



Comprehensive Needs Assessment 2025 - 2026 School Report



Jasper County
Jasper County High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Kamwanya Belle
Team Member # 2	Asst. Principal	Jeremiah Bundrage
Team Member # 3	Asst. Principal	Tiffany Fowler
Team Member # 4	Instructional Coach	Heather Suwinski
Team Member # 5	Math Department Lead	Christie McAlum
Team Member # 6	ELA Department Lead	James Murdock
Team Member # 7	Social Studies Lead	Bonnie Garvin

Additional Leadership Team

	Position/Role	Name
Team Member # 1	CTAE Department Lead	Amy Scroggs
Team Member # 2	PEC Department Lead	Clayanne Wolfe
Team Member # 3	Counselor	Amy Cox
Team Member # 4	Physical Education Lead	Justin Hamby
Team Member # 5	Science Department Lead	Caleb Fontaine
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent/SGT Chair	Chassidy Hoffman
Stakeholder # 2	Parent/SGT Vice Chair	Sonja Morris
Stakeholder # 3	Community Member/SGT	Shelia Pounds
Stakeholder # 4	Parent/SGT	Bob Taylor
Stakeholder # 5	Teacher	Johnnies Sue Moore
Stakeholder # 6	Teaceher	Bonnie Garvin
Stakeholder # 7		
Stakeholder # 8		

<p>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?</p>	<p>The team will ensure meaningful input from stakeholders, especially parents and guardians, by providing regular communication, holding meetings to gain parent input and complete the system rubrics, identify the data sources, and distributing surveys to collect detailed feedback. By implementing these strategies, Jasper County High School can ensure that parents and guardians are actively involved in the needs assessment process, leading to a more comprehensive and inclusive improvement plan that effectively addresses the needs of all students.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The current perception data reviewed was the FY25 grades K-12 School Climate Survey responses from students, parents, and staff as well as the FY24 Georgia Student Health Survey. Discipline and attendance data from FY25 and FY24 from the learning management system were analyzed. The MRA (Measurable Results Analysis) was taken and results were reviewed in the areas of culture and leadership. At JCHS, multiple sources of perception data—including student, family, teacher, and staff climate surveys—were used to evaluate school climate, safety, instructional support, engagement, and behavior. The student survey provided insights into students' sense of safety, emotional well-being, and the perceived effectiveness of adult support systems. Family survey data reflected parents' confidence in school safety, communication practices, and their involvement in school activities. Teacher and staff surveys revealed how supported educators feel, their views on leadership effectiveness, and their perceptions of student behavior and instructional alignment with school goals.</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>At JCHS, the school is widely regarded as a safe and orderly environment for learning, with high satisfaction reported by students, staff, families, and community members. Students regularly visit the counseling office and administrators and have trusted adults at school they can talk to if they need help. Staff at Jasper County High School feel connected, valued, and supported, and they report a culture of high academic and behavioral standards that promote success for all students.</p> <p>Despite a 2% improvement in attendance, JCHS faced challenges with an increase in behavior referrals during the 2024–2025 school year. The majority of these behaviors stem from the use of electronics and students' reactions when corrected about device use. The school will continue to focus on improving attendance rates and reducing discipline referrals. JCHS will provide attendance and positive behavior celebrations and reinforcement to encourage both. Additionally, the school will prioritize delivering quality instruction that actively engages students and incorporates technology. Enhanced communication between parents, the school, and the district will also be a focus to better engage, inform, and involve parents and guardians as critical stakeholders.</p> <p>Perception data indicate that most stakeholders view JCHS as a generally safe and supportive environment for learning. Specifically,</p>
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57% of students feel very or extremely safe in classrooms, while 82% of teachers and 59% of staff reported feeling very or extremely safe at work. Additionally, over 60% of students reported having at least some adults they trust or feel cared for by, suggesting positive adult-student relationships. Staff and teachers also noted high job satisfaction and supportive leadership, with over 80% of teachers reporting administrators are very or extremely supportive.

However, there are concerns around students' emotional well-being and behavior. Student responses revealed:

- 33% have felt very sad during the year.
- 25% view vaping as an extreme problem.
- 32% believe bullying and cyberbullying are at least moderate issues.
- Cell phone use during instruction is considered a problem by both students (50%) and teachers (74%).

Discipline data from the 2024–2025 school year supports these perceptions:

- A total of 736 behavior incidents were reported, with 62% involving 9th graders, and 73% involving male students.

- Most referrals stemmed from electronics misuse and student defiance when corrected.

While a 2% improvement in student attendance was observed, chronic absenteeism and behavioral disruptions—especially among 9th grade students—remain areas of concern.

Action Steps:

JCHS will use this data to:

- Prioritize Tier 1 instruction that is engaging, culturally responsive, and technology-integrated.
- Continue positive behavior interventions, especially for 9th grade, male, and SWD populations.
- Celebrate attendance and behavioral improvements through incentive-based recognition.
- Expand student wellness support, mental health services, and peer mentoring.
- Strengthen parent-school communication via high-impact tools such as text messaging and email, which were preferred by parents in the family survey.

These efforts aim to reduce referrals, improve attendance, and ensure that all students feel safe, supported, and engaged in a learning environment that prepares them for future success.

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>For the 2024–2025 school year, Jasper County High School offered several opportunities for parent meetings on school concerns, held in person, virtually, and over the phone. The Board of Education conducted an impact check to monitor the school improvement plan. Jasper County High School also hosted multiple FAFSA Nights to assist parents with completing college documents.</p> <p>The high school hosted High School Your Way and a 9th Grade Transition Night to help parents learn more about high school opportunities and what to expect. During this event, upperclassmen were invited to attend and learn about dual enrollment and college opportunities available through high school coursework. Several 9th-grade registration and orientation nights were held as well.</p> <p>Career Day was a success, with over 60 local companies participating to provide career information and employment or internship opportunities for students. Parents and stakeholders also had opportunities to attend various sporting events and showcases featuring student talents in music and art.</p> <p>AP/Honors teachers hosted AP/Honors information nights, and SAT prep classes and workshops were offered to help students improve their SAT scores. Additional informational sessions were held monthly to build parent capacity within Jasper County High School.</p> <p>As part of our Comprehensive Needs Assessment and School Improvement Planning process, Jasper County High School (JCHS) collected and analyzed various forms of process data to assess stakeholder engagement, student access to support programs, and the implementation of schoolwide initiatives aimed at college and career readiness, communication, and student well-being.</p> <p>Student Engagement and Academic Preparation●JCHS continued to offer SAT Prep courses and workshops, targeting college readiness and supporting students in improving postsecondary entrance exam scores.</p> <ul style="list-style-type: none"> ●AP and Honors teachers hosted curriculum information nights to educate families on course rigor, expectations, and benefits, promoting increased participation in advanced coursework. ●Dual enrollment and college planning opportunities were highlighted during High School Your Way and 9th Grade Transition Night, which included upperclassmen and their families. These sessions provided guidance on pathways available through high school coursework and partnerships with local colleges. <p>Family and Community Involvement●JCHS facilitated multiple FAFSA Nights, offering one-on-one and group assistance to families navigating financial aid applications. These events ensured equitable access to</p>

	<p>college financial support resources.</p> <ul style="list-style-type: none"> ●Monthly informational sessions were held to build parent capacity and keep families informed on academic progress, testing, and school programs. ●Communication was enhanced through bi-monthly Smore newsletters delivered via Messenger 2.0, ensuring consistent updates on school events, student achievements, and support opportunities. ●The school hosted several in-person, virtual, and phone-based meetings for families to voice concerns and learn more about school procedures and improvement efforts. This multi-format approach increased accessibility for all families. <p>School and District Monitoring●The Board of Education conducted an impact check on the School Improvement Plan, ensuring alignment between system-level goals and school-level implementation.</p> <ul style="list-style-type: none"> ●Ongoing progress monitoring occurred through school leadership team meetings, which reviewed implementation of key strategies, behavior trends, and academic interventions. <p>Student Life, Arts, and Athletics●Parents and community members were invited to attend a variety of extracurricular events, including sporting events, music and art showcases, fostering school pride and community connections.</p> <ul style="list-style-type: none"> ●Students were also offered participation in clubs and programs designed to promote positive peer interactions and skill-building outside of the academic setting.
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>div data-message-author-role="assistant" data-message-id="0eccbc8-83d1-4ce4-9207-795113d5485d" dir="auto" The process data shows that Jasper County High School is successfully engaging students and parents through a variety of programs and events, fostering a supportive and active school community. However, it also identifies areas where further improvements are necessary to ensure all students thrive academically and behaviorally. It is evident that teachers are focused on the needs of the students. Student participation in school activities and programs is attended with high levels of involvement in sports, clubs and extracurricular programs. This participation helps foster a well rounded educational experience. The school has prioritized improving student outcomes in writing, reading, and math. Process data shows that specific programs and interventions have been implemented to support these core academic areas. For example, targeted tutoring sessions, literacy/writing workshops with English Teachers, and math</p>
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skill-building activities are being conducted to enhance student proficiency. Teachers are meeting regularly with instructional coach to ensure that course corrections are being made to make sure that students are mastering standards through application of instructional strategies such as re-teaching and re-assessment to improve student academic success.

The process data from the 2024–2025 school year demonstrates that Jasper County High School is actively and intentionally engaging both students and families in a wide range of academic, enrichment, and support-focused programs. These efforts contribute to a positive, inclusive school climate and reinforce a shared commitment to student success.

The school hosted numerous parent engagement activities—including FAFSA Nights, AP/Honors Information Sessions, 9th Grade Transition Events, High School Your Way, and monthly informational meetings—to increase awareness of academic expectations and college and career pathways. Communication was strengthened through bi-monthly digital newsletters and direct outreach via Messenger 2.0. These initiatives provided families with timely updates and resources, helping build trust and support.

In terms of student engagement, high participation was observed in athletics, clubs, and arts programs, reflecting a strong extracurricular culture. This involvement supports students' social development and creates a more well-rounded educational experience.

Academically, the process data confirms that Jasper County High School has made deliberate efforts to improve core skills in reading, writing, and math. Targeted interventions such as tutoring, writing workshops led by English teachers, and math remediation sessions are currently being implemented. Teachers regularly collaborate with the instructional coach to evaluate student performance and adjust instruction. This includes re-teaching and re-assessing when needed to ensure mastery of standards.

Despite these strengths, process data also highlights areas for continued growth. While numerous events were offered, ensuring equitable participation, especially among at-risk student populations (e.g., 9th graders, SWD, economically disadvantaged), remains a priority. Additionally, as behavior data indicates a high number of referrals tied to electronics misuse and defiance, further emphasis on proactive behavior supports and restorative practices will be critical moving forward.

In summary, the process data tells us:

- What we did: Offered multiple parent engagement events, academic interventions, and enrichment opportunities for students.
- For whom: Students across all grade levels, particularly 9th graders and those pursuing AP/Dual Enrollment; parents and guardians from diverse backgrounds; and teachers engaged in instructional refinement.
- Why it matters: These programs are designed to enhance student achievement, improve behavior, strengthen family partnerships, and promote a safe and positive learning environment.

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What achievement data did you use?	The achievement data used for Jasper County High School data was the 23-24 and 24-25 Milestones: End of Course data and preliminary data, AP Assessment Data, End of Pathway data, and SAT data.
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What does your achievement data tell you?	<p>During the 2024–2025 school year, Jasper County High School's EOC data reflects areas of both growth and continued need for instructional support across core content areas.</p> <p>U.S. History showed stable performance compared to the prior year, with 11% of students scoring at Level IV (Distinguished) and 45% at Level III (Proficient). This resulted in a combined 56% scoring in the proficient or higher range, mirroring gains made in 2023–2024. The percentage of students in the Level I range decreased slightly to 15%, which indicates modest improvement in foundational understanding.</p> <p>Biology data revealed challenges with content mastery. Only 5% of students scored at Level IV, and 20% reached Level III, while a majority of students scored at Level II (38%) and Level I (37%). The persistently high number of students scoring below proficient (75%) highlights the need for targeted Tier 1 and Tier 2 instructional supports in science.</p> <p>In American Literature, the distribution of scores remained consistent with the previous year. Only 3% of students achieved Level IV, with 27% at Level III, and a combined 70% scoring at Level II or Level I. This continued trend suggests ongoing literacy gaps and underscores the importance of focusing on reading comprehension and writing proficiency in upper grades.</p> <p>For Coordinate Algebra, results reflected improvement in the percentage of students achieving mastery. 18% of students scored at Level IV, a notable increase from the prior year's 2%. 30% scored at Level III, with 47% at Level II and 21% at Level I. The increase in distinguished-level scores is a positive trend, suggesting the effectiveness of instructional adjustments, but continued support is needed for students at risk of falling below proficiency.</p> <p>SAT Performance Trends</p> <p>2023–2025 Declining Trend Math scores declined from 520 (2023) to 475 (2025), a 45-point drop. Total mean scores fell below the state average (1086 in 2022) starting in 2024. The 2025 cohort had the lowest performance over five years.</p> <p>2026–2027 Significant Rebound 2026 scores show strong improvement (Total Mean: 1115). 2027 cohort, though small (5 students), posted the highest average yet (1234),</p>
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signaling high-potential students and early testers.

Readiness Benchmarks (College Board: Math \geq 530, ERW \geq 480)

Math Benchmark Performance

2023: Only 24% female vs 77% male met benchmark.

2025: Just 29% of males and 16% of females met the benchmark.

2026: Improvement observed — 55% of males, 69% of females met math readiness.

ERW Benchmark Performance

Steady improvement: 2025 \rightarrow 2026 cohort saw:

Male readiness increase from 59% to 83%

Female readiness increase from 69% to 96%

Equity & Subgroup Insights

Caucasian/White students consistently scored higher in Math and ERW.

African-American students scored below average in earlier cohorts, but 2026 shows improvement in both readiness areas (Math: 50%, ERW: 75%).

Hispanic/Latino students also improved by 2026, with 60% meeting benchmarks in both Math and ERW.

Zell Miller Scholarship Eligibility

Increase in Zell Qualifiers noted in 2026 and 2027, corresponding with rising superscores.

Superscores indicate stronger retest outcomes and effective SAT preparation strategies.

What the Achievement Data Tells Us

JCHS saw a concerning dip in SAT performance in 2024–2025, especially in math. Strategic interventions likely contributed to the rebound seen in the 2026 and 2027 cohorts.

Male students generally outperform in math; females lead in ERW after 2025.

Focused SAT prep and early testing in 10th grade may be boosting top-end scores and readiness.

Continued support for minority subgroups and strategic academic support is essential to maintain upward trends and improve equity in college readiness.

AP Program Overview

- Total Unique Students Enrolled: 160

- Total Course Enrollments: 277

- Total Exam Registrations: 276

- Total Exams Ordered: 282

- Exam registrations closely match enrollments, indicating strong student commitment to testing.

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- A few courses have more exams ordered than students enrolled, which may

suggest students are:

- Enrolled but listed across multiple exam sections
- Largest enrollment: AP Precalculus (51 students)
- Highest number of exams ordered: AP Precalculus and AP Biology

AP Course	Student Enrollments	Exam Registrations	Exams Ordered
AP 2-D Art and Design	11	11	11
AP 3-D Art and Design	1	1	1
AP Biology	40	39	41
AP Calculus AB	3	3	3
AP Calculus BC	14	13	15
AP Chemistry	1	1	1
AP Computer Science Principles	20	20	21
AP English Language and Composition	18	18	19
AP Environmental Science	40	40	40
AP Macroeconomics	7	7	7
AP Precalculus	51	51	51
AP Psychology	21	21	21
AP United States Government & Politics	12	12	13
AP United States History	37	37	37
AP World History: Modern	1	1	1

EOPA Pathway Data

Pathway	Teacher	# of Complete	Passed 23-24	Failed	Pass Rate	Teacher	# of Completers	Passed	Failed	Pass Rate
Animal Mech Systems	Elias	23	23	0	100%	Elias	7	7	0	100%
AVTF (Adobe Test)	Harty	2	0	2	0%	Harty	5	4	1	80%
BioTechnology	Hyde	9	2	7	22%	Hyde/Brandon	48	46	2	96%
BioTechnology	JCVA					JCVA	3	1	2	33%
Business & Technology	Scroggs	18	17	1	94%	Scroggs	33	31	2	94%
Business & Technology	JCVA	6	1	5	17%	JCVA	6	3	3	50%
ECE I	Datson	15	15	0	100%	Datson	10	10	0	100%
ECE II Practicum	Datson	2	2	0	100%	Datson	11	11	0	100%
Engineering	Harty	3	3	0	100%	Harty	2	2	0	100%
Entrepreneurship	Bragg					Bragg	1	1	0	100%
Plant Mech Systems	Elias	11	11	0	100%	Elias	21	21	0	100%
Therapeutic Services/Allied Health	Williams	13	12	1	92%	Williams	17	16	1	94%
Therapeutic Services/Allied Health	JCVA	1	0	1	0%	JCVA	3	0	3	0%
Total Comp		103			Average 65%	Total Completers	167	153		Average Pass 81%

EOPA Pathway Completer Data Summary – Jasper County High School

(2023–2024)

Overview:

- Total Number of Completers: 167 students
- Total Number of Students Who Passed: 153 students
- Overall Average Pass Rate: 81%

Key Trends and Observations:

- Strongest Pathways (100% pass rate):
 - Animal Mechanical Systems
 - ECE I & ECE II Practicum
 - Engineering
 - Entrepreneurship
 - Plant Mechanical Systems
- Pathways with Significant Room for Improvement:
 - AVTF (57% pass rate)
 - Biotechnology (80% pass rate, but wide performance variance between instructors)
 - Business & Technology (JCVA: 50% pass rate; room for alignment)
 - Therapeutic Services/Allied Health showed a strong pass rate of 88% overall, despite one subgroup (JCVA) with a 0% pass rate.

The 2023–2024 EOPA data highlights notable successes in several pathways, with multiple programs achieving a 100% pass rate, reflecting strong instructional practices and student readiness. However, variability exists across instructors and pathways, particularly in AVTF, Business & Technology (JCVA), and Biotechnology. These areas warrant targeted support, including professional development, curriculum alignment, and increased student preparation resources. The overall 81% pass rate reflects solid progress, with strategic interventions likely to yield even stronger results in the upcoming school year.

EOC Data

23-24 EOC data for American Literature shows the following percentages: 66%

scored a 2+; 30% scored a 3+; and 3% scored a 4. Though the number of students scoring in the range of 3+ increased by 9% there is also an increase in the number of students scoring in the beginning level 1 range, 2.83%.

23-24 EOC data for Biology shows the following percentages: 63% scored a 2+; 25% scored a 3+; and 5% scored a 4 which demonstrates a drop across the board in students scoring at a level 2+ with the most significant decrease of 17% in students scoring in the range of 3+.

23-24 EOC data for U.S. History shows the following percentages: 85% scored a 2+; 57% scored a 3+; and 11% scored a 4. The percentage of students scoring 3+ increased from 44% to 57% and from 7% to 11% in the distinguished range.

Milestones data for Algebra 1/Coordinate Alg. will not be available until Fall 2025.

23-24 US History 132 Total Exams

15 distinguished. 11%
 60 proficient 45%
 37 developing. 28%
 20 beginner. 15%

23-24 Biology 212 Total Exams

11-Distinguished (5.3%)
 42-Proficient (20%)
 81- Developing (38%)
 78-Beginner (37%)

23-24 American Literature 159 Total Exams

5-Distinguished (3%)
 43-Proficient (27%)
 57- Developing (36%)
 54-Beginner (34%)

EOPA/College and Career Readiness: WBL

For the 23-24 school year, Jasper County High School had a total of 62 students who participated in Work Based Learning.

	2023-2024		
Pathway	# of Completers	# of EOPA Passers	% Pass
Ag Mechanics & Metal Fabrication			
Ag Mechanics Systems			
Animal Mechanics Systems	23	23	100%
AVTF (Adobe Test)	2	0	0%
AVTF (NOCTI Test)			
AVTF II (NOCTI			

Test)								
Biotechnology	9		2					22%
Business & Technology	18		17					94%
Business & Technology JCVA	6		1					17%
Business Accounting								
Computer Science	1		1					100%
ECE	15		15					100%
ECE Practicum	2		2					100%
Engineering & Technology	3		3					100%
Fire & Emergency Services (EMR)								
Horticultural Mechanics								
Plant Mechanical Systems	9		9					100%
Plant Mechanical Systems JCVA	2		2					100%
Programming								
Therapeutic Services/Allied Health	13		12					92%
Therapeutic Services/Allied Health JCVA	1		0					0%
Therapeutic Services/Patient Care/CNA								
Therapeutic Services/Patient Care/PCT								
Web & Digital Design								
Average Yearly Pass Rate	71%							
SAT Data								
Year	# of Graduates	Test Takers	JCCS Math	State Math	JCCS ERW	State ERW	JCCS Average	State Average
2023	149	71	504	511	516	534	1020	1045
2024	144	63	497		524		1021	
ERW (480 Benchmark Score)		46/71 46/63		2022-2023: 65% 2023-2024: 73%		65% National Average		
Math (530 Benchmark Score)		37/71 23/63		2022-2023: 44% 2023-2024: 37%		45% National Average		
Total Meeting Both		27/71 23/63		2022-2023: 38% 2023-2024: 37%		43% National Average		

	Zell Qualifiers (1200+ Composite)	2022-2023: 14 Meeting Benchmark	2023-2024: 9 Meeting Benchmark	Class of 2024: 6% met ZELL SAT requirements

<p>What demographic data did you use?</p>	<p>We analyzed demographic data from the Georgia Milestones Assessment, AP Assessment Data, and Attendance Data. EOC (End-of-Course) Assessment Data</p> <ul style="list-style-type: none"> ● SAT Performance and Participation Data ● AP Enrollment and Exam Data ● Demographic Data, including: <ul style="list-style-type: none"> ul data-start="310" data-end="464" ● Race/Ethnicity ● Gender ● Socioeconomic Status (Free/Reduced Lunch) ● Students with Disabilities (SWD) ● English Language Learners (ELL)
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<p>What does the demographic data tell you?</p>	<p>Key Findings from the Data:1.li data-start="508" data-end="865"EOC Data: Overall performance showed mixed trends. Some subjects, like U.S. History, had strong proficiency rates (85% scored 2+). However, Biology saw a significant drop in students scoring 3+ (down 17%). Increased numbers of students scored in the beginning level in some subjects, indicating the need for instructional support.</p> <p>li data-start="867" data-end="1236"SAT Data: Participation rates were consistent, but performance gaps were evident across demographic groups. Students identified as economically disadvantaged and SWD showed lower average scores in Evidence-Based Reading and Writing (ERW) and Math. The data suggests the need for increased SAT prep and academic intervention for targeted subgroups.</p> <p>li data-start="1238" data-end="1662"AP Data: A total of 160 students were enrolled in AP courses with 277 course enrollments and 276 exam registrations.</p>
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AP Precalculus, AP Biology, and AP Environmental Science had the highest enrollment and test-taking rates. Disaggregated demographic data revealed underrepresentation of minority and economically disadvantaged students in AP courses, highlighting equity gaps in advanced course access.

As part of our Comprehensive Needs Assessment, we reviewed EOC, SAT, and AP data, disaggregated by demographic indicators including race/ethnicity, socioeconomic status, students with disabilities (SWD), and English Language Learners (ELL).

Key Data Sources Used:

- End-of-Course (EOC) assessment results
- SAT participation and performance reports
- AP course enrollment, exam registration, and test ordering data
- Demographic breakdowns by subgroup

Findings:

- EOC Data revealed proficiency improvements in U.S. History but declines in Biology, particularly among students scoring at the proficient (3+) level, indicating a need for enhanced Tier I science instruction and targeted supports.

- SAT Data showed consistent participation but persistent performance gaps for economically disadvantaged students and SWDs in both Evidence-Based Reading and Writing (ERW) and Math.

- AP Data highlighted strong overall enrollment and test participation (160 students enrolled in 277 AP courses, with 276 exam registrations), but an equity gap was identified in AP access for minority and low-income students.

Conclusion:

These findings indicate a need to:

- Improve instructional practices in core content areas, especially science and math
- Increase support for underperforming subgroups through differentiated instruction and academic interventions
- Expand equitable access to advanced coursework, including AP offerings, for all students

This data will directly inform the development of targeted strategies and measurable goals within the School Improvement Plan to ensure improved outcomes for all learners.

Milestones EOC 2019 Demographic Data-

We analyzed EOC demographic data in the areas of math and literature ONLY. Again, the most significant achievement gaps are with our Special Education Students with gaps compared to ALL students at Level 2-4 in ELA vs. ALL students at Levels 3-4. There were not enough Special Education students to make subgroups for comparison in our high school math courses. Again, our African-American students are performing below our white students at the high school although the gap seems to close somewhat from middle school. In ELA at Levels 2-4 there are gaps and at Levels 3-4. It appears African American students are struggling more in American Lit. than in 9th grade Lit. In math at Levels 2-4 there are gaps vs. white students..

The demographic achievement data tells us that priority should be placed on meeting the individual needs of students. This includes all students who are not reaching and those exceeding mastery regardless of their demographic identification. The implementation of effective tiers of support and evidence based interventions need to be in place for all students to increase their academic achievement

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Jasper County High School is actively implementing several strategies to enhance student learning and engagement, with a strong focus on professional development, instructional practices, and collaborative planning. The instructional coach facilitates weekly professional learning sessions for teachers, using a variety of methods to address diverse instructional needs and enhance teaching effectiveness.</p> <p>Instructional observations are conducted by both the administration and the instructional coach to provide feedback and support for improving teaching practices. A systematic, collaborative process is regularly used for curriculum planning. Most teachers or teacher teams share common expectations regarding standards, curriculum, assessment, and instruction.</p> <p>The introduction of "Week at a Glance" documents—prepared by each teacher for each course—has significantly improved unit planning and design, resulting in more organized and effective instruction. Most classrooms offer a supportive and well-managed environment that is conducive to learning. Teachers are fostering environments that promote higher-order thinking, active engagement, relevance, and collaboration.</p> <p>Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning, including providing feedback, utilizing cooperative learning strategies, and incorporating graphic organizers. Some teachers establish and communicate clear learning targets and success criteria aligned with curriculum standards, and differentiate instruction to meet students' specific needs.</p> <p>Technology is widely used by both staff and students to enhance learning and to facilitate communication, collaboration, and problem-solving. Most assessments are aligned with curriculum standards, and teachers use common assessments to monitor student progress, inform instruction, and refine teaching practices. Teachers occasionally collaborate to analyze assessment data and adjust instruction accordingly.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Grading practices in most content areas accurately reflect student progress toward meeting required standards. Some students actively monitor their own learning progress using specific tools. Additionally, most students receive timely, systematic, data-driven interventions to support their individual learning needs.</p> <p>Overall, Jasper County High School is committed to continuous improvement through targeted professional development, instructional observations, and collaborative planning. These efforts aim to foster a supportive, academically rigorous environment that meets the diverse needs of all students and ensures consistent progress and achievement.</p> <p>!----comment node----!--a=1--</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>At Jasper County High School (JCHS), effective leadership is demonstrated through key trends and patterns that support the identification and fulfillment of the needs of students, teachers, and school leaders. Administrators consistently build and sustain positive relationships to promote success among students and staff, cultivating a collaborative and supportive environment. The leadership team, including the principal, initiates and manages change to enhance staff performance and student learning, effectively balancing pressure and support to achieve desired outcomes.</p> <p>Key leadership practices include the use of systematic approaches to effectively implement curriculum, assessment, instruction, and professional learning. The school utilizes various processes to analyze multiple sources of data—including classroom, grade-level, departmental, subgroup, and perception data—to drive improvements in student achievement.</p> <p>Structures for shared decision-making and collaborative problem-solving are firmly established, enabling staff to build leadership capacity. A data-driven school leadership team—comprising representatives from both core and non-core teachers as well as certified support staff—meets regularly, following established norms and protocols to remain focused on student learning.</p> <p>Teacher and staff performance is consistently monitored through data and documentation, resulting in accurate evaluations and timely, descriptive feedback tailored to individual needs. This targeted support is essential for continuous professional growth.</p> <p>JCHS has developed a shared vision and mission through a collaborative process and has communicated it to most stakeholders. This vision and mission shape the school's culture and guide its continuous improvement efforts. The school improvement plan,</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>developed through a data-informed and consensus-based approach with input from a broad range of stakeholders, includes clearly defined goals and strategies aimed at increasing student performance.</p> <p>Overall, the leadership trends and practices at JCHS reflect a strong commitment to fostering a collaborative, data-driven environment that promotes continuous improvement and ensures the success of both students and staff.</p> <p>!----comment node----!--a=1--</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>At Jasper County High School (JCHS), the team observed several key trends and patterns in professional capacity that support identifying and addressing the needs of students, teachers, and school leaders. A strong collaborative environment is evident, supported by multiple structures for shared decision-making and problem-solving, which help build leadership capacity among staff.</p> <p>Professional learning needs are identified through a data-driven process that incorporates a variety of data sources, ensuring alignment with actual instructional and organizational needs. The school provides adequate resources and support systems—including substitute teachers, instructional materials, and dedicated collaborative planning time—to sustain professional learning efforts. Some staff members participate in professional development that utilizes multiple learning designs, meeting a range of educator needs and preferences.</p> <p>In the current school year, JCHS implemented Teacher-Led Professional Learning (PL), which proved to be highly successful. The sessions were well-attended, and teachers actively encouraged one another to participate and share their expertise with peers. Administrators and teacher leaders regularly set clear expectations for the implementation of professional learning, and the impact on instructional practices and student outcomes is routinely monitored and evaluated. These trends underscore JCHS's commitment to fostering a collaborative, data-driven environment that promotes continuous improvement and success for both students and staff.</p> <p>During the 2024–2025 school year, the district hosted a Job Fair to promote an earlier hiring timeline and increase access to a wider pool of high-quality candidates for the high school. Through extensive planning and marketing, the fair attracted many applicants for positions across the district. As a result, JCHS successfully filled the majority of its vacancies before the end of the school year. Several of the newly hired teachers were new to the profession.</p> <p>To support these early-career educators, the district implemented a New Teacher Mentor Program. In addition, the school's administration</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>and instructional coach provided consistent support to teachers with 0–3 years of experience through multiple observations and coaching sessions throughout the year.</p> <p>!-a=1--</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed that Jasper County High School (JCHS) has successfully created an environment that welcomes and connects families and community members to the school. Effective structures for clear and open communication between the school and stakeholders are well-established. The school has developed numerous relationships and decision-making processes—such as business partnerships, school councils, parent organizations, and booster clubs—to enhance family and community engagement in student success.</p> <p>Regular communication regarding academic expectations, graduation status, and current achievement levels is maintained through various methods, including progress reports, parent conferences, and online reporting systems. There is still room to strengthen this communication through a broader range of channels. JCHS also works to build the capacity of families to support academic achievement at home through parent training and informational programs. Additionally, the school connects families with community agencies and resources to help address student needs. These trends highlight JCHS's strong commitment to fostering family and community engagement as a means of supporting the needs of students, teachers, and school leaders.</p> <p>For the 2024–2025 school year, JCHS offered several opportunities for parent engagement and communication regarding school concerns. These meetings were held in person, virtually, and over the phone to accommodate diverse family needs. The Board of Education conducted an impact check to monitor the progress of the school improvement plan. JCHS hosted several FAFSA Nights to assist parents with completing college financial aid documents. The school also organized events such as High School Your Way and a 9th Grade Transition Night to help parents better understand high school expectations and opportunities. Upperclassmen were invited to these events to learn more about Dual Enrollment and college coursework options. In addition, the school held multiple 9th Grade Registration and Orientation Nights. A Career Day event was hosted after school in collaboration with local businesses, providing students with career information as well as internship and employment opportunities. JCHS also offered numerous extracurricular events for families and stakeholders to attend, including sporting events and showcases of student talent in music and art. AP/Honors Information Nights were held by teachers to provide details about advanced coursework. To support college readiness, SAT prep classes and workshops were available to help students improve their test performance.</p>
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Strengths and Challenges Based on Trends and Patterns

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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed several important trends and patterns regarding the supportive learning environment at Jasper County High School (JCHS) that will assist in identifying the needs of students, teachers, and leaders.</p> <p>JCHS has been a PBIS (Positive Behavioral Interventions and Supports) school that emphasizes instruction on behavioral expectations, promotes positive interactions, and reinforces appropriate behavior and attendance. The school is also working to implement the Leader in Me framework, which aligns with many of the core values emphasized in PBIS.</p> <p>Despite these efforts, attendance remains a concern at JCHS, highlighting the need for strategies that actively engage students in learning and reinforce the importance of regular attendance. Additionally, an increase in behavior referrals indicates the need for continued focus on addressing disciplinary issues through preventive and responsive approaches.</p> <p>The school maintains effective communication with stakeholders, regularly updating families on academic expectations and student progress through various channels. Structures such as business partnerships, school councils, and parent organizations play a key role in supporting family and community engagement in the school's success. JCHS also offers programs that help families support academic achievement at home and connects them with community resources to address student needs holistically.</p> <p>These trends indicate that, while JCHS has built a strong foundation for a supportive learning environment, continued efforts are essential to address attendance and behavioral challenges, promote student empowerment, and enhance the recognition of student achievements. These focus areas will be critical to meeting the evolving needs of students, teachers, and leaders.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed several key demographic and financial trends at Jasper County High School (JCHS) that will support the identification of needs among students, teachers, and school leaders. A significant demographic trend is the high rate of poverty, which increases the number of at-risk students requiring specialized instructional services. This trend underscores the need for additional resources and targeted support to effectively address the educational challenges faced by these students.</p> <p>From a financial perspective, JCHS faces ongoing challenges due to a low tax base, largely resulting from the high percentage of public lands in the area. This situation reduces local revenue and constrains the school's budget, limiting its ability to fund essential programs and services. These financial constraints impact the school's capacity to adequately support both students and staff. Additionally, JCHS has experienced a decrease in the millage rate for the 2024–2025 school year, further straining available financial resources.</p> <p>Addressing these demographic and financial challenges will be critical to identifying and meeting the needs of the JCHS community. Prioritizing resource allocation and exploring alternative funding sources will be essential strategies to ensure that all students receive the academic and personal support necessary for success.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The analysis of student achievement trends from the EOC results reveals several important patterns. In American Literature, there was a slight increase in the percentage of students scoring at level 2 or higher from 2023-24 to 2024-2025, but a significant increase in those scoring at levels 3 and 4. Similarly, U.S. History saw a minor decline in level 2 or higher scores, but notable improvements in levels 3 and 4. Conversely, Biology experienced a decrease across all performance levels, likely due to external challenges such as teacher shortages and the reliance on extended days and online classes. Coordinate Algebra data for 2023-2024 was incomplete, but 2022-2023 showed strong performance. These trends indicate that while there is a consistent baseline of achievement, there are areas, particularly in higher-level scores, where students are excelling. To support this, targeted interventions are needed to aid students on the cusp of higher achievement, professional development for teachers to address subject-specific challenges, and strategic planning by leaders to mitigate external factors impacting student performance. These trends indicate a need for an intense intervention in the area of Biology and American Literature to improve the percentage of students scoring at a level of proficient.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>The process implemented at Jasper County High School (JCHS) to track course completion has contributed to maintaining the graduation rate for students with disabilities, while also offering multiple programs, platforms, and graduation track options. JCHS is committed to ensuring that students with disabilities are educated in the least restrictive environment to the maximum extent possible. Additionally, students are provided with college and career workshops and community-based job exposure through partnerships with local agencies such as Vocational Rehabilitation.</p>
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Challenges	<p>General and special education teachers require additional professional learning and support to effectively collaborate in inclusive classrooms, integrating specialized instruction into planning, implementation, and evaluation. Transition planning for students with disabilities must become more systematic and strategic, as current processes and procedures are insufficient to fully support students in transitioning to post-secondary options. Processes for implementing IDEA also require evaluation and revision, with a focus on developing and consistently following compliant monitoring and follow-up procedures. Furthermore, there is a need to strengthen Tier I instructional strategies, particularly through the effective use of specialized instruction. Finally, progress monitoring and IEP compliance must align with district guidelines as outlined in the handbook, ensuring appropriate and sustained support for students with disabilities.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Attendance: More than 10% of Jasper County High School students missed/were absent 10 or more school days in the 2024-2025 school year.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	<p>An examination of students with frequent absences reveals that, for many, this is not the first time they have missed a significant number of school days.</p> <p>Student achievement is negatively impacted by extended absences from school, and student behavior is also influenced by the number of days missed throughout the school year.</p> <p>Goals for the 2025–2026 School Year:</p> <p>JCHS will reduce the number of office discipline referrals by 3%.</p> <p>JCHS will reduce the number of students with 10 or more absences by 2%.</p> <p>JCHS Will implement the Leader In Me framework for faculty, students, and stakeholders.</p>
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Overarching Need # 2

Overarching Need	Student achievement: Increase the number of students scoring proficient or higher on state assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 2

Priority Order	1
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Additional Considerations	<p>By Spring of the 2025-2026 school year, students scoring developing, proficient and distinguished levels of proficiency on the Literature EOC will increase by 3% as measured by the Georgia Milestones End of Course Assessment.</p> <p>By Spring of the 2025-2026 school year, students scoring developing, proficient and distinguished levels of proficiency on Algebra EOC (Math) will increase by 3% as measured by the Georgia Milestones End of Course Assessment.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Attendance: More than 10% of Jasper County High School students missed/were absent 10 or more school days in the 2024-2025 school year.

Root Cause # 1

Root Causes to be Addressed	Family factors - understanding the importance of attending to actively engage in instruction, substance abuse, violence, poverty, lack understanding of the value of education School factors- class size, student engagement, staff capacity to differentiate instruction, cultural issues, accuracy of record keeping, discipline issues, out of school suspensions
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	!-a=1--
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Overarching Need - Student achievement: Increase the number of students scoring proficient or higher on state assessments.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	<p>Many students lack on grade level literacy and math skills</p> <p>Teachers are not always teaching to rigor or mastery level needed</p> <p>Teachers do not know how to efficiently and effectively use student formative assessments to plan differentiated instruction and make needed adjustments in a timely manner.</p> <p>Not all teachers have high expectations for ALL students</p> <p>Effective differentiation of instruction is not being consistently implemented.</p>
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p>
Additional Responses	!-a=1--



School Improvement Plan 2025 - 2026



Jasper County
Jasper County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Jasper County High School
Team Lead	Jim Strength
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Attendance: More than 10% of Jasper County High School students missed/were absent 10 or more school days in the 2024-2025 school year.
Root Cause # 1	Family factors - understanding the importance of attending to actively engage in instruction, substance abuse, violence, poverty, lack understanding of the value of education School factors- class size, student engagement, staff capacity to differentiate instruction, cultural issues, accuracy of record keeping, discipline issues, out of school suspensions
Goal	During the 2025-2026 school year, JCHS will decrease the number of students having 10 or more absences by 2%.

Action Step # 1

Action Step	JCHS will begin the full implementation of the school wide Leader In Me Program.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Attendance reports Discipline reports PBIS team meeting of Data reviews, adjustments to plan, etc.
Method for Monitoring Effectiveness	Improvement on state testing, Increase in academic achievement in class
Position/Role Responsible	PBIS School Coordinator Principal Assistant Principals
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	JCHS staff will continue to use Infinite Campus to document behavioral incidents and interventions prior to office referrals. Use of behavioral interventionists as needed to assist with students.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline referral Review of internal discipline when a student is referred to the office
Method for Monitoring Effectiveness	Decrease in behavior referrals, increase in academic success
Position/Role Responsible	Principal Assistant Principals Teachers
Timeline for Implementation	Yearly

Action Step # 2

<p>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)?</p>	<p>MLJ Foundation, Family Connections, Mentor Program</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement: Increase the number of students scoring proficient or higher on state assessments.
Root Cause # 1	Many students lack on grade level literacy and math skills Teachers are not always teaching to rigor or mastery level needed Teachers do not know how to efficiently and effectively use student formative assessments to plan differentiated instruction and make needed adjustments in a timely manner. Not all teachers have high expectations for ALL students Effective differentiation of instruction is not being consistently implemented.
Goal	The number of students scoring at level 3, proficient and level 4, distinguished will increase by 3% on the 2025-2026 Georgia Milestones End of Course Assessments (Algebra C& C; Biology; U.S. History).

Action Step # 1

Action Step	Build the capacity of staff to improve instructional practices and implementation of Leader In Me frameworks for all students using professional learning provided by district and administrative team.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Documentation of student conferences on reading levels, strengths, weaknesses TKES Goals on literacy within the platform Reading and ELA Achievement Data
Method for Monitoring Effectiveness	Teachers classroom instruction improve due to professional learning
Position/Role Responsible	Principal Assistant Principal, Instructional coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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Action Step # 2

Action Step	Provide an tutoring opportunities to help students with academic issues in classes and provide an opportunity for students with increased absences to make up missing school work.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	planning, professional learning, PL meetings, attendance roster, impact check
Method for Monitoring Effectiveness	Increase in student achievement and attendance, decrease in failure rate per grade level
Position/Role Responsible	Principal, Assistant Principal, Teacher
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--
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3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The school governance team, composed of community members, parents, students, and teachers, provided input regarding their perspectives on Jasper County High School (JCHS). Additionally, the school leadership and operations teams offered insights and recommendations on various topics, ranging from curriculum (math and literacy) to operational matters such as attendance, aimed at improving JCHS. These teams communicated with their respective colleagues, who in turn shared this information with members of the leadership team.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Jasper County Charter System recruits teachers who are highly qualified in their fields. The high school experiences a relatively low attrition rate. New teachers receive support through a mentoring program, while experienced teachers have opportunities for ongoing professional learning to continue their growth as educators.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>JCHS is developing a building-level MTSS plan to help identify instructional areas of need as well as the individual needs of students.</p> <p>Currently, Jasper County does not have any facilities for neglected and delinquent children. If such programs were to open in Jasper County, the school district liaison would collaborate with the facilities director to determine the educational needs of eligible students.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point</p>	<p>JCHS will use i-Ready testing data to guide services that support and target student instruction. PSAT scores will also be utilized to identify areas for targeted support. Additionally, results from End-of-Course (EOC) assessments will inform instructional strategies to better support students.</p>

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

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>JCHS will host:</p> <ol style="list-style-type: none"> 1. 9th grade transition night/event for rising 8th graders to come and access the school and meet staff, learn about scheduling, and meet current students to discuss what high school is like. 2. CTAE Night: The CTAE programs will host an informational night at the school prior to registration for the upcoming school year. Students can learn about the various pathways and register for the classes that interest them and will work in their schedule. 3. FAFSA Nights: JCHS hosts 3 FAFSA nights for parents to come and help apply for Financial Aid, apply to both four year and two year colleges and technical schools. Counselors also meet with the 11th and 12th grade students to discuss what their interests are and what future plans the student. 4. College/tech college visits 5. WBL opportunities: Students are provided opportunities during the school day to go and work with employers and gain job skills in various areas. 6. Dual Enrollment: Students are able to go to Central Georgia Technical College, Southern Crescent, Georgia Perimeter, Georgia Military College, or others of their choosing for dual enrollment opportunities as a Junior and Senior at JCHS provided they are on track for graduation.
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>JCHS has been a PBIS school and is currently transitioning to a Leader in Me school. Students will be identified during PLC meetings, administrative meetings, and through recommendations. PLC meetings are held to identify students based on classroom performance and assessment data, with the goal of providing extra support to help them succeed at JCHS. Identified students will be included in the JCHS MTSS process.</p>

ADDITIONAL RESPONSES

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

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