (formal/informal), MTSS Data Reports, Discipline Referrals
Position/Role Responsible	Classroom Teacher, Principal, Assistant Principal, MTSS Behavior Interventionist
Timeline for Implementation	Weekly

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

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 # 8

Action Step	Ongoing professional learning will be provided to deliver specific behavior management strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Agendas, Presentations, Sign-in Sheets
Method for Monitoring Effectiveness	Professional Learning Documentation, Discipline Referrals
Position/Role Responsible	Principal, Assistant Principal, Lighthouse Team, PBIS Team
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

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 # 9

Action Step	Staff will continue training and implementation of classroom management techniques and procedures using the Leader in Me program and PBIS framework emphasizing the 7 Habits and the SOAR matrix. New staff will participate in Leader in Me training modules online.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Action Team Agendas, Lighthouse Team Agendas, Lesson Plans, Professional Learning Agendas, PBIS Agendas, Training Documentation
Method for Monitoring Effectiveness	Classroom Observations (formal/informal), Professional Learning Documentation, Discipline Referrals
Position/Role Responsible	Classroom Teachers, Principal, Assistant Principal, PBIS Coach, Lighthouse Coordinators
Timeline for Implementation	Yearly

Action Step # 9

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	Math Instruction and Achievement
Root Cause # 1	Inconsistent school-wide resources for math instruction
Root Cause # 2	State released new math standards with higher rigor and intensity
Root Cause # 3	Students taking ownership of their own learning
Root Cause # 4	Weak foundational skills and number sense due to schoolwide resources and instruction
Root Cause # 5	Limited resources/strategies to extend learning for high achievers
Goal	During the 2025-2026 school year, students in grades 3 through 5 will increase by 2% on levels 3 and 4 as measured on the Georgia Milestones. During 2025-2026, 85% of students in grades 1 - 2 will be at goal or above benchmark as measured by the STAR Math assessment.

Action Step # 1

Action Step	Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Staff Professional Learning Agendas, Sign-in Documentation, Lesson plans
Method for Monitoring Effectiveness	Classroom Observations (formal/Informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, Professional Learning Documentation, Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal, Classroom teachers
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Teachers will participate in weekly professional learning communities with an administrator and/or support staff to develop effective practices in the delivery of differentiated math instruction, to decompose standards, and to collaboratively plan for math units.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas, Data Team Documentation
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Classroom Teachers, Principal, Assistant Principal
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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Action Step # 3

Action Step	Teachers will participate in weekly MTSS work sessions to better provide targeted instruction based upon students' needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS Grade Level Minutes, Tier Plans, Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, PLC Meeting Documentation
Position/Role Responsible	Assistant Principal, MTSS Teacher Leader, Classroom Teachers, Support Staff
Timeline for Implementation	Weekly

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

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

Action Step	Teachers will be provided release time to observe peer teachers who are piloting Building Thinking Classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Duty Leave Request, Teacher Reflections
Method for Monitoring Effectiveness	Peer Observations & Feedback, Teacher Reflections
Position/Role Responsible	Principal, Assistant Principal, Math Coordinator/IST, Classroom Teachers, Support Teachers
Timeline for Implementation	Yearly

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

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

Action Step	Teachers will assist students in Kindergarten through 5th grades in tracking and meeting math goals using a Student Leadership Notebook to be used in student-led conferences.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Leadership Notebooks
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments, Leadership Notebook Documentation, Stakeholder Feedback
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

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

Action Step	Teachers will actively differentiate in their classroom utilizing the analysis of math district interim assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, PLC documentation, DSC Data Team Documentation, Classroom Observations
Method for Monitoring Effectiveness	Classroom Observations (formal/informal) & Feedback, Increased Academic Achievement and Growth on Summative/Formative Assessments
Position/Role Responsible	Principal, Assistant Principal, Classroom Teachers, Support Teachers
Timeline for Implementation	Weekly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Peoples Instructional Leadership Team consisting of certified and classified staff met monthly throughout the year to review data, identify strengths, areas of improvement and goals for the future. Additionally, instructional leaders collaborated with team members each week to allow all stakeholders an opportunity to provide input throughout the planning process. Multiple perception surveys and feedback from parents, students, teachers, and community partners were utilized to gather additional feedback.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Peoples Elementary School ensures through the interview process that only effective and highly qualified teachers are selected to teach at Peoples. Certified teachers are observed, monitored, provided feedback and evaluated through the TKES evaluation system. Classified staff are monitored and provided feedback utilizing the district approved evaluation tools. Ongoing, targeted professional learning opportunities are provided for all staff members to improve instructional practices and increase student achievement.</p> <p>Differentiated instruction is emphasized based on the needs of all students to provide effective and engaging instruction.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>N/A</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement</p>	<p>N/A</p>
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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.

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>N/A</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</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>Through the schools implementation of Leader in Me and PBIS, students will be immersed in character education. Leader in Me and PBIS focus on leadership skills, student empowerment, and positive behavior. The goal is to promote leadership opportunities and to empower students to take ownership of their own learning and behavior. Consistent expectations are provided for all students through the use of Peeples 101, the PBIS/Leader in Me Playbook, the Rocket Playbook, and by having a common language across all school settings.</p>

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

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