Comprehensive Needs Assessment
2025 - 2026 School Report

Fayette County
Sara Harp Minter 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	Stacie Coppola
Team Member # 2	Assistant Principal	Assistant Principal
Team Member # 3	Counselor	Kristen Bogumill
Team Member # 4	Technology Specialist	Richard Dierkes
Team Member # 5	Special Education Resource Teacher	Laura Neal
Team Member # 6	Pre Kindergarten Teacher	Wendy Dierkes
Team Member # 7	Kindergarten Teacher	Carrie Bowen

Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Kristi Soong
Team Member # 2	2nd Grade Teacher	Heather Whitlock
Team Member # 3	3rd Grade Teacher	Rebecca Weiss
Team Member # 4	4th Grade Teacher	Jo Elen Mills
Team Member # 5	5th Grade Teacher	Katy Phillips
Team Member # 6	Media Center Teacher	Amanda Lane
Team Member # 7	Early Intervention Program	Kimberlee Wright
Team Member # 8	Early Intervention Program	Vicki Bishop
Team Member # 9	Teaching and Learning Specialist	Rachel Haywood
Team Member # 10	Connections	Richard Dierkes

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	PTO President and Board Members	Amanda Daluga,Amanda Underwood, Nicole Driscoll, Jennifer Pakiz, Cassandra Brennan, Brittany Soles
Stakeholder # 2	Lisbon Church	Jeff Durham
Stakeholder # 3	PBIS Parent	Leslie Zarate
Stakeholder # 4	School Council	Dennis Brown
Stakeholder # 5	School Council	Adam Macke
Stakeholder # 6	School Council	Amanda Daluga
Stakeholder # 7	School Council	Samantha Taylor
Stakeholder # 8	School Council	Vicki Bishop/Leslie Zarate

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 stakeholders are welcome to provide suggestions or feedback at any time during the process. All data is reviewed and shared during offered meetings. Information is also shared through Infinite Campus emails, teacher/administrator newsletters, a School Council website, the school website, social media sites, and through Schoology.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

2.1 Coherent Instructional System   6

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

2.3 Professional Capacity

Professional Capacity Data

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

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

Professional Capacity Data

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

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Data is collected at various times throughout the year to make needed adjustments and move forward. We looked at teacher feedback from grade level PLC meetings, action team meetings, Lighthouse & PBIS meetings, Leadership meetings, and parent/staff feedback from surveys. The team uses a variety of perception data including: Georgia School Climate Surveys (students, parents, and staff), Survey data for parents and staff members, Leader in Me MRA (Measurable Results Assessment) Survey for 4th & 5th grade students, Student-led Conference Survey, SWIS data, PBIS data (monthly discipline data as well at the Tiered Fidelity Inventory TFI), Leadership meeting notes, informal student/community partner feedback,

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?")	Perception data continues to support Minter's academic and school environment goals. Trends indicate strong parent engagement, with high attendance at parent-teacher conferences, student-led conferences, and curriculum nights. There is a consistent belief system evident across the school, and grade levels engage in collaborative weekly planning through Professional Learning Communities (PLCs). Teachers are encouraged to continue using student data to drive instructional decisions and support ongoing academic growth. Professional learning should remain aligned with the evolving needs of students and staff, and be provided in partnership with the administrative team and district leadership. Overall, parents express strong support for Minter and appreciation for the school's efforts; however, they also note a desire for more consistent communication across all levels, which will remain a focus area for improvement in 2025–2026. The MTSS process continues to support students' academic and behavioral needs, and schoolwide expectations that integrate PBIS and Leader in Me are evident throughout the building. One area of continued growth involves supporting teachers in helping students set meaningful goals and partnering with families to strengthen their capacity to support learning at home. This perception data affirms that we are on the right path and helps guide our next steps by highlighting both areas of strength and areas for continued improvement.

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)	As we continue to strive toward reaching our goals, we rely on a variety of data measures to inform instruction and guide schoolwide decisions. For students in grades 3–5, we analyze Georgia Milestones results alongside STAR Early Literacy, STAR Reading, and STAR Math scores. In grades K–2, we use the STAR Reading Suite and STAR Math assessments to monitor progress. Kindergarten students are assessed using GKIDS, while our Pre-K program utilizes pre- and post-assessments to measure growth toward developmental goals. Across all grade levels, we also review data from formative, summative, and common assessments to inform day-to-day instructional decisions. In addition to academic progress data, we gather process data through student and family participation in a variety of school programs and events. Students are actively engaged in extracurricular and enrichment activities such as Chorus, Science Olympiad, Running Club, Math Bowl, Good News Club, Rainbows, and small group counseling. Students also participate in classroom guidance lessons and leadership roles through the Student Ambassadors, Safety Patrol, and peer mentoring. Families are involved in events like Curriculum Nights, Student-Led Conferences, Data Nights, and "Coffee with the Principal" sessions. PTO events and grade-level family events also support engagement and build school-home partnerships. These collective efforts reflect our commitment to whole-child development and ongoing school improvement.

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?")	Process data at Minter helps us understand not only where students are academically but also how we are supporting them through our programs and interventions. This data allows teachers and school teams to identify students' current performance levels, determine instructional needs, and provide targeted interventions. It also informs the development of our annual goals and School Improvement Plan by highlighting patterns in student achievement, engagement, and support systems. Feedback from stakeholders has been largely positive, with many expressing a strong desire to be actively involved in the school community. However, survey results indicate a need for a more structured and consistent approach to building home-school partnerships. In response, we recognize the value of offering additional parent engagement opportunities, such as academic nights or workshops, to help families better understand our instructional programs and feel more equipped to support learning at home. Parents have voiced a clear interest in strengthening their ability to assist their children academically. Our process data also shows that Minter has implemented systematic, schoolwide practices that support consistency and student success. These include a clearly defined Safety Plan, a robust PBIS framework, the Leader in Me philosophy with shared language across settings, a structured MTSS process, and ongoing parental involvement. We have established MTSS and behavioral intervention systems that provide support for students and staff in creating safe, inclusive learning

	environments. Staff members participate in targeted professional learning based on school priorities, weekly PLCs facilitated by the Content Coordinators, PLC Leads and/or administrators, and monthly MTSS meetings to monitor student progress and adjust supports. Areas of continued growth include empowering students to take greater ownership of their learning. Our goal is to increase student agency through regular progress monitoring of personal Wildly Important Goals (WIGs), and by encouraging independent and collaborative work focused on solving real-world problems using creativity, critical thinking, and decision-making skills.

What achievement data did you use?	When examining achievement data, we use multiple sources to gain a comprehensive view of student performance and instructional effectiveness. We analyze both the prior year's and current year's Georgia Milestones data to identify trends in student achievement and growth, paying close attention to performance by content area and student subgroups. With the transition from Reading Inventory to STAR Reading and STAR Math, we now use these assessments, along with STAR Early Literacy and GKIDS for foundational literacy skills, to monitor progress throughout the year. Additionally, we evaluate results from the ELA/Math Common Assessments, Unit assessments in Science and Social Studies, and ongoing formative, summative, and common assessments in all academic areas. Our leadership team also conducts a thorough review of the five components of the Comprehensive Needs Assessment, which helps us determine the most pressing instructional and operational priorities. To support a responsive and targeted instructional approach, we integrate day-to-day formative classroom data, MTSS intervention progress data, and PBIS/behavioral data to identify students in need of academic or behavioral supports. We also consider stakeholder survey data to ensure alignment between student achievement outcomes and school climate or perception data. Together, this layered analysis informs our School Improvement Plan goals and ensures that instructional decisions are data-driven and equitable.

What does your achievement data tell you?	Our 2025 Georgia Milestones results highlight several important trends that will guide our continued work. Minter students showed notable growth in ELA achievement in 4th and 5th grades, particularly in the higher performance levels, reflecting progress in comprehension and overall reading proficiency. While performance in 3rd grade declined, reading status in terms of students reading on or above grade level remained steady or improved across all grades, pointing to the success of our foundational literacy efforts. However, we did not fully meet all ELA growth targets outlined in our previous School Improvement Plan, emphasizing the need for continued instructional support and early intervention. In writing, student performance showed a mix of gains and setbacks.

	While 3rd, 4th and 5th grade students made gains in specific domains, there were growth areas for each grade level as well. This suggests a continued need for targeted writing instruction, particularly in helping students elaborate and organize their ideas clearly and effectively.
	In math, achievement in the upper grades showed strong upward momentum, particularly in the highest levels of performance. However, 3rd grade data revealed slight declines and will require added support, especially in developing foundational numeracy skills. STAR Math data supports these trends, showing consistent or improved performance in 4th and 5th grades, with 3rd grade needing a more intentional focus.
	Early literacy data in grades K–2 has shown positive growth, likely supported by our ongoing implementation of LETRS professional learning. Math data shows a downward trend in 2nd grade, signaling the need for a more strategic focus on numeracy instruction in the primary grades. Kindergarten readiness data also highlights specific developmental and academic areas for growth, including writing, attention, and early math concepts.
	Beyond academics, stakeholder feedback continues to affirm strong support for our school community. Families express a desire for more structured opportunities to partner with the school, particularly through events and resources that help them support learning at home. Strengthening the home-school connection will be a priority moving forward.
	Together, these achievement and perception data points are informing our goals for the 2025–2026 School Improvement Plan. A key area of focus will be strengthening instructional fidelity and alignment with the rigor of grade-level standards. Our continued investment in biweekly PLCs and monthly professional learning will support this goal, with sessions tailored to the needs identified through our data reviews.
	With clear PLC structures, including a shared mission, vision, and SMART goals, we are building collective ownership of our progress. Our focus remains on maintaining Minter's tradition of excellence while closing achievement gaps through strong Tier 1 instruction, data-informed differentiation, and a deep commitment to student success.

What demographic data did you use?	Demographic data utilized includes: Infinite Campus Reports, FTE Reports, Attendance Reports, Enrollment data, Milestones subgroup data and School Data Profile.

What does the demographic data tell you?	Demographic data helps us understand the cultural, academic, and socioeconomic backgrounds of the students we serve. It allows us to identify trends in student attendance, including frequent tardies and absences, as well as the percentage of students qualifying for free and reduced lunch, an indicator of economic need. We can also determine the number of students receiving services through ESOL, EIP, Gifted, and Special Education programs. This information enables us to identify specific needs within our subgroups and tailor our instructional strategies, support services, and academic expectations to ensure equity and success for all students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In 2025, Sara Harp Minter continues to demonstrate overall strength within the Coherent Instructional System, maintaining an operational rating as a whole while showing continued movement toward exemplary in several key areas. Notably, our commitment to strengthening professional collaboration and instructional alignment has resulted in multiple indicators shifting from operational to exemplary over the past year. The MTSS process remains a strong, well-established structure that supports early identification of student needs and targeted interventions. Grade levels work closely with the MTSS team to monitor progress and adjust supports as needed, creating a shared responsibility for student growth. Biweekly Professional Learning Communities (PLCs), supported by our instructional coach and principal, are now a consistent part of our school culture. These PLCs allow grade levels to engage in meaningful data analysis, plan targeted instructional next steps, and align their work to the rigor of grade-level standards. This regular collaboration has strengthened both instructional practices and teacher efficacy. Trends indicate that while data-driven instruction is becoming more embedded in our daily practice, there is a continued need to deepen our focus on instructional rigor, especially in early literacy and math foundations. Teacher and leader development will continue to center on strengthening Tier 1 instruction, using student work protocols, and ensuring alignment to standards across all content areas. The clear trend of growth from operational to exemplary in many categories reflects our collective commitment to continuous improvement and positions us well to address the evolving academic and instructional needs of our students.

Strengths and Challenges Based on Trends and Patterns

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?	Sara Harp Minter continues to demonstrate strong, effective leadership practices grounded in a shared vision and mission that promote leadership, a growth mindset, and collective responsibility for student success. Leadership is distributed across the building through the active involvement of Action Teams, the Instructional Leadership Team, and the PBIS Team, fostering collaboration, shared decision-making, and alignment of schoolwide initiatives. Our leadership structures have continued to evolve, with biweekly Professional Learning Communities now firmly embedded into the school's culture. These PLCs are facilitated with the support of the instructional coach and administration, ensuring that data-driven decision-making remains central to our instructional improvement efforts. Feedback cycles through formal and informal observations have also been strengthened, providing timely, actionable input to support professional growth. Key trends identified in this year's review include increased alignment between leadership actions and instructional priorities, stronger use of data to inform decisions, and improved communication across all levels of the organization. These patterns suggest that teachers feel supported in their practice and are more empowered to take instructional risks in service of student achievement. As we look ahead, our leadership focus will continue to emphasize differentiated professional learning to meet varied staff needs, as well as expanded opportunities for cross-grade and cross-role collaboration. Leadership will also work to ensure more consistent implementation of Tier 1 strategies and embedded student supports aligned with MTSS and Leader in Me/PBIS frameworks. These next steps will further strengthen our capacity to meet the varying needs of every student.

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?	Sara Harp Minter continues to show positive trends in the area of professional capacity, with strong systems in place to promote shared leadership and staff development. Teams such as the Action Teams, Instructional Leadership/Lighthouse Team, School Data Team, and PBIS Team remain vital to our collaborative culture and shared decision-making processes. These structures have empowered teacher leaders and created meaningful opportunities for staff voice in shaping school improvement efforts. Professional learning continues to be intentionally planned based on staff input, school goals, and multiple sources of student data. The Instructional Leadership Team works closely with administration and the Teaching & Learning Specialist to design and deliver professional learning experiences aligned with our vision and priorities. TKES and LKES standards are used to guide goal setting and ensure alignment between individual professional growth and schoolwide improvement. This year, our focus on differentiated professional learning has deepened, with more targeted support offered based on specific roles, grade levels, and teacher-identified needs. A continued area of growth is the intentional development of teacher leaders to build leadership capacity throughout the building. We also recognize the need to

Strengths and Challenges Based on Trends and Patterns

	strengthen how we monitor and evaluate the impact of professional learning on instructional practice and student outcomes. Looking ahead, we will remain committed to providing responsive, data-informed professional learning while expanding opportunities for leadership development and cross-role collaboration. These efforts will help ensure that both new and veteran staff are supported in their growth and prepared to meet the evolving needs of our students.

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?	Family and community engagement continues to be a strength at Sara Harp Minter, particularly in the areas of communication and creating a welcoming school environment. Stakeholder feedback reflects that families feel valued and informed, and our school culture fosters strong relationships between staff and families. However, data also indicates that while we have made significant progress, there is still a need to better support families in actively engaging with the academic process at home. Over the past year, we made intentional efforts to increase opportunities for academic engagement through Data Date Nights, curriculum night, informal discussion sessions with school staff (Coffee with Coppola). These efforts were well received and demonstrated an increase in participation and collaboration. Looking ahead, we will continue to expand the number and variety of academic events for both parents and students, with a focus on providing practical tools and strategies that families can use to support learning at home. We will also prioritize partnerships that promote two-way communication and increase family understanding of instructional expectations. As we move into the 2025–2026 school year, our goal is to deepen these connections by offering differentiated engagement opportunities that reflect the diverse needs of our families and build stronger bridges between home and school. These actions will support not only student achievement but also teacher and leader efforts to sustain a supportive, collaborative learning community.

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?	Sara Harp Minter continues to provide a strong, supportive learning environment that promotes student well-being, engagement, and personal growth. Data reflects that classroom teachers consistently foster well-managed, positive learning environments where students feel safe, respected, and motivated to learn. Schoolwide initiatives such as MTSS, PBIS, and Leader in Me remain central to our efforts, supporting both the social-emotional and academic development of all students. Leader in Me data notebooks, goal setting, leadership roles, and

Strengths and Challenges Based on Trends and Patterns

	community engagement activities are embedded practices that reinforce student ownership and strengthen our culture of leadership. These strategies contribute to a nurturing environment where students are encouraged to take responsibility for their learning and behavior. While our foundation is strong, a key area for continued growth is the creation of more academically challenging environments that promote higher-order thinking and rigor across all content areas. Our team identified the need to further differentiate instruction through tools such as DOK-level choice boards, increased student empowerment through voice and choice, and more frequent use of project-based learning experiences. Moving forward, we will focus on increasing instructional rigor, deepening student engagement through meaningful academic tasks, and ensuring all students are challenged appropriately. These efforts will support not only student success but also teacher and leader growth in designing and facilitating high-quality, rigorous learning experiences.

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?	Demographic data at Sara Harp Minter has remained relatively stable over the past several years, with slight increases observed across some subgroups. Minter continues to be a diverse school community, with representation across multiple racial, ethnic, and linguistic backgrounds. We have also seen a gradual increase in the number of gifted learners, as well as students qualifying for specialized services, including ESOL, EIP, and Special Education. As one of the largest elementary schools in the district, Minter currently serves nearly 650 students across 30 homeroom classes and also houses the district's site-based Bridges program through Exceptional Children's Services. The size and diversity of our student population require intentional planning to meet a broad range of student needs. Financially, Minter benefits from strong community support, including an active and generous PTO. While the majority of our families have parents working full-time, their involvement in school events and initiatives remains strong. This support allows us to supplement instructional resources, enhance schoolwide events, and offer enrichment opportunities that directly benefit students. To ensure equity and effectiveness in resource allocation, our staff remains committed to ongoing professional learning around cultural responsiveness and inclusive practices. This focus will continue to guide our efforts to close achievement gaps and provide all students with a supportive and enriching educational experience.

Strengths and Challenges Based on Trends and Patterns

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Student achievement data from the 2025 Georgia Milestones and other assessment tools reflect a pattern of both progress and areas for continued focus. While we observed notable gains in certain grade levels and content areas—particularly in the number of students performing at proficient and distinguished levels—we also identified fluctuations in performance that highlight the need for increased instructional rigor and differentiation, especially for students who have already demonstrated mastery of grade-level standards. These trends suggest that while many students are being appropriately challenged, there is still a subset of learners, particularly high-achievers, who need more opportunities to extend their thinking and grow beyond basic proficiency. To address this, our instructional focus continues to prioritize the effective use of pre-assessment data on essential standards, allowing teachers to tailor instruction based on each student's current level of understanding. Moving forward, we will strengthen our use of Webb's Depth of Knowledge and the Rigor/Relevance Framework to design tasks that move students from surface-level understanding toward deeper, transferable learning. Coupled with our implementation of the Fayette County Instructional Framework, we are committed to ensuring that all students are supported in their growth and challenged to reach their full potential.

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	Sara Harp Minter continues to implement highly effective systems to identify and support the needs of students in our special populations, including students with disabilities, English Learners (ELs), and economically disadvantaged students. Our Assistant Principal meets monthly with grade levels and EIP teams to monitor student progress and identify those struggling to meet essential learning targets. This early identification process ensures timely and targeted intervention. The EIP team provides strategic support to bridge learning gaps, and when further intervention is needed, our dedicated Special Education team collaborates closely with administration and general education teachers to deliver high-quality Tier 3 support. We intentionally design schedules to protect students' access to core instruction, ensuring they continue to benefit from Tier 1 and Tier 2 learning alongside their peers.

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.

	Our EL teacher works in tandem with classroom teachers to offer both push-in and pull-out support based on individual student needs. This collaborative model ensures that ELs receive academic and language instruction within a supportive, inclusive setting. For our economically disadvantaged students, both school counselors play a vital role in coordinating access to basic needs, resources, and social-emotional supports to help students feel safe, valued, and ready to learn. Minter's strong, inclusive school culture is grounded in shared leadership and collective responsibility. Through structures such as Action Teams, the Instructional Leadership Team, the Habits Team, and the PBIS Team, staff members actively engage in decision-making and continuous improvement. The consistent implementation of Leader in Me and PBIS has further strengthened our unified, schoolwide approach to supporting student learning, behavior, and well-being.

Challenges	As one of the largest elementary schools in the district, Sara Harp Minter faces inherent challenges related to its size and student needs. We are experiencing an increase in the complexity of student needs, with more students presenting trauma and behavioral challenges that impact learning. Additionally, a larger school brings a larger student body, resulting in a broader range of student abilities within each classroom, making differentiated instruction more complex and essential. A key priority for the 2025–2026 school year is the ongoing identification of learning gaps through consistent use of common formative and summative assessments. This data-driven approach will guide our efforts to provide targeted, differentiated instruction tailored to meet the diverse needs of all learners, ensuring equitable access to rigorous instruction and supports.

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	SHMES has a robust system of in-house supports that provide targeted assistance to students who qualify under state guidelines. However, there remains a significant number of students who do not yet meet these criteria, highlighting the ongoing need to close achievement gaps and accelerate growth in ELA.
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	The team notes that these students would greatly benefit from consistent implementation of high-quality Tier 1 instruction for all learners, complemented by targeted interventions in Tiers 2 and 3, alongside ongoing progress monitoring, goal setting, and data collection.

Overarching Need # 2

Overarching Need	Expand differentiated instructional strategies across all grade levels to meet the diverse needs of students, including increasing Depth of Knowledge (DOK) levels and use of High Leverage instructional strategies to increase student engagement.
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	To effectively expand differentiated instructional strategies across all grade levels, ongoing professional development is essential to build teacher capacity in both

Overarching Need # 2

Additional Considerations	differentiation techniques and the use of High Leverage Practices (HLPs). Collaborative planning time within Professional Learning Communities (PLCs) should be prioritized to allow teachers to design, share, and refine lessons and assessments that meet diverse student needs. Regular use of formative assessment data will guide instructional adjustments, ensuring tasks are aligned with appropriate Depth of Knowledge (DOK) levels for varied learners. Additionally, integrating technology tools and resources can support personalized learning and enhance student engagement across different learning styles. Cultivating a classroom environment that promotes student choice, voice, and ownership will further deepen engagement and motivation.

Overarching Need # 3

Overarching Need	Continue to strengthen leadership teams and collaborative structures (PLCs, Action Teams, Data Teams) to ensure data-driven decision-making and shared ownership of student success.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	To continue strengthening leadership teams and collaborative structures such as PLCs, Action Teams, and Data Teams, it is important to provide targeted professional development focused on effective team dynamics, data analysis, and facilitation skills. Establishing clear roles, responsibilities, and protocols will help ensure efficient and purposeful collaboration. Allocating regular, protected time for teams to meet consistently will support sustained focus on data-driven decision-making and progress monitoring. Encouraging a culture of shared ownership and accountability among all team members will foster deeper commitment to student success. Additionally, leveraging technology to streamline data sharing and communication can enhance collaboration. Ongoing reflection and evaluation of team processes and outcomes will help identify strengths and areas for growth, allowing for continuous improvement in leadership effectiveness and student achievement.

Overarching Need # 4

Overarching Need	Enhance and structure family engagement initiatives to equip parents with practical strategies that support academic success at home, while simultaneously fostering stronger home-school partnerships. At the same time, prioritize improving school culture, climate, and community connectedness to create a welcoming, inclusive environment that benefits faculty, students, and families alike.
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	To effectively enhance family engagement and strengthen home-school partnerships, it is important to provide accessible and varied opportunities for parents to learn practical strategies that support their children's academic growth. Offering workshops, academic nights, and resource materials in multiple formats and languages can increase family participation and understanding. Building strong communication channels between school and home (such as regular newsletters, two-way communication platforms, and parent feedback opportunities) will foster trust and collaboration. Simultaneously, efforts to improve school culture and climate should focus on creating an inclusive, welcoming environment where all families and staff feel valued and connected. This can be supported through community-building events, recognition programs, and initiatives that celebrate diversity and promote positive relationships. Staff training in cultural responsiveness and relationship-building will further strengthen these efforts.

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 - SHMES has a robust system of in-house supports that provide targeted assistance to students who qualify under state guidelines. However, there remains a significant number of students who do not yet meet these criteria, highlighting the ongoing need to close achievement gaps and accelerate growth in ELA.

Root Cause # 1

Root Causes to be Addressed	While SHMES has a strong system of in-house supports providing targeted assistance to students who meet state qualification guidelines, there are some factors that contribute to ongoing achievement gaps and the need to accelerate growth in ELA for students who are approaching but have not yet met these criteria. One area for growth is ensuring consistent implementation and fidelity of Tier 1 instructional practices across all classrooms, to guarantee that every student benefits from high-quality, universal instruction. Additionally, differentiated instruction and scaffolding strategies could be more consistently applied to address the diverse needs of all learners, especially those close to meeting qualification thresholds. There are opportunities to strengthen formative assessment practices and timely data analysis to better identify learning gaps early and adjust instruction accordingly. Providing more professional development focused on evidence-based literacy strategies can further build teacher capacity to support all students effectively. Enhanced family engagement and support can also play an important role in reinforcing literacy skills beyond the classroom. Lastly, balancing resources and time to deliver targeted Tier 2 and Tier 3 interventions in a timely manner remains an important consideration for helping students make accelerated progress.
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 Others : Tier 1 instruction

Additional Responses	

Overarching Need - Expand differentiated instructional strategies across all grade levels to meet the diverse needs of students, including increasing Depth of Knowledge (DOK) levels and use of High Leverage instructional strategies to increase student engagement.

Root Cause # 1

Root Causes to be Addressed	Root causes for expanding differentiated instructional strategies include inconsistent use of high-leverage strategies due to varying teacher experience and training. Limited professional development focused on increasing Depth of Knowledge (DOK) and rigor affects daily instruction. Challenges balancing pacing with flexible differentiation and insufficient access to timely formative data hinder tailored instruction. Additionally, limited collaboration time restricts planning and sharing of effective strategies. Finally, student engagement suffers when lessons don't connect to their interests or promote higher-order thinking.
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 Others : Tier 1 instruction

Additional Responses	

Overarching Need - Continue to strengthen leadership teams and collaborative structures (PLCs, Action Teams, Data Teams) to ensure data-driven decision-making and shared ownership of student success.

Root Cause # 1

Root Causes to be Addressed	Some challenges include variability in collaboration and communication within leadership teams, which can affect shared understanding of goals and data. Team member engagement and clarity around roles sometimes differ, influencing the effectiveness of decision-making. There are opportunities to provide more professional development focused on data analysis and its use to guide instruction. Additionally, enhancing structures for accountability and follow-through could further support progress. Strengthening these areas will help foster more consistent data-driven decisions and a greater sense of shared responsibility for student success.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 1

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 Others : Tier 1 Instruction

Additional Responses	

Overarching Need - Enhance and structure family engagement initiatives to equip parents with practical strategies that support academic success at home, while simultaneously fostering stronger home-school partnerships. At the same time, prioritize improving school culture, climate, and community connectedness to create a welcoming, inclusive environment that benefits faculty, students, and families alike.

Root Cause # 1

Root Causes to be Addressed	While family engagement efforts are valued and appreciated, there is an opportunity to provide more consistent support and practical strategies for parents to help their children's academic success at home. Strengthening communication and collaboration between families and the school can help build even stronger partnerships. Additionally, fostering a warm and inclusive school culture and climate will support a greater sense of belonging and connection for faculty, students, and families, creating a welcoming environment where everyone can thrive.
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 Others : Culture/Climate/Home & School Partnership

Additional Responses	

School Improvement Plan
2025 - 2026

Fayette County
Sara Harp Minter Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Sara Harp Minter Elementary School
Team Lead	Stacie Coppola
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a robust system of in-house supports that provide targeted assistance to students who qualify under state guidelines. However, there remains a significant number of students who do not yet meet these criteria, highlighting the ongoing need to close achievement gaps and accelerate growth in ELA.
Root Cause # 1	While SHMES has a strong system of in-house supports providing targeted assistance to students who meet state qualification guidelines, there are some factors that contribute to ongoing achievement gaps and the need to accelerate growth in ELA for students who are approaching but have not yet met these criteria. One area for growth is ensuring consistent implementation and fidelity of Tier 1 instructional practices across all classrooms, to guarantee that every student benefits from high-quality, universal instruction. Additionally, differentiated instruction and scaffolding strategies could be more consistently applied to address the diverse needs of all learners, especially those close to meeting qualification thresholds. There are opportunities to strengthen formative assessment practices and timely data analysis to better identify learning gaps early and adjust instruction accordingly. Providing more professional development focused on evidence-based literacy strategies can further build teacher capacity to support all students effectively. Enhanced family engagement and support can also play an important role in reinforcing literacy skills beyond the classroom. Lastly, balancing resources and time to deliver targeted Tier 2 and Tier 3 interventions in a timely manner remains an important consideration for helping students make accelerated progress.
Goal	By May 2026, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the ELA Georgia Milestones in grades 4 and 5. By May 2026, 80% of students in 3rd grade will score at or above the 50th percentile on the STAR Reading assessment, as measured from the beginning-of-year to end-of-year national percentile rank growth. By May 2026, 80% of students in grades K–2 will score at or above the 50th percentile on the STAR Early Literacy assessment, as measured from the beginning-of-year to end-of-year national percentile rank growth. By May 2026, 100% of Pre-K students will demonstrate a 50% increase in letter identification, as measured by pre- and post-assessment.

Action Step # 1

Action Step	Implement daily explicit instruction and multisensory activities focused on letter recognition (PK).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation, classroom observations
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, teachers, instructional coach, district coordinators
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)?	None

Action Step # 2

Action Step	Continued implementation of High Leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 2

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, and teachers
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Continued implementation of weekly Professional Learning Communities in ELA using student data to create and monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Subgroups	N/A
	Immigrant
Systems	Coherent Instruction
	Professional Capacity
	Supportive Learning Environment
Method for Monitoring Implementation	Benchmark testing in the Fall/mid-year/Spring, classroom observation, collaboration in PLCs
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Teachers and administrators, district content coordinators
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)?	

Action Step # 4

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant
	Race / Ethnicity / Minority
	Student with Disabilities
	N/A
	Immigrant
Systems	Coherent Instruction
	Effective Leadership
	Professional Capacity
	Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation

Action Step # 4

Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, teachers
Timeline for Implementation	Monthly

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

Action Step # 5

Action Step	Schoolwide "One School, One Book" initiative to promote a shared reading experience that builds vocabulary, comprehension, and a love of reading across all grade levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, 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)?	

Action Step # 6

Action Step	Continued provision of additional reading support, for identified students in 1st & 2nd grades, through Ready Readers and fluency checks.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Use of the Beanstack dashboard.
Position/Role Responsible	Administration, teachers, Media Specialist
Timeline for Implementation	Monthly

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

Action Step # 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)?	

Action Step # 7

Action Step	Fidelity in implementation of the UFLI Phonics supplemental resource (K-2).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Administration, teachers
Timeline for Implementation	Monthly

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

Action Step # 8

Action Step	Minter Mentors provide targeted, one-on-one reading support for struggling 2nd grade students, focusing on fluency, and comprehension skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Assessment data, observations
Position/Role Responsible	Administration, teacher
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Expand differentiated instructional strategies across all grade levels to meet the diverse needs of students, including increasing Depth of Knowledge (DOK) levels and use of High Leverage instructional strategies to increase student engagement.
Root Cause # 1	Root causes for expanding differentiated instructional strategies include inconsistent use of high-leverage strategies due to varying teacher experience and training. Limited professional development focused on increasing Depth of Knowledge (DOK) and rigor affects daily instruction. Challenges balancing pacing with flexible differentiation and insufficient access to timely formative data hinder tailored instruction. Additionally, limited collaboration time restricts planning and sharing of effective strategies. Finally, student engagement suffers when lessons don't connect to their interests or promote higher-order thinking.
Goal	By May 2026, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the Math Georgia Milestones in grades 4 and 5.
	By May 2026, the percentage of students in grades 1–3 performing At or Above on the STAR Math assessment will increase by at least 15% from the baseline established in Fall 2025.
	By May 2026, at least 75% of Pre-K students at Minter will meet grade-level numeracy benchmarks by: recognizing numerals up to 10, reciting numbers to 20 in sequence, and accurately counting at least 10 objects using one-to-one correspondence, as measured by a district-approved early numeracy assessment.
	By May 2026, the percentage of Kindergarten students performing in the "Exceeds" category in mathematics on the GKIDS assessment will increase by 15% from the 2024–2025 baseline, as measured by year-end GKIDS performance data.

Action Step # 1

Action Step	Students will explore Graham Fletcher Fluency Kits as part of the daily instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administration, Instructional Coach, district content coordinators
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)?	

Action Step # 2

Action Step	Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

Action Step # 3

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff

Action Step # 3

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)?	

Action Step # 4

Action Step	Continued implementation of weekly Professional Learning Communities in Math using student data to create and monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

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)?	

Action Step # 5

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

Action Step # 6

Action Step	.Implement instructional practices from the Building Thinking Classrooms framework to promote student reasoning, collaboration, and problem-solving, with a focus on visible thinking tasks and strategic use of vertical non-permanent surfaces.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

Action Step # 7

Action Step	.Implement instructional practices from the Building Thinking Classrooms framework to promote student reasoning, collaboration, and problem-solving, with a focus on visible thinking tasks and strategic use of vertical non-permanent surfaces.
Funding Sources	N/A

Action Step # 7

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

Action Step # 8

Action Step	Utilize Minter Mentors to provide targeted support for K students in developing math fact fluency through hands-on activities and games.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 8

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

Action Step # 9

Action Step	.Provide targeted math support to identified 4th and 5th grade students through scheduled small-group sessions led by the school guidance counselor, focusing on reinforcing foundational skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time

Action Step # 9

Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Continue to strengthen leadership teams and collaborative structures (PLCs, Action Teams, Data Teams) to ensure data-driven decision-making and shared ownership of student success.
Root Cause # 1	Some challenges include variability in collaboration and communication within leadership teams, which can affect shared understanding of goals and data. Team member engagement and clarity around roles sometimes differ, influencing the effectiveness of decision-making. There are opportunities to provide more professional development focused on data analysis and its use to guide instruction. Additionally, enhancing structures for accountability and follow-through could further support progress. Strengthening these areas will help foster more consistent data-driven decisions and a greater sense of shared responsibility for student success.
Goal	By May 2026, students who perform at level 3 and 4 (combined) on the Extended Writing Task will increase by 2% in the area of Narrative Writing as measured by the Georgia Milestones in grades 4- 5. By May 2026, 100% of Pre-K students will demonstrate the ability to express ideas through drawing, dictation, and emergent writing, as measured by pre/post writing assessment. By May 2026, students in K-3 will score a 70% or higher on end of year writing assessment as measured by the post writing rubric.

Action Step # 1

Action Step	Implementation of the Cyber Sandwich methodology to increase writing across all content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None

Action Step # 2

Action Step	Implement the 360 Writing curriculum with fidelity by integrating writing exemplars and daily teacher modeling to support student mastery of writing structures, craft, and conventions across all grade levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric

Action Step # 2

Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Implement a vertically aligned writing framework that includes daily writing opportunities across all grade levels and content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Minter Writing team will refine and implement a consistent PK–5 writing plan with common language, exemplars, and aligned grade-level expectations.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

Action Step # 5

Action Step	Regularly administer formative and summative writing assessments to monitor student progress and guide targeted instructional decisions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance and structure family engagement initiatives to equip parents with practical strategies that support academic success at home, while simultaneously fostering stronger home-school partnerships. At the same time, prioritize improving school culture, climate, and community connectedness to create a welcoming, inclusive environment that benefits faculty, students, and families alike.
Root Cause # 1	While family engagement efforts are valued and appreciated, there is an opportunity to provide more consistent support and practical strategies for parents to help their children's academic success at home. Strengthening communication and collaboration between families and the school can help build even stronger partnerships. Additionally, fostering a warm and inclusive school culture and climate will support a greater sense of belonging and connection for faculty, students, and families, creating a welcoming environment where everyone can thrive.
Goal	By May 2026, we will improve school culture and climate for all stakeholders by increasing positive responses on the 2025–2026 state climate survey by at least 10 percentage points over the 2024–2025 baseline, achieving a minimum of 85% favorable responses on key indicators of the MRA staff, student, and parent surveys, and reducing negative or neutral responses on school-based climate surveys by at least 15%.

Action Step # 1

Action Step	Leader in Me/PBIS expectations will be implemented in all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	Effective Support Systems PBIS Framework Leader in Me Framework PTO Collaboration School Council Principal Newsletter (weekly) Quarterly Principal Forum ("Coffee with Coppola") Increased Home/School Connection Data Date Nights School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	Teachers/Administration
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)?	

Action Step # 2

Action Step	Restructure Curriculum Night to be more parent centered with a home/school partnership approach.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 2

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	curriculum night feedback
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Increase home/school parent partnership by increasing opportunities for parents to collaborate with the school through PTO events, curriculum, and Data Date nights.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
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)?	

Action Step # 4

Action Step	Staff will recognize students following the PBIS/LIM expectations with LEAD Cards. Admin will recognize students on announcements/during Synergy Squad assemblies
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	totals tabulated quarterly
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all staff
Timeline for Implementation	Quarterly

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

Action Step # 5

Action Step	Continue the Smart Start early learning program for children birth to age five, to strengthen school readiness and community engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

SCHOOL IMPROVEMENT GOALS

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	enrollment and attendance in the Smart Start program
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all stakeholders
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)?	

2.4 Overarching Need # 4

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Minter's 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 surveys and feedback from parents, students, teachers, and community partners were utilized to gather additional feedback. We work closely with the PTO to secure funds to allocate to these needs. Our local school, school council is an additional source of collaboration/feedback. We are constantly seeking input from all stakeholders in our efforts to ensure we are all on the same page and working together to accomplish the goals we have set.

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.	Sara Harp Minter Elementary School ensures through the interview process that only effective and highly qualified teachers are selected to teach at Minter. 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. Differentiated instruction is emphasized based on the needs of all students to provide effective, rigorous and engaging instruction.

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).	N/A

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	SHMES will offer a Meet the Teacher and a Curriculum Night opportunity to assist with transition. Our PK teachers also held an introductory session in April of 2025. This provided an opportunity to set the stage for PK, sharing the expectations of both students and parents.

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.	N/A

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.	Through the school's 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 a common language and specific set of expectations across all school settings. Data has shown that the use of the Leader in Me initiatives in conjunction with the PBIS framework have decreased disciplinary incidents over the past three years.

ADDITIONAL RESPONSES

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