



Comprehensive Needs Assessment 2026 - 2027 School Report



Walton County
Loganville 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.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Carrie Collins
Team Member # 2	Assistant Principal	Aimee Sparks
Team Member # 3	Literacy Coach	Haley McDonald
Team Member # 4	EIP Teacher (K-2)/Teacher Leader	Buffie Heard
Team Member # 5	SEIS	Billie Jo Diehl
Team Member # 6	Counselor	Ansley Snowden
Team Member # 7	Media Specialist	Ashlie Smith

Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Daneylle Lynch
Team Member # 2	2nd Grade Teacher	Ashlyn Ivey
Team Member # 3	3rd Grade Teacher	Angie Keener
Team Member # 4	4th Grade Teacher	Jami Widmer
Team Member # 5	5th Grade Teacher	Abigail Petrides
Team Member # 6	Kindergarten & PK	Chelsea Loomis & Odalyss Lister
Team Member # 7	Safety	Kim Harrison
Team Member # 8	PBIS/Specials	Lauren McGowan
Team Member # 9	Gifted	Jennifer Stolarik
Team Member # 10	ESOL	Sandra Cleveland

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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Principal	Carrie Collins
Stakeholder # 2	PTO Board Member/Parent	Jackelyn Murray
Stakeholder # 3	Paraprofessional	Vanessa Little
Stakeholder # 4	Business Partner/Parent	Cody Melton
Stakeholder # 5	Parent	Eleonora Loaiza
Stakeholder # 6	Community Partner/Parent	Katie Landress
Stakeholder # 7	Parent	Steven Witherspoon
Stakeholder # 8	PTO Board Member/Parent	Jennifer Conner

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 school will post drafts of plans for stakeholder feedback on the school website and provide hard copies in the front office.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

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 2.7) 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).

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 2.7) 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).

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 2.7) 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).

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 2.7) 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).

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]	Throughout May and June 2026, stakeholders examined a range of data sets to assess the comprehensive needs of the entire school program. The review incorporated findings from MAP assessments, Georgia Milestones, PBIS Spotlight records, as well as the GaDOE School Climate Survey completed by students, staff, teachers, and families. Additional consideration was given to attendance figures, demographic information, and results from the 2025-26 Georgia Milestones. This evaluation was designed to highlight both strengths and areas requiring improvement across all accessible data points. The process involved a thorough analysis of trends and patterns within the collected information.
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 implementation of PBIS (Positive Behavioral Interventions and Supports) has helped LES strengthen its healthy climate with expectations being clear and reviewed frequently; also, discipline data is analyzed monthly. In reviewing the discipline data for the 2025-26 school year an exceptional 97% of our students had zero or one Office Discipline Referral (ODR), underscoring the effectiveness of our Tier 1 and Tier 2 PBIS frameworks. The Loganville Elementary School Grades 3 to 5 Student Survey highlights many positive aspects of the school climate. A strong majority of students enjoy learning, with 57% saying they enjoy it "almost every day." Teaching practices received high marks, as 74% of students said their teachers check in with them daily to ensure understanding, and 83% reported that teachers consistently show examples before starting work. Relationships with staff are also a strength—42% said "most" and 41% said "all" adults show they care about students, while 42% and 38% respectively said the same about adults showing respect. Safety is another area of excellence, with 58% of students feeling "extremely safe" in classrooms and 42% in the lunchroom. In terms of emergency preparedness, 59% of students feel "extremely well" prepared for emergencies like fires or tornadoes, and 59% feel the same about intruder drills. The physical environment is also praised, with 52% describing classrooms as "extremely organized" and 37% as "very organized." Lastly, 64% of students say they have "never been" bullied with only 15% reporting "1-2" times a year. Overall, this data reflects the positive culture and safety climate the staff provides for students. The Loganville Elementary School Teacher Survey showcases overwhelmingly positive feedback regarding school leadership, working conditions, and the overall school environment. An impressive 98%

response rate underscores staff engagement, and 92% of teachers plan to remain at the school. An impressive 74% of teachers look forward to going to work "almost every day". This school year, teachers feel supported by each other with 74% reporting they are supported "extremely well". Leadership received strong approval, with 75% stating school leaders ensure staff meetings are an "extremely" good use of time. School leaders protect teachers instructional time—84% said "almost everyday" there is adequate time for individual planning for instruction. Safety and preparedness were highly rated, with 85% feeling "extremely safe" and 87% know the right steps to follow in an emergency. 87% know the right steps to follow in case of an emergency and 84% know the steps to follow if there is an intruder within the building. These results reflect a positive, safe, and supportive culture that encourages teacher retention and satisfaction.

The Loganville Elementary School Staff Survey results reflect a highly positive school climate and strong staff satisfaction. An outstanding 89% of staff indicated plans to remain at the school, and 74% reported looking forward to coming to work "almost every day." Leadership is a clear strength, with 58% saying leaders are "very supportive" and another 50% stating that concerns are followed through on "extremely well." Leadership availability is also a highlight, with 50% feeling "extremely available" and 37% reporting leaders are "very available" to the staff. Safety is well established, as 74% of staff feel "extremely safe," and 79% feel "extremely well" prepared for emergencies with 76% reported they are "extremely well" prepared in case of an intruder. The physical environment also earned high praise—47% as "extremely proud" and 37% as "very proud" of the school's appearance. Additionally, 58% of staff said the school partners "extremely well" with community organizations to support teachers and staff. These results collectively underscore a positive, supportive, and secure environment for staff at Loganville Elementary.

The Loganville Elementary School Family Survey reflects strong satisfaction and trust between families and the school. Comfortability of families is a major highlight—60% of families feel "extremely comfortable" going to school leaders about concerns, and 62% say they are "extremely comfortable" going to their child's teacher about concerns. 65% of parents reported that teachers respond to calls or emails the "same day." Additionally, 61% find it "extremely easy" to get information about their child's progress, and 75% say email or phone calls is "extremely effective" for communication. A welcoming environment is evident, with 56% saying they feel "extremely welcome" when entering the school and 61% reporting "extremely positive" interactions with staff. Families also feel respected, with 54% saying they feel "extremely respected." Safety is another strong point—54% are "extremely confident" in the school's safety. Families feel respected at Loganville Elementary—54% reported "extremely respected" and involved with their child's school. These responses underscore a school community that is highly responsive, inclusive, and committed to family engagement.

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)	LES used the following process data: ● PBIS behavior data ● Accelerated Reader ● Monthly Attendance Reports ● Professional Learning Opportunities
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	Process data indicates that the implementation of PBIS (Positive Behavioral Interventions and Supports) has unified the staff and promoted consistency in reporting behavior data. PBIS has also contributed to a positive school climate at Loganville Elementary School, with clear behavioral expectations that are consistently communicated and reinforced. Attendance data shows a significant decrease in student absences across all grade levels, reflecting improved student engagement and support. Students at LES have access to a variety of programs that support their social and emotional development, including C.H.A.M.P.S., classroom counseling lessons, Everyday Speech, Pathways, Ladies First, Gentleman's Society, and 4-H. Additional opportunities such as archery, book club, safety patrol, and Jr. Beta further enrich the student experience. Learners are given voice and choice in their education—teachers incorporate menu-style activities, and many students set personal goals, such as behavior or Accelerated Reader (AR) targets. Instructional staff at LES report feeling supported through ongoing professional learning and training. Monthly technology support sessions are provided, and when teachers express interest in specific areas of growth, leadership responds proactively. For example, when teachers shared a need for MAP planning time during a weekly planning session, administration took steps to accommodate that request. Teachers are also offered opportunities to complete various programs at the county level when they express interest. Leadership fosters collaboration by scheduling common planning times, half-day planning sessions, and targeted professional learning opportunities. Family and community engagement is strong at LES. Parents are involved through conferences, the Boosterthon fundraiser, PTO, and regularly scheduled monthly activities. Community partners support the school through programs such as Partners in Education, C.H.A.M.P.S., 4-H, and Career Day.

What achievement data did you use?

LES used the following achievement data:

- Georgia End of Grade Milestones Testing (3rd-5th)
- MAP Assessments (K-5th)

What does your achievement data tell you?

LES MAP Data 2025-2026

		MATH					
School		Fall Mean RIT	Fall Ach Percentile	Spring Mean RIT	Spring Ach Percentile	School Cond Growth Index	School Cond Growth Pctl
Kindergarten		141.6	54	163	91	1.97	98
1st		159.3	53	180.2	88	2.29	99
2nd		177.1	73	197.2	94	2.18	99
3rd		192.3	89	208	92	0.65	74
4th		199.2	69	218.6	90	1.39	92
5th		215.4	91	230.7	96	1.15	87

		READING					
School		Fall Mean RIT	Fall Ach Percentile	Spring Mean RIT	Spring Ach Percentile	School Cond Growth Index	School Cond Growth Pctl
Kindergarten		139.1	62	155.4	85	1.17	88
1st		155.9	57	172.9	85	1.82	97
2nd		176.9	84	191.4	93	1.25	89
3rd		190.9	80	201.5	87	0.84	80
4th		202	80	211.4	91	1.23	89
5th		210.9	84	218.8	93	1.19	88

An analysis of the Fall-to-Spring MAP Growth data shows that Loganville Elementary School is one of the top-performing schools in the Walton County School District. The data highlights a strong combination of high test scores and excellent academic growth, especially in early elementary math and upper-grade reading. The results prove that the school is successfully accelerating student learning well beyond national averages, rather than just maintaining the scores of students who started the year ahead.

Grade-Level Data Breakdown

Mathematics

The math data shows explosive student growth in the early grades and high overall achievement in the older grades.

Kindergarten: Started the year at the 54th percentile and rose to the 91st percentile by spring. Growth was in the 98th percentile nationally.

Grade 1: Began at the 53rd percentile and finished at the 88th percentile. Growth was in the 99th percentile nationally.
 Grade 2: Moved from the 73rd percentile in the fall to the 94th percentile by spring. Growth was in the 99th percentile nationally.
 Grade 3: Maintained a high standing, moving from the 89th percentile to the 92nd percentile, with steady growth at the 74th growth percentile.
 Grade 4: Advanced from the 69th percentile to the 90th percentile, with strong growth at the 92nd growth percentile.
 Grade 5: Achieved peak district proficiency, moving from the 91st percentile to the 96th percentile, backed by an 87th growth percentile.

Reading

Reading scores show strong, consistent performance across all grade levels.
 Kindergarten: Moved from the 62nd percentile to the 85th percentile, with growth at the 88th percentile.
 Grade 1: Advanced from the 57th percentile to the 85th percentile, driven by a strong 97th growth percentile.
 Grade 2: Elevated achievement from the 84th percentile to the 93rd percentile, matching the 89th growth percentile nationally.
 Grade 3: Maintained a steady upward track, moving from the 80th percentile to the 87th percentile, with growth at the 80th percentile.
 Grade 4: Climbed from the 80th percentile to the 91st percentile—one of the highest marks in the district—with growth at the 89th percentile.
 Grade 5: Wrapped up the elementary grades by moving from the 84th percentile to the 93rd percentile, backed by an 88th growth percentile.

Clear Evidence of Academic Growth: The data proves that high spring scores are not just a result of students starting the year ahead. The high growth percentiles across nearly all grades show that classroom instruction and interventions are effectively driving student progress during the school year.

Effective Early Interventions: The outstanding growth in Kindergarten, 1st Grade, and 2nd Grade—particularly in math, where growth reached the 98th and 99th percentiles—shows that early foundational strategies and teacher collaboration are working successfully to prevent learning gaps.

Target Area for Improvement: While all grades remain highly competitive, the steady growth in 3rd-grade math (74th growth percentile) stands out compared to the explosive growth in K–2. We will add additional focus on adapting successful early-grade math strategies for use in upper-grade classrooms to maximize growth across all cohorts.

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What demographic data did you use?	LES used the following demographic data: • WCSD Reports • Teacher Inventory • Milestones Reports
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What does the demographic data tell you?	Loganville Elementary School is located in Walton County and ended the school year with 894 students enrolled in the building. Of these students, 48% are female and 52% male. The following ethnicities/races are represented by our student population: White (51%) Black (22%) Hispanic (16%) Multi-racial (6%) Asian (3%) American Indian/Alaskan Native (Less than 1%) Students are also served by the following programs: ESOL (5%) EIP (11%) Gifted (24%) Special Education (19%). Approximately 45.22% of LES students qualified for free and reduced meals. LES serves students in Pre-K through fifth grade.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

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?	An analysis of current instructional practices reveals clear trends in collaborative planning, foundational literacy, and assessment utilization, alongside specific opportunities to elevate rigor and targeted instructional support. Strengths ● Data-Driven Collaborative Planning: The established weekly collaborative planning model successfully aligns team efforts, enabling teachers to deliver high-quality, standards-based instruction uniformly across classrooms. ● Targeted Literacy Gains: The implementation of an early literacy program in primary grades—complemented by a high-engagement, incentive-based reading initiative—has driven measurable growth in student literacy. ● Informed Instructional Decision-Making: Consistent application of grade-level formative and summative assessments provides actionable insights that effectively guide daily lesson planning and interventions. Challenges ● Instructional Rigor: Maintaining a consistently high level of academic rigor across all content areas to challenge every student remains a primary growth area. ● Differentiated Small-Group Instruction: Maximizing the impact of small-group interventions requires further support to help teachers deeply analyze individual student profiles and deliver precisely targeted instruction. ● Co-Teaching Optimization: Both faculty and administration recognize a distinct need for targeted professional development to align co-teaching practices and ensure their overall effectiveness.
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Strengths and Challenges Based on Trends and Patterns

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	An analysis of leadership practices highlights strong foundational structures in relationship-building and data utilization, while pointing to opportunities for expanding shared governance and targeted staff development. Strengths ● Culture and Relationships: Proven success in cultivating and sustaining strong professional relationships that directly support both student outcomes and staff morale. ● Data-Driven Improvement: Highly effective analysis and application of school-wide data to intentionally drive advancements in student achievement. ● Operational Optimization: Strategic design and implementation of school schedules and operational procedures that maximize protected instructional time. Challenges ● Distributed Leadership: Expanding leadership capacity across the building by deepening opportunities for shared decision-making and collaborative problem-solving. ● Targeted Staff Development: Establishing systemic, ongoing feedback loops to provide teachers and staff with highly individualized support for continuous professional growth.
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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?	Data regarding professional capacity shows a healthy baseline of collaboration and regular data review, with clear next steps focused on diversifying professional learning and aligning it strictly to data-driven needs. Strengths ● Collaborative Culture: Successful cultivation of a highly collaborative environment among administrators and staff, enhancing both individual instructional practices and collective performance. ● Informed Decision-Making: Established routines where teachers and leaders meet regularly to analyze student growth data, ensuring instructional adjustments remain targeted. Challenges ● Capacity Building: Elevating teacher-leader capacity by creating more structured avenues for shared decision-making and site-based problem-solving. ● Differentiated Professional Learning: Expanding professional development offerings to include a wider variety of learning models that address the diverse, individualized needs of the staff. ● Strategic PL Alignment: Ensuring all professional learning initiatives are strictly aligned with specific, high-priority needs identified through
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Strengths and Challenges Based on Trends and Patterns

	comprehensive data analysis.
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?	An analysis of family and community engagement patterns demonstrates a highly welcoming culture with strong attendance at school events, while highlighting opportunities to deepen at-home academic support and community partnerships. Strengths ● Inclusive and Welcoming Culture: Successfully cultivating an environment that actively encourages and sustains meaningful involvement from parents, grandparents, and community stakeholders. ● Proactive Communication: Consistently and effectively communicating clear academic expectations and student progress metrics to families. ● High Event Participation: Maintaining exceptional attendance at school celebrations and student-centered events, reflecting a deep community connection. Challenges ● At-Home Academic Capacity: Equipping families with targeted, actionable academic support strategies to effectively reinforce classroom learning at home. ● Community Resource Integration: Strengthening strategic connections with external community agencies to better address the diverse, holistic needs of the student body.
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?	Data regarding the learning environment points to a safe, positive culture anchored by high expectations and visible goal-setting practices, with next steps focused on increasing student data ownership. Strengths ● Safe and Orderly Climate: Consistently implementing clear rules, procedures, and operational practices that ensure a highly structured and safe school setting. ● Culture of Mutual Respect: Fostering a pervasive environment of trust and respect that strengthens positive relationships across the entire school community. ● Visible Goal Ownership: Effectively embedding student goal-setting into daily school culture, ranging from morning news features to individual writing and reading conferences. ● Acknowledge and Celebrate: Maintaining strong systems for

Strengths and Challenges Based on Trends and Patterns

	recognizing and celebrating the achievements of both students and staff. Challenges●Student Autonomy in Data Tracking:Developing instructional frameworks that fully empower students to independently monitor, track, and reflect on their own academic progress. ●Holistic Personal Growth:Enhancing systemic support structures tailored to individual students' personal and emotional growth needs.
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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?	An assessment of demographic trends highlights a highly diverse student profile that directly influences operational decision-making, emphasizing the need for flexible scheduling and precise resource allocation. Strengths●Intentional Resource Placement:Proactively aligning hiring, teacher placement, and master scheduling to directly support the roughly 40% of the student population served via Special Education and Gifted programs. ●Demographic Responsiveness:Actively adapting scheduling models to accommodate an expanding English to Speakers of Other Languages (ESOL) student population. Challenges●Subgroup Scheduling Optimization:Balancing complex scheduling demands to ensure specialized student populations (Special Education, Gifted, and ESOL) receive maximized, uninterrupted instructional support.
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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?	Review of longitudinal MAP growth data indicates steady baseline progress across reading and math, while spotlighting critical target areas for school-wide reading interventions and specific cohort support. Strengths●Baseline Growth Maintenance:Successfully maintaining consistent school-wide student growth at or above the 50th percentile in both reading and mathematics. ●Data-Informed Monitoring:Effectively utilizing MAP assessments to maintain a clear pulse on grade-level progress and instructional gaps. Challenges●Targeted Cohort Intervention:Accelerating reading and math growth specifically within the 3rd-grade student cohort to ensure
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Strengths and Challenges Based on Trends and Patterns

	they consistently reach and exceed the 50th percentile benchmark. ●Cross-Curricular Reading Focus:Implementing a cohesive, school-wide reading initiative to close foundational literacy gaps, which subsequently supports growth in mathematics.
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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.

Strengths	Academic Strengths of Our Special Education Students Our special education students demonstrate growth and achievement through individualized instruction and ongoing progress monitoring. Their academic progress is continuously assessed using a variety of methods, including computer-based assessments, one-on-one teacher evaluations, and analysis of student work samples. This comprehensive approach allows educators to identify strengths, monitor skill development, and adjust instruction to meet each student's unique learning needs. Through consistent support and data-driven decision-making, students are provided with opportunities to build confidence, strengthen academic skills, and make meaningful progress toward their educational goals.
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Challenges	Challenges Facing Our Special Education Students Our special education program serves a growing number of students with emotional and behavioral challenges that can significantly impact academic performance, classroom engagement, and social interactions. These students often require additional support to develop self-regulation, coping strategies, and positive behavioral skills that promote success in the learning environment. Additionally, there is an increasing need to address deficits in executive functioning skills, including organization, time management, task initiation, attention, and self-monitoring. These challenges can affect students' ability to independently manage academic responsibilities and achieve their full potential. To support student success, targeted interventions, individualized strategies, and collaborative support systems are essential components of our educational program.
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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 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Strengthen Literacy Instruction Through Ongoing Professional Learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Loganville Elementary School staff will engage in continuous professional development to enhance instructional practices in reading and writing.
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Overarching Need # 2

Overarching Need	Foster a Safe, Supportive, and Engaging Environment to Support the Whole Child
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Loganville Elementary School will cultivate a positive school culture that nurtures students' academic, social, and emotional development through proactive supports and engaging learning experiences.
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Overarching Need # 3

Overarching Need	Improve Student Attendance to Support Academic Success
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	By the end of the 2026–2027 school year, Loganville Elementary School will reduce the number of chronically absent students (absent >10% of enrolled days) by 10%—moving from 97 students to 87 or fewer—by implementing a proactive attendance promotion plan and targeted student interventions to support academic achievement.
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Overarching Need # 4

Overarching Need	Improve student achievement and classroom rigor in Science through data-driven instruction.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	By the end of the 2026–2027 school year, Loganville Elementary School will achieve a weighted proficiency rate of at least 86% in Science on the Georgia Milestones by delivering hands-on, inquiry-based instruction and utilizing regular formative assessments to monitor and guide student learning.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Strengthen Literacy Instruction Through Ongoing Professional Learning

Root Cause # 1

Root Causes to be Addressed	Using county resources (Benchmark Workshop, Foundations) with fidelity as grade levels change and new teachers join the school
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Overarching Need - Foster a Safe, Supportive, and Engaging Environment to Support the Whole Child

Root Cause # 1

Root Causes to be Addressed	Continue with training teachers and staff with Tier 2 PBIS interventions in order to cultivate a positive school culture for all students and staff.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Root Cause # 1

Additional Responses	
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Overarching Need - Improve Student Attendance to Support Academic Success

Root Cause # 1

Root Causes to be Addressed	Students missing more than 10 instructional days throughout the school year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Overarching Need - Improve student achievement and classroom rigor in Science through data-driven instruction.

Root Cause # 1

Root Causes to be Addressed	A lack of dedicated, uninterrupted daily instructional time for Science due to master scheduling constraints, which limits teachers' ability to consistently deliver high-quality, hands-on science lessons.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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School Improvement Plan 2026 - 2027



Walton County
Loganville Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
School Name	Loganville Elementary School
Team Lead	Carrie Collins
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	Strengthen Literacy Instruction Through Ongoing Professional Learning
Root Cause # 1	Using county resources (Benchmark Workshop, Foundations) with fidelity as grade levels change and new teachers join the school
Goal	Through the intentional PL in the area of Literacy and Writing, by the 2027 Spring Reading MAP administration, the school conditional growth percentile for all grade levels will remain at 50% or above.

Action Step # 1

Action Step	Facilitate Monthly Collaborative Literacy and Writing Planning Sessions Grade-level teams and student support staff will participate in monthly collaborative planning sessions dedicated to aligning reading and writing instruction. Teams will analyze student work samples, integrate Science of Reading principles, and design evidence-based writing mini-lessons. Instructional coaches or literacy leaders will facilitate these sessions to ensure instructional consistency and academic rigor across all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Observations throughout the school year by administration and peers to be sure that instruction and tools are being implemented, review of MAP Data at each administration
Method for Monitoring Effectiveness	MAP data will be utilized for small group and whole group instruction.
Position/Role Responsible	LES staff
Timeline for Implementation	Quarterly

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	Implement Ongoing Professional Learning Communities (PLCs) for Literacy Instruction All instructional staff will participate in professional learning communities centered on high-impact literacy strategies. Topics will include explicit phonics instruction, foundational sentence-level writing, and the intentional integration of reading and writing across content areas. Each PLC cycle will combine structured professional learning with documented classroom application and reflection.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	MAP review, attendance at the various PLs provided
Method for Monitoring Effectiveness	MAP data will be utilized for small group and whole group instruction.
Position/Role Responsible	LES Staff
Timeline for Implementation	Quarterly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Foster a Safe, Supportive, and Engaging Environment to Support the Whole Child
Root Cause # 1	Continue with training teachers and staff with Tier 2 PBIS interventions in order to cultivate a positive school culture for all students and staff.
Goal	Throughout the 2026–2027 school year, Loganville Elementary School will utilize proactive student supports and engaging instructional practices to nurture the academic, social, and emotional development of the whole child as measured by decreased discipline referrals and an increase on our student survey scores.

Action Step # 1

Action Step	Implement School-Wide Practices to Promote Positive Behavior and Student Wellness Instructional and support staff will utilize Positive Behavioral Interventions and Supports (PBIS) alongside intentional social-emotional learning (SEL) frameworks through the use of Everyday Speech to establish a consistent, inclusive, and supportive school climate. These proactive systems will be implemented across all grade levels and common areas to reinforce behavioral expectations and support overall student well-being.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS reports
Method for Monitoring Effectiveness	Monthly Discipline Reports
Position/Role Responsible	PBIS Team
Timeline for Implementation	Monthly

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

Action Step	Increase Student Engagement Through Active and Student-Centered Learning Instructional Strategies Teachers will participate in professional learning and coaching focused on high-impact instructional strategies that promote active student participation. Implementation will focus on collaborative learning models, structured academic discourse, and individual student goal-setting, empowering students to take active ownership of their learning experiences.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Reports
Method for Monitoring Effectiveness	Monthly Discipline Data
Position/Role Responsible	PBIS Team and LES Staff
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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Student Attendance to Support Academic Success
Root Cause # 1	Students missing more than 10 instructional days throughout the school year.
Goal	Loganville Elementary School will reduce the number of students missing more than 10 instructional days by promoting consistent attendance and providing targeted support to improve academic achievement.

Action Step # 1

Action Step	Utilize Early Identification and Intervention Systems for Chronic Absenteeism The Student Attendance Support Team—comprising the registrar, county social worker, school counselor, and administration—will routinely monitor attendance data to identify students at risk for chronic absenteeism. In partnership with faculty, the team will collaborate with families to implement proactive, supportive interventions that address and eliminate barriers to consistent school attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Attendance Reviews
Method for Monitoring Effectiveness	Monthly Attendance Reports
Position/Role Responsible	LES teachers and staff
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Promote a School-Wide Culture of Consistent Attendance The school will launch targeted, campus-wide initiatives that reinforce the critical connection between daily attendance and academic success. These efforts will include strategic awareness campaigns, student recognition programs, and classroom-level celebrations designed to cultivate a positive, high-attendance culture.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Attendance Reviews
Method for Monitoring Effectiveness	Monthly Attendance Reviews
Position/Role Responsible	LES teachers and staff
Timeline for Implementation	Yearly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement and classroom rigor in Science through data-driven instruction.
Root Cause # 1	A lack of dedicated, uninterrupted daily instructional time for Science due to master scheduling constraints, which limits teachers' ability to consistently deliver high-quality, hands-on science lessons.
Goal	By May 2027, Loganville Elementary School will optimize the master schedule to protect dedicated, uninterrupted instructional blocks for Science, ensuring teachers have the necessary time to consistently deliver high-quality, hands-on lessons and increase the percentage of students scoring proficient and distinguished from 57% to 67%.

Action Step # 1

Action Step	Optimize and Protect the Master Schedule for Dedicated Science Instruction Design and implement a master schedule that guarantees a dedicated, uninterrupted daily time block for Science across all grade levels. School leadership will monitor scheduling data and classroom routines to ensure this instructional block remains protected from systemic interruptions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Administrative review of the master schedule, grade-level daily schedules, and weekly lesson plans.
Method for Monitoring Effectiveness	Classroom walkthrough data and teacher feedback regarding instructional pacing.
Position/Role Responsible	Teachers, Administration, Leadership Team
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	Incorporate High-Impact, Hands-On, and Inquiry-Based Science Lessons Teachers will utilize the protected instructional block to deliver standard-aligned, inquiry-based science lessons that emphasize hands-on experimentation and critical thinking. Grade-level teams will collaborate to map out lab experiences and interactive activities that support deep conceptual understanding.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan checks, grade-level collaborative planning minutes, and targeted instructional walkthroughs.
Method for Monitoring Effectiveness	Classroom formative assessments, and student performance on unit lab tasks.
Position/Role Responsible	Classroom Teachers & Administration
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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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 school received input from stakeholders and accepted feedback during conferences, school council meetings, PTO meetings/events, family events, and daily communication.
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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.	N/A
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3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	N/A
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A
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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.	N/A
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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.	N/A
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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.	N/A
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ADDITIONAL RESPONSES

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