



Comprehensive Needs Assessment 2025 - 2026 School Report



Glascok County
Glascok County Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Jennifer Stafford
Team Member # 2	MTSS Coordinator	Liz Harrell
Team Member # 3	EIP teacher	Tonya Williams
Team Member # 4	School Nurse	Jami Brooks
Team Member # 5	Literacy Coach/Curriculum Director	April Clark
Team Member # 6	Librarian	Molly McAfee
Team Member # 7	Elementary Teacher	Ashley Haywood

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Middle School Teacher	Alecia Hilson
Team Member # 2	High School Teacher	Kelly Bryan
Team Member # 3	High School Teacher	Tori Wheeler
Team Member # 4	Technology Director	Chad Arrington
Team Member # 5	District Office	Tina Smith
Team Member # 6	Superintendent	Jessica Miller
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	SGT Teacher Member	Hope Hadden
Stakeholder # 2	SGT Teacher Member	Ashley Haywood
Stakeholder # 3	SGT Parent Member	Sarah B. Johnson
Stakeholder # 4	SGT Parent Member	Paul Parrish
Stakeholder # 5	SGT Parent Member	Blake Moore
Stakeholder # 6	SGTCommunity Member	Stanley Phillips
Stakeholder # 7	SGT Teacher Member	Emily Andrews
Stakeholder # 8	SGTCommunity Member	Mariann Dixon

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The principal provided opportunities for the stakeholders to provide meaningful feedback throughout the year at the Local School Governance Team (LSGT) meetings. All stakeholders (parents, staff, community) are encouraged to participate in the local needs assessment surveys. Results of the surveys and other local data are shared with the stakeholders during the LSGT meetings to help school administration analyze the data and identify strengths and weaknesses.
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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	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Primarily, the LEA utilized stakeholder surveys, including the following: • LEA Federal Programs Spring Parent Surveys • GaDOE Student Health 2.0 Surveys, as available • GaDOE School Personnel Surveys, as available • GaDOE Parent Surveys, as available In addition, the district collected anecdotal notes regarding stakeholder perception from the following: • Input Meetings • Leadership Team Meetings • IEP meetings • CSRA RESA Board of Control and Professional Learning Council meetings • East Georgia P-20 Collaborative meetings • Parent conferences
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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?")	The 2024–2025 perception data, collected from parents, staff, and students, provides valuable insight into the strengths and areas for growth within our school community. This data reflects not only how stakeholders view the school environment but also what they believe to be true about student safety, fairness, communication, and behavioral climate. There is a strong, consistent perception among all stakeholder groups that our school provides a safe and well-maintained environment. Ninety-four percent of middle/high parents agree or strongly agree that their children feel safe traveling to and from school, and the same percentage affirm that the building is well maintained. Similarly, 100% of personnel confirmed that the building is safe to enter and exit and is properly maintained, which underscores our commitment to physical safety and facilities management. Students corroborate this sense of physical safety, with approximately 90% of middle/high students reporting that they do not feel picked on, teased, or bullied, and a similar percentage indicating that they have not been cyberbullied. Furthermore, 93% of our elementary students also indicated that safety is a top priority by responding that they feel safe in all areas of the building. These findings suggest that our focus on a secure, clean, and
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respectful environment is being successfully communicated and experienced.

While safety and maintenance perceptions are positive, the data also points to critical areas where improvement is needed. Notably, only 41% of middle/high parents believe that all students are treated fairly, and 38% express concern about the consistency of rule enforcement. Additionally, 38% of parents disagree that school staff communicate effectively and feel excluded from the decision-making process. However, elementary parents disagree, with ninety-five percent responding that it is easy for them to get information about their child's progress. These figures highlight a significant perception gap that must be addressed through more transparent communication, equitable practices, and stronger parent engagement strategies, especially in the middle/high school.

Among personnel at the middle/high school, while overall facility and safety conditions are viewed positively, there are concerns regarding student behavior and peer support. Twenty-seven percent of staff do not believe students would intervene to help a peer being bullied, and 24% feel that student behavior sometimes prevents effective teaching. These concerns suggest a need for reinforcing our social-emotional learning programs, positive behavior supports, and peer leadership initiatives to create a more consistently supportive and academically focused environment.

Encouragingly, the student survey indicates that over 90% have never used drugs or alcohol, and approximately 80% know an adult they can turn to in times of need or emergency. These data points indicate strong protective factors and suggest that students possess a solid understanding of support systems and healthy decision-making, which are critical components of long-term well-being and school success. Survey results for the elementary school also revealed a connectedness with school and personal social learning. Over 81% of students responded that most or all of the adults at school care about the students.

In summary, the perception data affirm that our school is viewed as a physically safe and well-maintained place where most students feel secure and supported. However, the data also highlight opportunities to improve perceptions around fairness, communication, and student behavior. Moving forward, we will use this information to refine our school improvement efforts, with particular focus on equity, communication with families, behavioral expectations, and student empowerment. These steps are essential to ensure that our school community continues to thrive and that every voice is heard, respected, and valued.

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)	The following data were analyzed for the CNA: ● GaDOE School Improvement Dashboard (SLDS) ● Exit interviews/surveys ● Local system personnel reports ● TKES and LKES ratings ● Student Record reports ● Sign in sheets ● Extracurricular rosters and reports
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?”)	The process data reveals that we offer a wide-variety of extracurricular activities for our students in grades 3-12. In grades 3-5, 40 children participated in cheerleading, 16 in football, 33 in basketball and 19 girls participated in softball. For grades 6-8, 13 children joined cheerleading, 27 participated in football, 29 in basketball, 13 girls participated in softball, and 21 boys participated in baseball. In grades 9-12, 14 children were involved in cheerleading, 34 in football, 29 in basketball, 14 girls participated in softball, and 14 boys participated in baseball. We also added literary competition for our high school students this year. Five of our students competed. Additionally, for our high school students, we provide opportunities to join the Future Farmers of America (FFA) program, with 77 students, approximately 50% of our high school enrollment, actively participating. Of these, 35 students competed in various competitions, conferences, camps, and career/leadership development events. This data demonstrates that our school is committed to providing a broad range of extracurricular activities, fostering both athletic and leadership skills among students. The high participation rates across different sports and the substantial involvement in the FFA program indicate a well-rounded approach to student development, encouraging engagement and growth beyond the classroom. Despite our small school enrollment, we offer a variety of non-core academic options. For our K-8 children, we provide a limited selection of connections courses. In grades 3-5, students can take careers, physical education, and keyboarding classes. In grades 6-8, we offer computer science, physical education, and career exploration and awareness courses. Our high school students have access to a wider range of non-core content courses. The CTAE program includes 12 pathways, with the agriculture department offering six: Forest Mechanical Systems, Forestry Management Systems, Horticulture Mechanical Systems, Agriculture Mechanics Systems, and Plant & Landscape Systems. In business education, we offer Entrepreneurship, Business Accounting, and Advanced Accounting. In computer science, we provide Cybersecurity, Game Design, and Web & Digital Design. Additionally, our students can take core college courses and technical courses, such as welding and nursing, through our partnership with Oconee Fall Line Technical College. In the 2024-2025 school year,

	fifty-two students participated in dual enrollment, maintaining the trend of about 31% of our high school enrollment. This is an increase of 6% from last year. This data demonstrates our school's commitment to providing diverse educational opportunities despite our size. By offering a broad range of courses, from career exploration in early grades to specialized pathways in high school, we ensure our students are well-prepared for a variety of future endeavors. The consistent participation in dual enrollment highlights our dedication to academic advancement and the provision of college-level coursework, further enriching our students' educational experiences. We also offer training and information sessions for our parents and staff. Staff members have access to beginning-of-the-year grade-level meetings, monthly faculty meetings, and resources to conduct effective parent-teacher conferences. Parents are provided with opportunities such as Kindergarten Orientation, Open House, Senior Parent Night, PTO meetings, parent conferences (all parents scheduled for a conference in October for grades K-8 and additional conferences as needed K-12), Pre-K book reading sessions, FAFSA completion events, Middle School Orientation, and High School Orientation. This range of offerings reflects our commitment to fostering strong partnerships between our school, parents, faculty and staff. By providing comprehensive training sessions and diverse informational events, we ensure that our faculty and staff are well-equipped to engage effectively with students and parents, while parents have ample opportunities to be involved in their student's educational journey. The structured approach to parent-teacher communication and the variety of orientation and community events underscore our dedication to promoting a supportive and informed school community.
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What achievement data did you use?	The most recent available achievement data were reviewed for the following: ● Acadience Reading and Math ● STAR Early Literacy, Reading and Math ● NWEA MAP Reading and Math ● iReady Reading and Math ● Georgia Milestones EOG ● College and Career Ready Performance Index, as available ● Live Data Portal
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What does your achievement data tell you?	Locally Administered Diagnostic & Formative Assessments Diagnostic and formative data from Acadience, STAR Reading, STAR Math, STAR Early Literacy, NWEA Reading, NWEA Math, and iReady were used to identify areas of need. Acadience Reading Kindergarten 62% at/above grade level BOY 60% at/above grade level EOY
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	1st grade 57% at/above grade level BOY 46% at/above grade level EOY
	2nd grade 75% at/above grade level BOY 59% at/above grade level EOY
	3rd grade 58% at/above grade level BOY 52% at/above grade level EOY
	Acadience Math
	1st grade 59% at/above grade level BOY 56% at/above grade level EOY
	2nd grade 55% at/above grade level BOY 59% at/above grade level EOY
	The data from Acadience Math assessments reveals varying trends in student performance from the beginning of the year (BOY) to the end of the year (EOY) in 1st and 2nd grades. In 2nd grade, 55% of students were at or above grade level at the beginning of the year, increasing to 59% by the end of the year, indicating minimal progress over the academic year. Conversely, in 1st grade, 59% of students were at or above grade level initially, but this percentage decreased to 56% by the end of the year, suggesting a decline in performance over time.
	This data highlights that both 1st and 2nd grade experienced challenges in maintaining or improving their math proficiency levels significantly.
	iReady Reading
	Kindergarten 26% met typical growth 20% at/above grade level EOY
	1st grade 10% met typical growth 55% at/above grade level EOY
	2nd grade 48% met typical growth 55% at/above grade level EOY
	3rd grade 65% met typical growth 66% at/above grade level EOY
	4th grade 70% met typical growth 67% at/above grade level EOY
	5th grade 58% met typical growth

	51% at/above grade level EOY The data from iReady Reading shows that students in upper elementary showed more growth than students in the primary grades. Furthermore, the upper elementary students were more likely to be at or above grade level than were the primary students. iReady Math Kindergarten 43% met typical growth 22% at/above grade level EOY 1st grade 18% met typical growth 64% at/above grade level EOY 2nd grade 50% met typical growth 48% at/above grade level EOY 3rd grade 63% met typical growth 69% at/above grade level EOY 4th grade 55% met typical growth 63% at/above grade level EOY 5th grade 52% met typical growth 48% at/above grade level EOY Once again, students in the upper elementary grades showed more growth than students in the primary grades. NWEA Reading 3rd Grade 41% BOY to 19% EOY on track to be proficient or distinguished on the GMAS; 38% met or exceeded growth norm goals; SPED not tested in reading at BOY to 0% EOY on track to be proficient or distinguished on the GMAS; growth not calculated due to not being tested BOY. 4th Grade 37% BOY to 50% EOY on track to be proficient or distinguished on the GMAS; 36% met or exceeded growth norm goals; SPED 17% BOY to 17% EOY on track to be proficient or distinguished on the GMAS; SPED 67% met or exceeded growth norm goals 5th Grade 52% BOY to 48% EOY on track to be proficient or distinguished on the GMAS; 52% met or exceeded growth norm goals; SPED 25% BOY to 50% on track to be proficient or distinguished on the GMAS; SPED 88% met or exceeded growth norm goals. Students are not required to write on the MAP test. Students with disabilities (SWD) often face challenges with writing, which could
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	potentially lead to a discrepancy between their projected scores and their actual scores on the Georgia Milestones Assessment System (GMAS). NWEA Math 3rd Grade 31% BOY to 34% EOY on track to be proficient or distinguished on the GMAS; 57% met or exceeded growth norm goals; SPED 0% BOY to 0% EOY on track to be proficient or distinguished on the GMAS; SPED 100% met or exceeded growth norm goals; 4th Grade 32% BOY to 72% EOY on track to be proficient or distinguished on the GMAS; 36% met or exceeded growth norm goals; SPED 0% BOY to 67% EOY on track to be proficient or distinguished on the GMAS; SPED 83% met or exceeded growth norm goals 5th Grade 55% BOY to 41% EOY on track to be proficient or distinguished on the GMAS; 41% met or exceeded growth norm goals; SPED 12.5% BOY to 25% on track to be proficient or distinguished on the GMAS; SPED 100% met or exceeded growth norm goals. Some 5th grade SPED students were pulled with a SPED teacher. Georgia Milestones Assessment System (GMAS) End of Grade (EOG) and End of Course (EOC)The preliminary Spring 2025 EOG data show that the percentage of students reading on grade level or above was 60.48% for the district, with the greatest percentage of students reading at or above grade level in grade 5 (75%). In all grades, students with disabilities had a greater propensity to score in the reading below grade level range than their non-disabled peers. Milestones Assessment System (GMAS) End of Grade (EOG) GMAS ELA 3rd Grade 28.57% scoring proficient or distinguished; 61% reading at or above grade level; 90% of SWD scored Beginning, 0% scored Developing, 10% at proficient or distinguished 4th Grade 24.24% scoring proficient or distinguished; (down from 50% in 2024) 36% reading at or above grade level; 33% SWD showed typical or high growth, 78% Gen Ed students showed typical or high growth 41% of SWD scored Beginning, 34% scored Developing, 16% Proficient, 9% Distinguished 5th Grade 30.3% scoring proficient or distinguished (down from 57.6% in 2024); 75% reading at or above grade level; 71% of SWD showed typical or high growth; 56% of gen ed students showed typical or high growth 50% of SWD scored Beginning, 50% scored Developing.
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What demographic data did you use?	The following demographic data were used: ● Student Record ● FTE Reports ● GaDOE School Improvement Dashboard (SLDS) ● US Census Bureau estimates
What does the demographic data tell you?	Total FTE (Full-Time Equivalent) enrollment has remained relatively stable over the years: From 524 in Oct. 2019 to 545 in Oct. 2024. Elementary vs. Middle/High FTE There has been a noticeable shift toward more students in middle/high school in recent years. For example: In Oct. 2022, 203 were in elementary and 334 in middle/high. In Oct. 2024, 240 were in elementary and 305 in middle/high. This trend may reflect smaller incoming elementary cohorts and a bulge in upper grade levels that will need to be monitored for staffing and resource allocation. Students with Disabilities: The number of students with disabilities increased from 69 in October 2019 to 92 in October 2024. This is a 33% increase over five years. This indicates a growing need for special education services, support staff, and specialized instructional materials. Economically Disadvantaged Students The percentage of economically disadvantaged students has fluctuated: Peaked at 61.27% in 2023. Currently at 52.77% in October 2024. Despite slight declines, the data shows that over half of the student population qualifies as economically disadvantaged, indicating: Ongoing need for programs that address poverty-related barriers to learning. Continued eligibility for Title I funding and other poverty-based support mechanisms. Summary of Key Needs Identified: 1. Special Education Growth: Rising numbers of students with disabilities call for increased staffing and training. 2. Economic Support: Persistent high rates of economic disadvantage support the need for meal programs, counseling, and afterschool supports. 3. Shifting Grade-Level Distribution: Imbalanced numbers between elementary and secondary may impact scheduling, staffing, and space usage.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Benchmark assessments are administered in reading and math. Curriculum maps provide consistent guidance for teachers across grade levels and content areas and are in the process of being updated to ensure students master the content being taught. Professional learning in the areas of literacy and data analysis has been identified. We are a small, rural school system with limited personnel resources. The MTSS process has been revised and data talks are held monthly at each level to identify students who need additional academic or behavioral support or students who need additional rigor provided. Students achievement in literacy has improved, especially in grades in which the curriculum was implemented with fidelity. Leaders need to be more consistent in ensuring implementation with fidelity is occurring across all subject and grade levels. A consistent lesson plan format with clear learning targets and success criteria was put into place this year. Our middle school teachers received detailed training from GLRS regarding co-planning. This work needs to be expanded to the elementary and high school. There is still a need for a focus on creating an academically challenging learning environment by increasing teacher capacity for the use of effective research-based instructional strategies, providing descriptive feedback to students in the language of the standards, and teaching students tools to actively monitor their own progress. Finally, all assessments and grading practices should be aligned to the required standards.
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?	District and school level leaders have begun to monitor the implementation of curriculum calendars, vertical alignment, benchmark assessment administration, and professional learning. We can continue to strengthen these trends by providing specific and deliberate professional learning targeted to build leadership capacity throughout the school. Additionally, more professional learning for teachers and leaders is needed regarding the use of highly effective instructional strategies to increase literacy in core academic areas and in using data analysis to drive instruction.

Strengths and Challenges Based on Trends and Patterns

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?	District and school level leaders have begun to monitor the implementation of curriculum calendars, vertical alignment, benchmark assessment administration, and professional learning. We can continue to strengthen these trends by providing specific and deliberate professional learning targeted to build leadership capacity throughout the school. Additionally, more professional learning for teachers and leaders is needed regarding the use of highly effective instructional strategies to increase literacy in core academic areas and in using data analysis to drive instruction.
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?	The school works to provide accessibility for students, parents, and community members. The inclusion of all groups helps ensure open communication and the identification of a variety of student and family needs based on observation, data, and levels of performance. Although multiple opportunities are offered for parent engagement and input, attendance is very low even when workshops are presented on multiple dates at varying times. While parents indicate they prefer a face to face workshop, interest and attendance are usually limited. This is due to scheduling, family conflicts, and lack of interest. Parent survey results indicate that parents do feel they have opportunities to provide input and are provided with district and school level documents on family engagement. School-wide parent conferences now occur annually at the end of the first nine week period. A standard procedure has been developed for all teachers to use in K-12. At these conferences, teachers and parents will review the school compact, current achievement data, latest GMAS data, promotion requirements, and individual student glows and grows. Additional parent conferences will be held at the end of each nine week period for at-risk students and as requested by parents for non-risk students. There is a need to develop the capacity of families to support students at home.
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?	To increase achievement levels in all academic areas, the district needs to continue providing extended academic support to the identified students through the Summer Bridge program, after school tutoring, intervention teachers provided throughout the day, summer school, and PBIS. The school will continue Early Intervention Programs, career lessons, and mentoring/tutoring at the elementary school level to ensure all students have access to a supportive learning environment. Teams will disaggregate student achievement data to determine weaknesses in learning and to devise strategies to target areas of need. School and district leadership will work with identified teachers to build capacity and provide professional learning related to literacy and data analysis. There is a need to establish a culture that supports the College and career readiness of students. Parent and staff survey results indicate a need for the development, communication and implementation of clear and consistent rules, practices and procedures.

Strengths and Challenges Based on Trends and Patterns

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?	In the 2024-2025 school year, the elementary school FRL percentage was 58.4% (a decrease from 64.05% in 2023-2024) and 48.36% in middle/high (a decrease from 58.98% in 2023-2024). 52.77% of students in the district qualified for FRL. Our economically disadvantaged and students with disabilities population groups are the lowest performing subgroups. Through screenings for eligibility, programs are designed to help provide academic support. Additional instructional opportunities are available to GCSS students through the 21st Century after-school program offered in the community. The district, in collaboration with Family Connections and Communities in Schools of Glascock County, promotes and facilitates parental training to enhance their ability to provide academic assistance to their students.
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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?	While analyzing test scores, it is evident that students with disabilities and economically disadvantaged students historically score lower than the all subgroups at Glascock County Schools. While there was an increase in the percentage of students scoring proficient or above on the GMAS in all content areas for several years, this year the scores decreased. Teacher needs are monitored based on how well their students perform and areas where students may score below the norm. Teacher Keys, student benchmark assessments, and anecdotal information collected during walkthroughs are analyzed. Leaders are mentored by district leaders to ensure they clearly understand expectations related to all aspects of the total school program.
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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	The Glascock County School District has not been found disproportionate in discipline or identification of SWD's for the past three years. GCSS uses a systemic progress monitoring and data collection process for IEP goals. The majority of our special education students are in a combination of Co-Taught, Collaborative, supportive instruction, or Small Group classes and participate in assessments with their general education peers. We have a small percentage of the student population participating in the Georgia Alternative Assessment; however, this has seen an increase in the past few years due to student transfers into the county with GAA eligibility.
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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.

Challenges	Glascok County is a small district and it is extremely difficult to offer all of the specialized classes that some of our special education students need in order to meet their goals and objectives. These higher need students such as Emotion/Behavior Disorders are served through our cooperative agreement with Sand Hills GNETS. Although the district utilizes the full range of services in the least restrictive environment for students, Georgia Milestones assessment data reveal an achievement gap between the SWD subgroup and other subgroups within the district. Based on the 2023 Georgia Milestones EOG assessments, approximately 92% of SWD are performing at Beginning Learner or Developing Learning in math compared to 57% of non-SWD students performing at Beginning or Developing Learner. The gap is also present based on Reading/ELA EOG assessment as 92% of SWD performed at the Beginning or Developing Learner versus 63% of non-SWD at this same level. The majority of special education teachers in the district are general education teachers who added special education certification through GACE assessments and have limited training/education in students with disabilities. The special education director serves in other roles within the district and has limited opportunities to more closely monitor and support special education staff. A Special Education Facilitator was added to the staffing this past year to assist with training and mentoring non-traditional or struggling special education staff. The director and facilitator will be more closely monitoring student accommodations and analyzing achievement data during quarterly meetings with special education staff to ensure the students are receiving services and supports necessary to support and strengthen student learning. This effort to support students while working to help them become independent learners will help ensure the opportunity to learn the standards is maximized. Students with disabilities are historically absent from school at a greater rate than other subgroups as well which is a barrier to student achievement. Virtual or learn from home activities have been an extreme challenge for students with disabilities when quarantined.
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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	To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels continue to improve.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The teacher retention rate is projected to decline in future years due to staff reaching retirement eligibility. Recruitment of special education teachers, particularly those with content certification has been a challenge.
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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 - To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.

Root Cause # 1

Root Causes to be Addressed	Lack of consistent implementation of the vertically aligned, systemic instruction process for teaching reading and writing in grades K-5, and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-5.
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

Additional Responses	The district has developed a comprehensive structured literacy initiative with additional training to be provided by CSRA RESA and GLRS.
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Root Cause # 2

Root Causes to be Addressed	Mastering the regular use of data to inform and adjust instruction for small groups and individual students.
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

Additional Responses	The District has also developed a collaborative planning schedule to facilitate and
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Root Cause # 2

Additional Responses	support teachers with intentional lesson planning to meet students' individual needs based on the Georgia Standards of Excellence.
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Root Cause # 3

Root Causes to be Addressed	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence.
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

Additional Responses	The District has also developed a collaborative planning schedule to facilitate and support teachers with intentional lesson planning to meet students' individual needs based on the Georgia Standards of Excellence.
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Overarching Need - To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels continue to improve.

Root Cause # 1

Root Causes to be Addressed	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-5 and lack of consistent, quality feedback while monitoring.
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

Additional Responses	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
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Root Cause # 2

Root Causes to be Addressed	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
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

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students.
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

Additional Responses	
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Overarching Need - The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.

Root Cause # 1

Root Causes to be Addressed	Inconsistent expectations for grade level planning, guidance on using data to guide/plan instruction and remediation and small group instruction versus station rotation
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 1

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	The development of a collaborative planning schedule to support teachers with intentional lesson planning to meet students' individual needs based data and on the Georgia Standards of Excellence.
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Root Cause # 2

Root Causes to be Addressed	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
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

Additional Responses	
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School Improvement Plan 2025 - 2026



Glascok County
Glascok County Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Glascock County
School Name	Glascock County Elementary School
Team Lead	Jennifer Stafford
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.
Root Cause # 1	Lack of consistent implementation of the vertically aligned, systemic instruction process for teaching reading and writing in grades K-5, and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-5.
Root Cause # 2	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence.
Root Cause # 3	Mastering the regular use of data to inform and adjust instruction for small groups and individual students.
Goal	At the end of the 2025-2026 school year, 80% of students in grades K-5 will reach typical or high growth in reading as measured by local and state assessments.

Action Step # 1

Action Step	Implement and monitor coherent, systemic process for teaching reading and writing using evidence-based programs and differentiated supports across the curriculum.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan samples; Classroom observations
Method for Monitoring Effectiveness	Monthly Collaborative Planning Agendas Implementation checklist; Student achievement data
Position/Role Responsible	Jennifer Stafford, Principal April Clark, Instructional Coach Liz Harrell, Director Student Support All teachers, grades K-5
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Establish a systemic, standards-based process for collaborative planning that empowers teachers to design effective and engaging lessons. This process will support educators in meeting the diverse academic needs of all students through intentional alignment with learning standards and the use of evidence-based instructional strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Planning Agenda, Sign in sheet; lesson plan samples; classroom observations, specific questions for discussion
Method for Monitoring Effectiveness	Monthly Collaborative Planning Agendas Implementation checklist; Student achievement data
Position/Role Responsible	Jennifer Stafford ES Principal, April Clark, Instructional Coach, Liz Harrell - Director of Student Support
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Intentionally schedule paraprofessionals to support differentiated, small group student instruction.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedules with task and expectations
Method for Monitoring Effectiveness	Paraprofessional observations local and state assessment data
Position/Role Responsible	Jennifer Stafford ES Principal, April Clark, Instructional Coach, Liz Harrell - Director of Student Support
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA and East GA GLRS supports the district by providing professional learning for reading in grades K-5 and paraprofessional specific trainings.
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Action Step # 4

Action Step	Implement rigorous formative measures (for example use of the iReady resources, WriteScore Lessons, SIPPS lessons) which include extended and constructed response items aligned with the Georgia Milestones.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	lesson plans and formative assessments
Method for Monitoring Effectiveness	lesson plans and formative assessments
Position/Role Responsible	Jennifer Stafford ES Principal, April Clark, Instructional Coach, Liz Harrell - Director of Student Support
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)?	The system has several resources which include sample prompts, rubrics, and writing activities with paired passages to assist with instruction to meet the rigor of GMAS (WriteScore, iReady, and SIPPS).
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Action Step # 5

Action Step	Provide training through coaches and lead instructional teachers to support rigorous ELA core programs for grades K-12 and how to use assessments to identify areas of student weaknesses and grade level weaknesses and monitor progress in order to guide instruction and deliver individual interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Feedback from instructional coaches and lead instructional teachers; presentation materials and sign-in sheets; necessity of record keeping lead teacher logs
Method for Monitoring Effectiveness	Classroom observations state and local assessment data
Position/Role Responsible	April Clark, Instructional Coach, Liz Harrell - Director of Student Support Growing Reading RESA support
Timeline for Implementation	Quarterly

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

Action Step	Provide academic tutoring/instructional support beyond the regular school day and/or year (before/after school tutoring, summer bridge) for students in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Attendance data Time participated in instructional support instructional plans based on assessment data
Method for Monitoring Effectiveness	Progress monitoring data state and local assessment data
Position/Role Responsible	Jennifer Stafford ES Principal, April Clark, Instructional Coach, Liz Harrell - Director of Student Support

Action Step # 6

Timeline for Implementation	Monthly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Glascock County School System partners with Family Connection and Communities in Schools of Glascock County, Inc. to provide afterschool opportunities to our students. Many of our teachers and paraprofessionals work in the afterschool program and are able to provide continued support to struggling students. The Summer Bridge program operates for four hours a day and students who attend are also enrolled in the FCCIS summer program to receive additional supplemental instruction in the afternoon.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels continue to improve.
Root Cause # 1	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
Root Cause # 2	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-5 and lack of consistent, quality feedback while monitoring.
Root Cause # 3	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students.
Goal	At the end of the 2025-2026 school year, 80% of students in grades K-5 will reach typical or high growth in math as measured by local and state assessments.

Action Step # 1

Action Step	Train staff in systemic, structured process for explicitly teaching mathematics using evidence-based programs including iReady and differentiated supports and activities to share with parents.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PL sign in sheets; training agendas; lesson plan samples
Method for Monitoring Effectiveness	Classroom observations; state and local assessment data
Position/Role Responsible	Jennifer Stafford, Principal April Clark, Instructional Coach Liz Harrell, Director Student Support All teachers, grades K-5
Timeline for Implementation	Weekly

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)?	CSRA RESA supports the district by providing math specialists who provide professional learning for math in grades K-5.
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Action Step # 2

Action Step	Strategically schedule instructional paraprofessionals in key grade levels to ensure access to small group instruction in mathematics.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	master schedule, para schedule with tasks and expectations
Method for Monitoring Effectiveness	paraprofessional observations, progress monitoring, local and state assessment data
Position/Role Responsible	Jennifer Stafford, Principal April Clark, Instructional Coach Liz Harrell, Director Student Support
Timeline for Implementation	Yearly

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

Action Step	Implement Tier II and Tier III math intervention with fidelity (iReady Pathway Practice, Growth Monitor, SIPPS, The Numeracy Project)
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	student activity logs; software reports; staff sign in sheets
Method for Monitoring Effectiveness	Progress monitoring data, local and state assessment data
Position/Role Responsible	MTSS coordinator and Federal Programs Director
Timeline for Implementation	Monthly

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

Action Step	Provide academic tutoring/instructional support beyond the regular school day and/or year (before/after school tutoring, summer bridge) for students in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student activity logs software reports staff sign in sheets

Action Step # 4

Method for Monitoring Effectiveness	Progress monitoring data local and state assessment data
Position/Role Responsible	MTSS Coordinator and Federal Programs Director
Timeline for Implementation	Yearly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.
Root Cause # 1	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
Root Cause # 2	Inconsistent expectations for grade level planning, guidance on using data to guide/plan instruction and remediation and small group instruction versus station rotation
Goal	By the end of the 2025-2026 school year, 100% of Glascock County certified staff (including teachers, paraprofessionals, administrators) will have relevant and differentiated expectations and goals aimed at enhancing professionals development and the effective implementation of Professional Learning Communities (PLCs).

Action Step # 1

Action Step	Provide professional development and training for teachers, paraprofessionals, and administrators in ELA/Reading and Math through coaches, lead instructional teachers, and PLCs focused on math and literacy instruction, best practices in content focused instructional strategies, and ELA vertical alignment in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign in sheets Agendas/presentation materials Digital PL folders/products
Method for Monitoring Effectiveness	Classroom observations Staff surveys
Position/Role Responsible	Jennifer Stafford, Principal April Clark, Instructional Coach Liz Harrell, Director Student Support All teachers, grades K-5
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)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; partnership with CommonLit 360 and SIPPS for training on the implementation of these new programs.
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Action Step # 2

Action Step	Provide new teacher induction training as well as year-long mentoring for new teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	mentor logs Classroom observations teacher surveys TKES observations
Method for Monitoring Effectiveness	Classroom observations teacher surveys TKES observations
Position/Role Responsible	Mentors Jennifer Stafford, Principal April Clark, Instructional Coach Liz Harrell, Director Student Support All teachers, grades K-5
Timeline for Implementation	Monthly

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

Action Step	Provide PLC opportunities and job-embedded professional learning for school-level and district-level administrators to continue to grow as leaders.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	agenda, training materials
Method for Monitoring Effectiveness	observation data, LKES ratings
Position/Role Responsible	Superintendent; Federal Programs Director
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; P-20
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Action Step # 4

Action Step	Provide opportunities for teachers and paraprofessionals to expand their certification/endorsement for teaching other concentration areas through the GACE, TAPP, college courses, or endorsements with an emphasis in computer science and special education.
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Record of enrollment in endorsement programs Record of certificate add-on fields or upgrades

Action Step # 4

Method for Monitoring Effectiveness	Recruitment and retention data
Position/Role Responsible	Federal Programs Director
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascocock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Local colleges and universities to assist teachers with obtaining advanced degrees/endorsements.
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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Our LEA's Leadership Team actively gathers insights from teachers, principals, paraprofessionals, and community partners through annual spring surveys, comment cards, and meetings. These inputs, alongside process data, demographic reports, and student achievement results, are meticulously compiled and analyzed by team members and school administrators during leadership meetings, with ongoing monthly monitoring. An annual spring input meeting also provides a platform for stakeholders to contribute to the design of federal programs. Following data review, root causes are pinpointed and improvement plans are developed, aligning closely with the district's multi-year Strategic Plan. These plans include targeted activities aimed at enhancing student achievement in literacy and mathematics, as well as initiatives to train effective teachers and leaders. Coordinated use of federal and state funds supports these efforts; Title I, Part A and Title I, 1003A funds, for instance, will fund instructional paraprofessionals in reading and math at critical levels. State-provided professional learning, supplemented by Title II-A funds, supports teacher induction, mentoring programs, and professional development in reading, writing, and STEAM education. It's noteworthy that our district does not encompass any charter or private schools within its geographic boundaries.
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.	During the scheduling process, student placements are carefully monitored to ensure equitable class distribution. In grades K through 5 and grade 8, each grade level is staffed with two teachers. Grades K-2 feature self-contained classrooms where each teacher covers all subjects. For grades 3-5 and 8, two teachers per grade level focus on specific content areas (ELA/Social Studies and Math/Science). Grades 6 and 7 are supported by four teachers who each specialize in teaching one content area across both grades. At the high school level, all core academic subjects are taught by individual teachers, except for ELA and Math, which have two teachers each. TKES data indicates that Glascock County maintains a roster of effective educators. Quarterly monitoring of local benchmark data ensures continuous student progress in math and ELA. Teachers receiving ratings of Needs Development or Ineffective on their summative evaluations are placed on remediation plans and paired with mentor teachers. All Glascock County teachers meet professional qualifications, with core academic teachers being 'in-field' specialists in their subject areas. The district prioritizes hiring teachers who exemplify professional standards. Teachers with fewer than three years of experience are partnered with mentor teachers to support their professional growth.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Glascok County Elementary is a school wide Title I school. The school uses Title I funds to support effective instructional strategies in ELA, Math, Science, and Social Studies through the use of the Summer Bridge program, paraprofessionals for interventions in math/reading, evidence-based intervention program, and after-school tutoring, and MAP Growth literacy instructional supports and data analysis. There are no neglected or delinquent institutes within Glascok County.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Glascok County Elementary School uses a rubric to rank/order students based on district benchmarks and teacher recommendation.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	The Washington County Head Start Program, area childcare providers, parents, and school staff are invited to participate in orientation meetings designed to support the transition of 3- and 4-year-olds into Pre-K and Kindergarten. To assist with this important transition, Kindergarten teachers and the school counselor host a parent orientation workshop. This workshop covers the Kindergarten curriculum, GKIDS assessment, local promotion and retention criteria, and other relevant topics. Throughout the year, GCCS conducts Child Find activities to identify and support children suspected of having a disability who may require special education services. These efforts include outreach to children ages 3–5 who are not yet enrolled in a public school within Glascock County. In addition, the Special Education Director meets annually with representatives from homeschools, private schools, and childcare centers to share information about the district's Child Find procedures. The director also collaborates with Babies Can't Wait to ensure a smooth and coordinated transition into the public school system for eligible children.
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.	Not Applicable for ES
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.	Glascock County Schools are PBIS schools. District practices prioritize uninterrupted class time for students to maximize learning opportunities aligned with Georgia Standards of Excellence. Procedures are in place to provide work and support for students who need to temporarily leave the classroom, ensuring they maintain opportunities to master curriculum standards. Monthly school leadership meetings include a review of student discipline data to identify any disparities among subgroups and address high-frequency incidents promptly. Administrators are trained to implement appropriate discipline protocols and proactively manage issues before they escalate. Collaborative

	efforts with counselors, students, parents, and teachers ensure clear expectations and consistent, fair administration of discipline.
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ADDITIONAL RESPONSES

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