Comprehensive Needs Assessment
2025 - 2026 School Report

Fayette County
Inman Elementary

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	Jodii Gorski
Team Member # 2	Assistant Principal	Maria Sherrod
Team Member # 3	Instructional Coach	Amanda Munroe
Team Member # 4	Kindergarten Teacher	Anessa Owens
Team Member # 5	First Grade Teacher	Kim Baxter
Team Member # 6	Second Grade Teacher	Tania Davis
Team Member # 7	Third Grade Teacher	Kellie Mead

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Fourth Grade Teacher	Samantha Jones
Team Member # 2	Fifth Grade Teacher	Desiree Pacheco
Team Member # 3	Pre-K	Kelly Dominick
Team Member # 4	Specials/Technology	Jessi Harper
Team Member # 5	Special Education	Erica Morris
Team Member # 6	Counselor	Leslie Kollasch
Team Member # 7	Paraprofessionals	Stephanie Kitchens
Team Member # 8	EIP/MTSS	Brandy Cochran
Team Member # 9	Media	Tracy Larson
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Teachers	Anessa Owens, Kim Baxter, Tania Davis, Kellie Mead, Samantha Jones, Desiree Pacheco, Jessi Harper, Amanda Munroe, Brandy Cochran, Tracy Larson, Kelly Dominick
Stakeholder # 2	Paraprofessionals	Stephanie Kitchens
Stakeholder # 3	Parent	Whitney Young
Stakeholder # 4	PTO President	Ashley Smith
Stakeholder # 5	PTO Member	Valerie Bloemer
Stakeholder # 6	PTO Member	Emma George
Stakeholder # 7	School Council Member	School Council Member
Stakeholder # 8	School Council Member	School Council Member

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?	Each member collaborated with their team to gather input and data for the comprehensive needs assessment. A leadership meeting was held that involved teachers and paraprofessionals where feedback was shared. Additionally, both PTO and School Council parent members were consulted for input. The document has been reviewed and modified throughout the entire process in order to provide accurate and meaningful data. Evidence will include surveys and formative input from PTO meetings, faculty meetings, and school council meetings.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	We utilized the following to collect perception data: School climate survey (district) Student Health Surveys MTSS data reviews and tier meetings PBIS rubrics and walk through Parent Teacher Organization collaboration School Council collaboration TKES/LKES Evaluations Informal observations PLCs Action Teams Lesson Plans Teacher surveys Leader in Me MRA Results

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?")	Parents shared: They would like teachers to analyze student data, identify areas of improvement and plan instruction to align with the findings. Inman celebrates diversity with an emphasis on cultural awareness. They would like more opportunities to be in the school. They would like to see more emphasis put on writing. Staff shared: Staff Voice (81): Most staff feel valued and believe their work is meaningful. Instructional Efficacy (78): Staff are confident in their teaching practices. Personal and Interpersonal Effectiveness (79–81): Strong relational and emotional regulation skills are reported. Students shared: School Climate (81): Students perceive that staff believe in them and support their growth. Trusting Relationships (77): Students report trusted adult relationships are present Prosocial Behaviors (80): Students show willingness to help and support peers. They believe some behaviors in the classroom affect their learning.

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)	● Informal data review from participation in after-school clubs ● PTO meetings and family event nights ● Grade level planning meeting notes ● School Council Meetings ● Leadership Meetings ● MTSS agendas and minutes ● PBIS data ● LIM MRA Data

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?")	Teacher professional learning communities provide understanding of content and effectiveness of instruction. Collaborative team planning meetings provide consistency and equity among all teachers. Instructional time is maximized by using the master schedule created using input from stakeholders.

What achievement data did you use?	Achievement data is used at the school level to determine student growth and mastery of content. The data is disaggregated by student demographic groups, grade level, teacher, and classroom. Multiple data sources are used, such as: Lexiles Georgia Milestones data, ACCESS, GKIDS STAR Reading and Math benchmarks, Student Growth Percentiles DIBELS Unit Assessments Formative and Summative Assessments District Interim Assessments (DSC)

What does your achievement data tell you?	Milestones data from 2025 indicate consistent growth in overall reading and math proficiency, with 84% of students reading on or above grade level and 91% meeting math standards. Writing and science achievement remain stronger in upper grades, with notable gains in 5th grade narrative performance. However, across content areas, there is a persistent need to raise the percentage of students achieving Levels 3 and 4, especially in writing mechanics and advanced math application. Additionally, early grade writing instruction and Level 4 science performance are areas for targeted intervention."

What demographic data did you use?	We used the following to collect demographic data: ● CCRPI/GADOE ● FTE reports ● Attendance/Enrollment Reports ● Infinite Campus

What does the demographic data tell you?	● The largest ethnic group of students is white (44.02%), followed by black (29.2%), then Hispanic (15.9%). ● Ongoing progress monitoring for SWD, ED, and diverse backgrounds is needed. ● Inman has a diverse population of learners.

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?	● Grade level planning is utilized to provide clarity for teachers regarding standards, teaching strategies, and assessment uses. Planning includes review of standards, lessons, teaching strategies, and assessment resources. There is a need for more collaboration with SPED, EIP, ESOL, and Gifted teachers during planning. ● MTSS structures allow for planning, data review, and implementation of evidence based practices. There is a need to improve school wide student incentives to increase individual ownership. ● High leverage practices such as collaboration with colleagues will increase student achievement. ● High leverage practices such as using assessment data to analyze instructional practices will improve student outcomes. ● Instruction is planned by utilizing differentiation, pacing, scope/sequence, as well as flexible grouping. ● Collaboration through professional learning communities and peer observations. ● Standards-based report cards are helping to guide common expectations for standards, curriculum and assessment. ● The school follows the district established guidelines for regular progress monitoring and criteria for providing Tier interventions. There is room for growth with the usage of Tier II, classroom based human interventions. ● There is an increased use of achievement level descriptors and descriptive feedback to students.

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?	● Administration makes positive school climate a priority ● A common vision and mission has been developed through a collaborative process but has not been effectively communicated so that they guide the continuous improvement process. ● Multiple opportunities are available for leadership growth ● Administration will support professional learning to ensure effective instructional practices

Strengths and Challenges Based on Trends and Patterns

	The effective leadership patterns involve relationships to foster success in all stakeholders where shared decisions are made. The foundations of the work at hand are strongly noted in the SIP therefore collaboration continues to be a strength. There is a need to ensure the updated mission and vision are clear and used to guide.

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?	Teaching and Learning Specialists, PLCs, PBIS, MTSS, and Leader in Me support teachers in their professional capacity. Teachers would like more grade level planning time with Teaching and Learning Specialists and district curriculum leaders. They would also like to have more opportunities for peer observation.

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?	Data evidence shows a welcoming, encouraging, and connected environment that includes structures of open and clear communication across a wide variety of stakeholders, while ongoing and academic detailed expectations for student achievement are the primary focus. The needs assessment also shows that there is an opportunity for growth in the area of parent instructional strategies for at home support. Only 28.65% of families report checking academic progress at least once a week, suggesting an opportunity to better engage parents in ongoing academic monitoring Curriculum nights will be held in September and January to highlight instructional strategies for parents to provide at-home support. Academic expectations are communicated by the following: report cards, parent-teacher conferences, DIBELS reports, STAR reports, Milestones reports, math parent letters, and Quarterly Content Summaries. Communication to stakeholders include: Eagle Update newsletter (for families), News From Our Nest newsletter (for staff), Faculty "All things Inman" Hub (for staff), social media, school website, PTO website, teacher weekly newsletters and emails, Parent Square, Parent/Teacher Conferences.

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?	Survey results from both staff and families reveal that Inman Elementary has cultivated a supportive, caring, and safe learning environment where students are known and encouraged. High expectations, trusting adult-student relationships, and strong administrative visibility stand out as key strengths. However, data across stakeholder groups consistently identify the need to strengthen behavior systems, increase student accountability, and improve peer-to-peer respect. In addition, there is an opportunity to enhance

Strengths and Challenges Based on Trends and Patterns

	communication about academic progress and increase enrichment and resilience-building opportunities. These trends highlight the need to refine PBIS structures, strengthen Tier 1 classroom management, and engage families more consistently in supporting student growth.

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?	With a score of 99.5% in school culture from stakeholders, there is extensive evidence that a culture of trust and respect has been established and is continually maintained surrounding celebration of diversity, tolerance, and appreciation of individuals. Evidence includes equitable resources of time, materials, and support of student learning. A renewed commitment to promoting positive interactions and a sense of community is evident with the development of the Family and Community Engagement Action Team, as well as the addition of the Multicultural Team, where the intention is to build capacity among all stakeholders. Teacher retention rate is high. The student population provides diversity in terms of race and socio-economic status. Inman Elementary is experiencing increased academic, behavioral, and emotional support needs among students, reflecting greater learning diversity and requiring enhanced Tier 1 and Tier 2 interventions. Staff report concerns about inconsistent behavior consequences and limited planning time due to meeting demands.

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 at Inman Elementary shows strong overall performance with areas of needed growth. Milestones results indicate that the majority of students are meeting or exceeding standards, with 84% reading on or above grade level and 91% passing math in 2025. However, performance at the higher achievement levels has plateaued—ELA Level 3 & 4 combined remained at 56%, and math Level 3 & 4 at 58%, suggesting a need to shift more students from basic proficiency to mastery. Writing data reveals a concerning gap in foundational skills, especially in 3rd grade, where only 10% scored a 3 or higher on writing ideas. These patterns highlight the need for deeper instructional rigor, targeted writing instruction in early grades, and professional learning focused on differentiation to support students' movement into advanced performance levels. We would like to see overall growth in student Lexiles for all grades, 3rd-5th. We want to see levels of instruction increase with various DOK levels and rigor and teacher implementation of the ALDs. Continue collaboration through professional learning communities will support teachers in meeting the needs of students.

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

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

Strengths	Through ongoing collaborative planning and data-driven dialogue, Inman Elementary continues to implement a coherent instructional system across all departments. Strengths include the consistent disaggregation of subgroup data, particularly for students with disabilities, English learners, and economically disadvantaged students, which informs planning, instruction, and intervention. Teacher clarity, supported by aligned learning targets and standards-based practices, remains a schoolwide strength that benefits all learners. Additionally, survey results reflect strong perceptions of student support, with staff reporting access to appropriate resources for diverse learners, and a positive school climate that fosters safety, care, and high expectations for all student groups.

Challenges	A key challenge is the limited frequency and consistency of collaboration between ESOL, Gifted, EIP, and Special Education teachers and general education teams. While strong instructional practices are evident, the current structure does not provide regular, embedded opportunities for these specialized teachers to plan with grade-level teams. This gap can hinder alignment of supports, differentiation strategies, and the integration of accommodations or enrichment. Increased time for intentional, cross-disciplinary collaboration is needed to ensure that instructional decisions, assessments, and interventions are responsive to the diverse needs of all student groups.

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	There is a need to improve student achievement in ELA by strengthening vocabulary acquisition and use, which directly impacts students' reading comprehension and ability to perform at Proficient and Distinguished levels on the Georgia Milestones.
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	

Overarching Need # 2

Overarching Need	There is a need to improve student achievement in mathematics by deepening conceptual understanding through consistent engagement in higher-level math tasks, with a focus on numerical reasoning and algebraic thinking to increase the percentage of students performing at Proficient and Distinguished levels.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 3

Overarching Need	There is a need to strengthen student voice, leadership, and belonging by expanding authentic leadership opportunities and increasing family engagement in academic experiences to build a more inclusive, student-centered school culture.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

Overarching Need # 4

Overarching Need	There is a need to improve student writing performance by providing consistent, structured instruction in grammar, sentence construction, and academic vocabulary to support growth in the Writing and Language domains on the Georgia Milestones.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

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 - There is a need to improve student achievement in ELA by strengthening vocabulary acquisition and use, which directly impacts students' reading comprehension and ability to perform at Proficient and Distinguished levels on the Georgia Milestones.

Root Cause # 1

Root Causes to be Addressed	Inconsistent direct vocabulary instruction across grade levels and subjects
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Many students, particularly in underserved subgroups, enter with limited academic vocabulary
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

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Limted home-school connections to reinforce vocabulary beyond the classroom.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Overarching Need - There is a need to improve student achievement in mathematics by deepening conceptual understanding through consistent engagement in higher-level math tasks, with a focus on numerical reasoning and algebraic thinking to increase the percentage of students performing at Proficient and Distinguished levels.

Root Cause # 1

Root Causes to be Addressed	Over-reliance on procedural tasks and limited use of conceptual, real-world math applications
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers need support modeling higher-order math tasks and facilitating student-centered problem solving
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

Root Cause # 2

Additional Responses	

Overarching Need - There is a need to strengthen student voice, leadership, and belonging by expanding authentic leadership opportunities and increasing family engagement in academic experiences to build a more inclusive, student-centered school culture.

Root Cause # 1

Root Causes to be Addressed	Academic-focused family events have historically had lower attendance than social events
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Using multi-media and human resources to plan and implement parent information sessions regarding learning support strategies and tools to support student achievement.
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

Additional Responses	

Overarching Need - There is a need to improve student writing performance by providing consistent, structured instruction in grammar, sentence construction, and academic vocabulary to support growth in the Writing and Language domains on the Georgia Milestones.

Root Cause # 1

Root Causes to be Addressed	Students lack fluency in sentence construction, grammar, and academic vocabulary
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Inconsistent implementation of writing routines and genre-specific instruction across grade levels
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

Additional Responses	

School Improvement Plan
2025 - 2026

Fayette County
Inman Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Inman Elementary
Team Lead	Jodii Gorski
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	There is a need to improve student achievement in ELA by strengthening vocabulary acquisition and use, which directly impacts students' reading comprehension and ability to perform at Proficient and Distinguished levels on the Georgia Milestones.
Root Cause # 1	Many students, particularly in underserved subgroups, enter with limited academic vocabulary
Root Cause # 2	Inconsistent direct vocabulary instruction across grade levels and subjects
Root Cause # 3	Limted home-school connections to reinforce vocabulary beyond the classroom.
Goal	On the 2025-2026 spring GMAS ELA assessment, the percentage of students scoring Proficient and Distinguished will increase by 3%. 75% of students in grades K - 2 will be at or above grade level goal as measured by the May Star Literacy Suite Assessments.

Action Step # 1

Action Step	Teachers will collaboratively plan vocabulary instruction during weekly PLCs using the scope and sequence, with a focus on Tier 1–3 high-frequency vocabulary, unpacking standards, and aligning to instructional plans
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	Administrator Attendance Instructional Coach participation PLC Agendas Lesson Plan Review Vocabulary Lists Shared T2/T3 Vocabulary list across Grade Levels
Method for Monitoring Effectiveness	PLC agenda and data spreadsheets Formative Assessments, CFAs (Vocabulary Subset), Walkthrough Trends Vertical Vocabulary Tracker

Action Step # 1

Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Instructional Coach, Amanda Munroe Certified teachers
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Weekly communication and planning with instructional coach to ensure Fayette County timelines and frameworks are consistently being applied. Utilize individual coaching cycles for new staff, staff changing grade levels, and as specific needs arise.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans TKES observations informal observations Grade level Agenda
Method for Monitoring Effectiveness	Teacher coaching logs
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod

Action Step # 2

Position/Role Responsible	Instructional Coach, Amanda Munroe Grade Level Representatives
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	Hold quarterly vertical alignment meetings on vocabulary progression.
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	Calendar Invites Agenda/Minutes/Meeting Summaries Review of shared vocabulary lists
Method for Monitoring Effectiveness	Trends in student vocabulary knowledge across grade levels (Spelling Inventories, UFLI or Oral Vocab, Star Early Literacy/Star Reading, ReadyGen Selection Tests), Evidence of Consistent Use of Vertical Vocabulary Tracker
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Teaching and Learning Specialists
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step # 4

Action Step	Implement a Plan-Do-Check-Act cycle using common formative assessments and other data sources to analyze instruction effectiveness and inform next steps.
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	PLC Agendas Item Analysis/Data Protocols Meeting Minutes
Method for Monitoring Effectiveness	CFA Performance by Standard, Adjusted Instructional Plans, Benchmark growth in subdomains of vocabulary and language
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Teaching and Learning Specialist
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	100 percent of fourth and fifth grade teachers, as well as all special area teachers, will participate in professional learning focused on vocabulary instructional strategies, using either SLDS or Cox Campus resources.
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
Method for Monitoring Implementation	Certificates of Completion to be submitted PLC Agendas Lesson Plans TKES Evaluations Informal Walkthroughs
Method for Monitoring Effectiveness	classroom observations analysis of student performance data, classroom walkthrough trends, and review of student work.
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod K-2 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	Implement peer observation cycles focused on vocabulary strategies (quarterly); Include shared reflection and strategy discussion in PLCs.
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	Shared Takeaways in PLCs, Teacher Reflection Tools, Feedback form completion
Method for Monitoring Effectiveness	Strategy adoption over time, Student work Samples, Collective Commitments to implement strategies tracked over time Recognition of teacher-to-teacher learning contributions in PLCs and spotlighting successful strategy implementation in observation debriefs or staff communications.
Position/Role Responsible	Principal: Jodii Gorski Assistant Principal: Maria Sherrod Teaching and Learning Specialist Teachers
Timeline for Implementation	Quarterly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve student achievement in mathematics by deepening conceptual understanding through consistent engagement in higher-level math tasks, with a focus on numerical reasoning and algebraic thinking to increase the percentage of students performing at Proficient and Distinguished levels.
Root Cause # 1	Teachers need support modeling higher-order math tasks and facilitating student-centered problem solving
Root Cause # 2	Over-reliance on procedural tasks and limited use of conceptual, real-world math applications
Goal	On the 2025-2026 spring GMAS Math assessment, the percentage of students scoring Proficient and Distinguished will increase by 3%. By May 2026, 75 percent of first and second grade students will perform at or above benchmark on the STAR Math assessment.

Action Step # 1

Action Step	During weekly PLCs, teachers will collaboratively engage in task analysis of upcoming lessons using the CRA model, using manipulatives, visual models, and Cognitively Guided Instruction problem types to build conceptual understanding, Explore/Reflect/Apply Tool, address misconceptions, and ensure alignment to success criteria.
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	Administrator Attendance Instructional Coach participation PLC agendas Task analysis templates Evidence of CRA embedded in lesson plans Observation/walkthrough data showing CRA
Method for Monitoring Effectiveness	Increase in student performance on tasks aligned to CRA stages Student work samples showing progression through CRA

Action Step # 1

Method for Monitoring Effectiveness	Increased student accuracy and reasoning on higher level DOK word problems
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Instructional Coach, Amanda Munroe Certified teachers
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	PLC teams analyze common formative assessments (CFAs), benchmarks, and GMAS domain data to identify student needs and gaps in conceptual understanding.
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	PLC Agendas and minutes reflecting data analysis Completed CFA Data Protocols Lesson plan review showing evidence of reteaching Walkthrough Data
Method for Monitoring Effectiveness	Improvement in CFA scores GMAS Growth

Action Step # 2

Method for Monitoring Effectiveness	STAR Math subdomain growth
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Grade level teachers
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Teachers will use task analysis to align instruction to success criteria and Achievement Level Descriptors, supporting metacognition, conceptual understanding, and student goal setting through professional learning on effective feedback.
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
Method for Monitoring Implementation	PLC agenda/minutes reflecting discussion on Success Criteria Student Goal Setting/Self Assessment Check-lists Success Criteria in Lesson Plans
Method for Monitoring Effectiveness	Student ability to articulate success criteria Student Led Conferences regarding Goals Observation/Walkthrough Data Student Work Sample Analysis

Action Step # 3

Method for Monitoring Effectiveness	PLC Reflections/Discussions
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Instructional Coach, Amanda Munroe Certified teachers
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	100% of content teachers will implement Graham Fletcher Fluency Kit lesson strings to build patterning and numerical reasoning understanding.
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	Observational data PLC discussion/reflection on lessons/strings Lesson Plans Professional Learning Documentation Lesson Plans
Method for Monitoring Effectiveness	Improvement in student fluency checks Increased accuracy on spiral review/multi step problems Student self report on confidence with number strategies

Action Step # 4

Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Certified 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	During collaborative planning, teachers will review and unpack the GADOE Mathematics Instructional Plans to align tasks and strategies to the grade-level standards and instructional frameworks.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	During collaborative planning, teachers will review and unpack the GADOE Mathematics Instructional Plans to align tasks and strategies to the grade-level standards and instructional frameworks.
Method for Monitoring Effectiveness	Lesson plan alignment via admin walkthroughs Consistency of task rigor across classrooms Teacher feedback with planning rigorous tasks
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Math Instructional Support Certified teachers

Action Step # 5

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

Action Step	Teachers will coordinate with colleagues in vertical alignment to ensure consistent teaching practice and mathematical terminology
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	Vertical PLC Agendas and Notes Shared Vocabulary Lists or Anchor Charts Instructional Walkthrough DataArtifacts from Planning Tools
Method for Monitoring Effectiveness	Student Work Samples Across Grades Common Formative Assessment Results Student Discourse Observations
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Teaching and Learning Specialist Certifed Teachers
Timeline for Implementation	Quarterly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to strengthen student voice, leadership, and belonging by expanding authentic leadership opportunities and increasing family engagement in academic experiences to build a more inclusive, student-centered school culture.
Root Cause # 1	Academic-focused family events have historically had lower attendance than social events
Root Cause # 2	Using multi-media and human resources to plan and implement parent information sessions regarding learning support strategies and tools to support student achievement.
Goal	During the 2025–2026 school year, Inman Elementary will enhance its student-centered culture by expanding student leadership opportunities and deepening family engagement, as measured by participation rates and improvements on school climate indicators.

Action Step # 1

Action Step	Host a family meeting prior to Curriculum Night to build family knowledge of academic expectations and learning routines.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	RSVPs, attendance counts, and response to surveys, activities are posted on our calendars/SMORES, action teams established
Method for Monitoring Effectiveness	Attendance of parent nights Pre/Post Family Feedback Surveys Family Engagement TrackingTeacher Feedback
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Instructional Coach, Amanda Munroe Counselor, Leslie Kollasch Teachers/Staff

Action Step # 1

Timeline for Implementation	Others : Semester

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	Conduct monthly PBIS/Leader in Me Celebrations
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS SOAR Cards Student of the Month Classroom Incentive Programs Leader Jobs
Method for Monitoring Effectiveness	Community Circle attendance
Position/Role Responsible	Counselor, Leslie Kollasch Assistant Principal, Maria Sherrod PBIS committee Lighthouse Team Grade level teachers/staff
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step # 3

Action Step	Host post Student-Led Conference workshops that support families in tracking and celebrating student learning progress.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	RSVPs, attendance counts, and response to surveys, activities are posted on our calendars/SMORES, action teams established
Method for Monitoring Effectiveness	Conference Attendance Increase in Family Engagement Actions Student Goal Tracking Evidence Family Feedback Surveys (Post-Workshop)
Position/Role Responsible	Jodii Gorski, Principal Maria Sherrod, Assistant Principal Instructional Coach, Amanda Munroe Lighthouse Team Grade level teachers/staff
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	Host a Leader in Me Family Night to introduce the LIM practices and share how leadership connects to academic and behavior goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-Ins Take-home resources
Method for Monitoring Effectiveness	MRA survey results Family Exit Tickets Attendance
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Lighthouse Team Teachers
Timeline for Implementation	Monthly

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	Facilitate Monthly Parent Leadership Advisory Circles to elevate family voice in shaping school culture.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar invites, sign in sheets, meeting notes, meeting agendas
Method for Monitoring Effectiveness	Adjustments made based on parent feedback, increase in satisfaction surveys
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Lighthouse Team
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

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	Host a Multicultural Celebration NIght, celebrating the cultural backgrounds of students and families through food, music, and student work.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	RSVPs, attendance counts, and response to surveys, activities are posted on our calendars/SMORES, action teams established, displays/performances of families contributing
Method for Monitoring Effectiveness	Attendance and family input that is provided (ex. Parent questionnaire)
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Multicultural Team
Timeline for Implementation	Yearly

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	100% of staff are trained in Leader in Me Principles to support consistent language and leadership practices across classrooms and families, strengthening school-home partnerships.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Staff Participation and Training Use of Shared Language Participation in LIM activities
Method for Monitoring Effectiveness	Student Led Conference Artifacts Student Data Notebooks Student Discourse and Behavior Trends Family Engagement at LIM aligned events
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod LIM Coach, Betsy Weirda All Staff
Timeline for Implementation	Yearly

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve student writing performance by providing consistent, structured instruction in grammar, sentence construction, and academic vocabulary to support growth in the Writing and Language domains on the Georgia Milestones.
Root Cause # 1	Inconsistent implementation of writing routines and genre-specific instruction across grade levels
Root Cause # 2	Students lack fluency in sentence construction, grammar, and academic vocabulary
Goal	By spring 2026, the percentage of students in grades 3–5 scoring on grade level in the GMAS Writing Domain will increase by 3%. By May 2026, 75% of students in K-2 will perform at or above benchmark on the Fayette County Public Schools (FCPS) Summative Writing Assessment, demonstrating grade-level proficiency in writing skills.

Action Step # 1

Action Step	Use weekly PLCs to collaboratively plan, implement, and reflect on 360Writing lessons, with a focus on embedding grammar and vocabulary in context.
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	Administrator Attendance Instructional Coach participation PLC agendas Evidence of student growth
Method for Monitoring Effectiveness	Writing task rubric data, Student conferencing notes, Student Work Samples over time CFA Results Walkthrough Data MTSS/EIP Data

Action Step # 1

Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Instructional Coach, Amanda Munroe Certified teachers
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Provide ongoing professional learning and coaching on 360Writing components, instructional routines, and assessment practices to ensure consistent and high-quality implementation across all classrooms.
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	PL Agendas Attendance Records Lesson Plans Walk-throughs/Observations
Method for Monitoring Effectiveness	Student Writing Performance Walkthrough/Observation Data Teacher Capacity

Action Step # 2

Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Grade Level Teachers Teaching Learning Specialist Content Coordinator (ELA)
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 # 3

Action Step	Embed dedicated, protected time for 360Writing instruction into the instructional schedule at all grade levels to ensure consistent implementation of writing routines, feedback, and assessment practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Instructional Schedule Walkthrough and Observational Data PLC Agenda/Collaborative Planning Lesson Plans
Method for Monitoring Effectiveness	Teacher coaching logs
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod

Action Step # 3

Position/Role Responsible	Instructional Coach, Amanda Munroe Certified Teachers
Timeline for Implementation	Others : Daily

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	Provide dedicated time for teachers to unpack the new ELA standards, specifically the expectations in the writing domain and align them with 360Writing.
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	PLC Agendas
Method for Monitoring Effectiveness	Instructional Consistency CFA Tasks Student Writing Rubric Scores
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Certified Teachers Teaching and Learning Specialist Content Coordinator (ELA)

Action Step # 4

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	Support students in setting, monitoring, and reflecting on personal goals related to writing, grammar conventions, and vocabulary development.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Student Goal Trackers/Student Goal Binders Student Led Conferences
Method for Monitoring Effectiveness	Student Reflections of Goals CFA data
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Certified Teachers/Paras
Timeline for Implementation	Quarterly

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	Teachers and staff will implement instructional strategies focused on phonemic awareness, phonics, spelling, and word study daily aligned to the science of reading for increasing students' vocabulary.
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	Lesson Plans and Instructional Artifacts Classroom Walkthroughs and Observations Schedule and Time Allocation PLC/MTSS Documentation Professional Learning Participation
Method for Monitoring Effectiveness	Student Assessment Data (CFA, GKIDS, UFLI, etc) Student Work Samples
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Certified Teachers Teaching and Learning Specialist
Timeline for Implementation	Weekly

Action Step # 6

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

Action Step # 7

Action Step	Create consistent classroom- and grade-level opportunities to celebrate student writing and progress, such as hallway displays, classroom "author'showcases," grade-level showcases, and recognition during morning meetings or parent newsletters.
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	Schedule of celebrations Photo Documentation/Artifacts Teacher Reporting Newsletter Walkthroughs
Method for Monitoring Effectiveness	Student Reflection Writing Volume Increases Family Feedback Student Goal Setting Monitoring Student Self Assessment/Confidence
Position/Role Responsible	Principal, Jodii Gorski Assistant Principal, Maria Sherrod Certified Teachers
Timeline for Implementation	Monthly

Action Step # 7

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school collaborates with all stakeholders that include parents, teachers, school leaders, business partners, and paraprofessionals to support the effective implementation, monitoring, and evaluation of our SIP. Meetings are held with each stakeholder group on a monthly basis to gather additional input and discuss next steps.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Currently the school does not have teachers that are out of field. Our Teacher Keys Effectiveness System is an evaluation tool that holds teachers accountable for effective teaching and supports inexperienced teachers. This evaluation tool provides specific feedback to all academic certified teachers. Unannounced, administrative walk throughs are conducted to collect qualitative data. MTSS practices support high levels of Tier 1 instruction to help all students to perform on grade level or produce sufficient growth.

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	N/A

system) that uses the objective criteria to rank all students.	

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.	The Pre-K classrooms plan an Open House for future classes immediately following the lottery drawing. Families are invited to visit the classroom and the school. Families are greeted by the administration upon their arrival. Students enrolled in Pre-K participate in the specials rotation, library check out, and cafeteria. They quickly become acclimated to the school environment and familiar with the school staff. Students in the community can be evaluated and receive speech services before they are of the age to register for elementary school. Their IEPs and services are continued at their elementary school. The Pre-K program follows a developmental, hands on approach to learning. This allows the teachers to address the academic needs of their students in a meaningful and engaging manner. It also allows for the flexibility to differentiate and accelerate learning for students who have mastered the GELDS and move them into the kindergarten standards.

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.	The school has weekly PBIS lessons administered by each homeroom teacher to reteach expectations on a regular basis. The students are taught to be ready, respectful, and responsible. Through MTSS students that are in need of tiered support begin a check in/check out system where they are paired with a trusted adult cheerleader to help them throughout each day along with other positive interventions. Leader In Me is a program that supports character development that our school is currently implementing. The PBIS team uses Spotlight data to review disaggregated discipline data to monitor student removals. The behavior paraprofessional in the building is also available and expected to support students in their classrooms.

ADDITIONAL RESPONSES

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

ADDITIONAL RESPONSES