Comprehensive Needs Assessment
2026 - 2027 School Report



Jasper County
Jasper County Primary 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	Holly Harvil
Team Member # 2	Assistant Principal	Shelley Tingler
Team Member # 3	Instructional Coach	Kimberly Attaberry
Team Member # 4	Teacher Development Specialist	Brook Stroud
Team Member # 5	Kindergarten Lead Teacher	Melanie Cagle
Team Member # 6	First Grade Lead Teacher	Melissa Houston
Team Member # 7	Second Grade Lead Teacher	Joanie Lackey

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Program For Exceptional Children Co-Leads	Mandi Allen/Ashley Cole
Team Member # 2	Media Specialist	Maya Milam
Team Member # 3	English Language Learners Teacher	Jenna Smith
Team Member # 4	Specials Lead	Kimberly Savage
Team Member # 5	Paraprofessional Representative	Linda McClain
Team Member # 6	STEM	Elizabeth Proctor
Team Member # 7	Counselor	Alyssa Madonna
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Governance Team Member (Chair Person)	J. Ross Hays
Stakeholder # 2	School Governance Team Member (Teacher)	Amy Paul
Stakeholder # 3	School Governance Team Member (Teacher/Parent)	Mary Whitlow
Stakeholder # 4	School Governance Team Member (Community Member)	Morgan Brand
Stakeholder # 5	School Governance Team Member (Parent)	Susan McMichael
Stakeholder # 6	School Governance Team Member (Parent)	Katelyn Duke
Stakeholder # 7		
Stakeholder # 8		

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?	● Includes parent, community, and teacher representatives to ensure diverse perspectives ● Provides structured opportunities for all members to review data and reports duirng monthly meetings ● Engages stakeholders in collaborative discussions during monthly meetings ● Ensures equal input in the decision-making process through monthly meeting collaboration ● Maintains open communication between the school and stakeholders through SGT email and phone calls ● Holds monthly meetings to gather ongoing feedback and monitor progress ● Reviews student achievement data with stakeholder input duirng monthly meetings ● Encourages recommendations from parents and guardians for

	continuous improvement duirng monthly meetings

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]	Spring, 2026 - JCPS MRA ReportSpring, 2025 JCPS MRA Report FY25 & FY26 Student Perception Data FY26 Career Inventory

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?")	Staff and Parent Perception Staff morale is high, with 82% of teachers and 91% of staff looking forward to coming to work. Survey results from Leader in Me show mixed progress: leadership scored 76 (down 5), culture improved to 79 (+1), and academics rose to 74 (+2). Additionally, family involvement increased significantly, with curriculum night attendance growing from 39 to 97 families. Overall, the school demonstrates strong safety, engagement, and improving culture and academics. From fall to spring, academic instructional practices and student led practices went up 3%. This has contributed to the teachers feeling more confident in implementing evidence-based instructional practices and empowering students to take ownership of learning through tracking their progress on assessments and goal setting. This will continue to get better with the implementation of Leader in Me data notebooks for students and teachers next year. The data shows a generally strong and positive school climate. A large majority of teachers (71%) and staff (88%) feel supported by leadership, while over 90% of teachers, staff, and families report that the school is a safe place. Family engagement is also strong, with 90% feeling well-informed and 91% saying the school is welcoming. Culture has improved from fall to spring. This is attributed to staff feeling as though they have a voice in decision making and feel valued as an employee. Student Perception of Trusted Adults: Student responses indicate a strong sense of trust and connection with adults throughout the school. Most students identified their classroom teachers as their primary support, while also naming other staff members, including administrators, the school counselor, nurse, and cafeteria staff. The school counselor was the most frequently identified individual, reflecting strong student relationships and accessibility. Additionally, many students expressed that they could talk to "any teacher" or "mostly everybody," highlighting a positive school climate

	where students feel supported by multiple adults. Some students also identified trusted family members outside of school. Overall, the data suggests that students feel safe and confident in their ability to seek help from a variety of trusted adults. Students reported feeling happy and safe, with positive relationships among teachers and peers. Students expressed enjoyment in learning and school activities.

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)	FY26 Student/Parent Participation Interventionist Schedule

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	● The process data shows that behavior supports were primarily implemented within the classroom, with 53 classroom referrals and only 6 office referrals this year. Compared to last year's higher number of office referrals, this indicates that teachers are increasingly managing behaviors in class using consistent strategies and support. ● The data also shows that targeted interventions were provided for a smaller group of students with repeated referrals. These students received behavior intervention plans, check-ins with a behavior interventionist, participation in small group SEL sessions, and access to individual counseling. Teachers were supported through coaching with the behavior interventionist, and families were engaged to reinforce expectations through MTSS meetings. ● Overall, the school provided a combination of targeted behavioral and mental health supports, focusing efforts on students with the greatest needs while keeping more behaviors within the instructional setting. ● Identified areas for growth include managing strong emotions, resolving peer conflicts, and making positive choices. These insights will inform targeted counseling lessons and support services to better meet student needs. Career Lessons ● College and career readiness opportunities in grades K–2 are intentionally embedded as part of an ongoing, continuous conversation that informs school decision-making. Through career awareness lessons, College and Career Week, and Career Day experiences, students were exposed to a wide range of career pathways, while also providing valuable input about their own interests and aspirations. Data collected during mini meetings revealed strong student interest in many different areas, often influenced by personal experiences and family

	connections. ● Ongoing conversations with district leaders also reflect this data, as the school advocates for continued funding and expansion of course offerings that match student interests and promote early exposure to diverse career pathways. By consistently revisiting and applying this perception and interest data, the school ensures that college and career readiness is not a one-time event, but a sustained effort that evolves based on student voice and needs across the district. Parent Engagement ● The process data shows that the school increased and improved family engagement opportunities offered. Curriculum Night attendance grew significantly from 39 to 97 families after implementing a new format, demonstrating strong participation when events are intentionally designed and relevant. Open House had the highest overall attendance, followed by class performances and Curriculum Night, showing that both community building and student performance focused events engaged families the most. ● The school used sign-in data and team discussions (BST, SGT, and leadership) to plan and refine events based on family interest. However, only 4 families responded to the event feedback form, indicating a need to improve how we as a school disseminate and collect feedback to better guide future planning. ● The Behavior Intervention Specialist offered a parenting course entitled, "Circle of Security Parenting" (COSP), to provide parents opportunities to learn more about building secure attachment to help manage challenging behaviors. Eight families attended throughout the course of these offerings. Based on this data, in FY27 courses will be offered as a part of supporting families who have students being served by our Behavior Interventionist. The behavior interventionist will work to gather information based on parent needs through MTSS behavior meetings.

What achievement data did you use?	Amira Data IXL Data Kindergarten Math Data First Grade Math Data Second Grade Math Data IXL Demographics Data Amira Demographics Data Kindergarten Benchmark Data 1st Grade Benchmark Data 2nd Grade Benchmark Data JCPS Attendance Data FY26 JCPS Attendance Data FY25

What does your achievement data tell you?	The IXL demographic data shows overall improvement in student achievement in Math from fall to spring PEC students showed growth in each grade level from Fall to Spring for students who scored at or above grade level expectations. Kindergarten and 1st Grade ESOL students showed growth from Fall to Spring for at or above grade level expectations. Second Grade ESOL students showed a slight decrease in students scoring at or above grade level expectations. IXL Data ● 27 out of 175 students in first grade are below grade level in Numbers and Operations. 48 out of 201 students in second grade are below grade level in Numbers and Operations. This data shows that students need to master the foundations of Numbers and Operations in each grade level, or the gap continues to widen. ● Assessments that are aligned to the GA DOE learning plans and objectives need to be created and administered with fidelity to provide valid and reliable data to guide instruction. ● Teachers need a better understanding of the implementation of the learning plan components to ensure the appropriate use of the instructional design with the provided materials/manipulatives. ● Students need more time during the exploration component of the learning plan to develop numeracy skills. AMIRA Data ● 118 (23%) students in the yellow and 69 (13%) in red ● The data indicates a need to adopt and implement a consistent supplemental Science of Reading Phonics and Phonological Awareness material(s) to strengthen phonics instruction and develop foundational reading skills. ● The data shows an overall weakness in foundational domains (Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Reading Fluency) ● The data shows reading fluency is a weakness across all grade levels. ● The implementation of the JCPS writing plan will continue throughout FY27 to support the reciprocal process of encoding and decoding, which will strengthen foundational reading skills across all grade levels. MTSS ● This growth across tiers suggests that as universal screening and progress monitoring became more refined, more students were accurately identified as needing additional support, particularly in

	foundational literacy and numeracy skills. When reviewed by subgroups, the data shows that certain groups of students, particularly those requiring early academic intervention,have a need for targeted, differentiated instruction. ● The school implemented structured, targeted interventions led by the interventionist and classroom teachers. Students identified in Tier 2 and Tier 3 received small-group and individualized instruction based on specific skill deficits: In literacy, targeted support included: Phonological awareness (sound identification, blending, segmenting) Early phonics (letter-sound correspondence, decoding) High-frequency word recognition Fluency (accuracy, rate, and expression) Comprehension (retelling, questioning, and understanding text) In math, interventions focused on: Early numeracy skills, including subitizing, cardinality, and 1:1 correspondence Development of basic math facts and number sense ● The increase in the percentage of students identified for Tier 2 and Tier 3 support reveals the demand for continued intensive, targeted instruction.This data supports the need for an interventionist. ● The interventionist schedule allowed for 1st and 2nd grade students to both be served. The intentional intervention block and small group blocks within the reading and math blocks provided the appropriate time in the master schedule to serve students. ● Moving into FY27, the master schedule will need to allow for students to be served across grade levels for both math and reading. Attendance as Related to Academics: ● Over the past 2 years, attendance trends have shown increasing concerns with chronic absenteeism and missed instructional time. While many absences are due to illness and family emergencies, patterns of preventable absences related to vacations, inconsistent routines, and anxiety-related concerns have also increased. ● Kindergarten has consistently shown the greatest attendance challenges, indicating a need for stronger early intervention and family support, while 2nd grade has remained the strongest grade level for attendance over time. The number of students missing 10 or more days continues to impact learning opportunities and highlights the need for targeted support and monitoring. ● In response, the school has strengthened attendance systems through early parent communication, regular attendance meetings, incentives, and schoolwide awareness efforts. Moving forward, continued focus on early intervention, family outreach, mental health supports, and individualized attendance plans will be critical to

	improving attendance outcomes across all grade levels. ● Our school will strengthen the implementation of the Leader in Me framework by training all faculty and staff using Core Training Materials, enhancing the school environment with visible integration of the 7 Habits of Highly Effective People, and creating a student leadership Lighthouse Team to build student voice and leadership capacity .In addition, we will develop and implement data notebooks for students and staff to support student-led conferences while fostering a culture that values consistent school attendance, active participation, and student engagement through monthly attendance tracking, recognition of winning classes during quarterly Hurricane Habit Huddles, and celebration of attendance successes throughout the school.

What demographic data did you use?	●Amira Demographics Data/b ●JCPS Demographic Historical Data ●IXL Demographics Data

What does the demographic data tell you?	The data shows a decrease in the school's transient population, with the mobility rate dropping from 9.5% in FY25 to 3.1% this year. This reduction suggests increased student stability, which positively impacts the school by allowing for more consistent instruction, stronger relationships, and fewer disruptions to learning. Lower mobility supports improved academic progress and a more stable school environment overall. While the total number of students is relatively steady for a 3-year period, the number of Black and Hispanic students drops slightly. During the same 3-year period, the number of PEC students continues to increase slightly with an increase in students who are identified as OHI or SLD.

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?	Strengths ● *Communication across grade level ● *Grade Level meetings ● *Collaboration/resource sharing ● *Gifted resource & talent development (lots of growth) ● *Intervention–scheduled time is helpful ● *In-house speech pathologist ● *ESOL push-in and pullout (new comer pull-out) ● *Translator available to translate documents ● *Cohesive Curriculum K-2 ● *PEC lead planning time ● *Master Schedule Weaknesses ● *Phonological awareness is low ● *Intervention–first thing in the morning is a struggle ● *Learning plans require in-depth PLCs ● *Science and SS time takes away from Math and Reading ● *Teachers request more planning time ● *Vocabulary routines in Benchmark are not evident in walk-throughs ● *Learning targets are displayed, but not referenced in walk-throughs (lack teacher clarity) ● *More LEA's trained for meetings Through weekly PLC meetings, teachers and leaders will focus on the refined standards based instructional plans for english language arts and math. Teachers will receive ongoing support for implementing vocabulary, phonemic awareness and independent reading stations. Through Leader in Me, students will be goal setting in ELA and math. They will track their progress through their WIGs (Wildly Important Goals) in their data notebooks.

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?	Strengths ● *Teacher led PLC ● *Daily Intervention block ● *Mentor Program ● *Grade level collaboration ● *Staff Morale Boosters of meals and staff treats are greatly appreciated ● *Hurricane Relief Team is great communication for the staff ● *Appreciate Canes Playbook weekly communication ● *Master Schedule aligned to PEC, ESOL, Gifted, T1, T2, T3 needs ● *Safety Patrol Weakneses ● *Monitoring fidelity of intervention, phonics, vocabulary, and math instruction ● *Grade level planning time does not allow for the entire team to plan together ● *Support personnel are not able to attend PLCs with every grade level ● *Email responses could be more timely ● *Identify more student-led leadership opportunities The implementation of instructional plans will be monitored through targeted classroom observations and student data analysis meetings. Through PLC's, teachers will work collaboratively to plan instructional Tier 1 lessons, interventions, and assessments while administration will conduct classroom observations and walkthroughs to ensure fidelity and equitable access to curriculum across grade levels. Students will be held accountable for their own student leadership by making sure they set goals, engage themselves in the daily lessons presented by their teachers, and follow up with their assessment data and action steps.

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?	Strengths ● *Hurricane Relief has positive results ● *Teacher-led PLC ● *Mentor program ● *Para PL ● *Support Staff attends weekly PLC ● *New writing units received positive feedback Weaknesses ● *Teachers have requested training in phonetic spelling rules. ● *Individualized Professional Learning (Gifted/PEC/ESOL) ● *Consistent testing and grading practices are not in place ● *Teachers requested more planning time ● *Vertical Planning opportunities Certified and classified staff will have opportunities to attend

Strengths and Challenges Based on Trends and Patterns

	professional learning as well as attend ongoing training in targeted areas with outside areas that match the targeted need. Teachers and staff will have intentional PL through district and school led opportunities. Teachers, staff, and students will be trained in data driven notebooks through the Leader in Me Program with opportunities to collaborate regarding information gained from PL to increase teacher and student capacity.

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?	Strengths ● *Parent - teacher conferences are held twice each year. ● *Leader in Me newsletters are sent home ● *Grade levels send home Benchmark unit week 2 and unit grades to parents. ● *Dojo–Parent Communication is positive ● *School events are communicated well ● *Monthly family engagement events ● *JCPS Facebook Page has been positive ● *Feedback forms have been sent to parents after events ● *All documents translated in Spanish ● *JCPS newsletter and calendar ● *More PEC parent survey participation Weaknesses ● *Parent feedback from events has been minimal ● *Parent attendance at events is low ● *In-person translation is lacking ● *Understanding of standards-based grading ● *Communicating reading rigor due to tests not being able to be sent home only grades JCPS will continue to provide family and community engagement opportunities and use feedback to plan activities to meet the needs of our students and families. Every effort will be made to obtain information from parents to target sessions towards topics that parents feel they want additional information on. This strategy will be important as we work towards more collaboration from school to home and parents feeling comfortable helping their child at home with academic and social skills being taught at school.

Strengths and Challenges Based on Trends and Patterns

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?	Strengths ● *Leader in Me has been positive ● *Sheriff's deputies stop by frequently to support the school ● *Nurse is on staff full-time ● *Monthly drills for safety occur ● *Debriefs after drills to address concerns ● *Adjustments made to safety plan based on debrief ● *Safety committee meets monthly ● *Mental Health Counselor/Behavior Specialist are available to support school ● *JCPS Safety Plan is followed and reviewed ● *Playground is more secure with new fencing Weaknesses ●A definitive Behavior Referral flowchart is lacking ● Lack of schoolwide expectations being taught with fidelity ● Specific areas (hallway, restroom, cafeteria, playground, and classroom) ● Students are not always following procedures for accessing the office ● Parents attempt to walk down to their child's class and/or throughout the school The students and staff of JCPS are supported through academics but also social and emotional areas. JCPS has implemented safety protocols and behavior support through documented safety plans, a definitive behavior referral flow chart, and Leader in Me program implementation.

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?	Strengths ● Reduced funds within the district to utilize on those students most at riskbrand in need of specialized instruction and/or additional resources. ● Collaboration with the Public Library for in-school visits and trips to the library ● All students can attend field trips ● Numerous field trips are planned throughout the year ● Monthly parent meetings with the Behavior Interventionist are offered ● Hurricane Hero Day ● No Cost Lunch/Breakfast ● Backpack Buddies to provide food to students over weekends/breaks ● ML& J to help families with costs

Strengths and Challenges Based on Trends and Patterns

	● Consideration of sibling groups when scheduling parent/teacher conferences ● Flexible scheduling for parent/teacher conferences to accommodate working parents ● Numerous parent events are offered ● Maggie Readers for struggling 2nd-grade readers ● CBI field trips for PEC Weaknesses ● A very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. ● High poverty within the district and community creates a high number of at-risk students needing specialized instruction and services. ● Low parent attendance for planned events ● An in-person translator is needed based on the increasing population of Spanish families in our community ● Rise in PEC students who need a sensory room to support their needs ● Kindergarten behaviors indicate a need for more creative play opportunities ● The PEC population supports the need for a sensory room. ● The amount of kindergarten referrals supports the need for a creative playroom. Data shows an increase in our PEC population as well as kindergarten behavior referrals. Displayed behaviors also indicate a need for a sensory/calm down area for students in all grades, but most prevalently in kindergarten. Teachers need support and training in strategies to be proactive for student behaviors, which is an area where our Behavior Interventionist can support.

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?	Strengths ● In math, PEC students showed growth from Fall to Winter at each grade level for those who scored at or above grade-level expectations. ● In Math, Kindergarten and 1st Grade ESOL students showed growth from Fall to Winter for at or above grade level expectations. ● Most PEC students meet IEP goals ● Classroom leadership opportunities for students Weaknesses ● Students do not set goals consistently across content areas ● Need for more opportunities for student leaders schoolwide ● In Math, Second Grade ESOL students showed a slight decrease in students scoring at or above grade level expectations ● In Math, numbers and operations is the lowest domain across all grade levels. ● Reading foundational domains (Phonological Awareness, Phonics,

Strengths and Challenges Based on Trends and Patterns

	High Frequency Words, Vocabulary, and Reading Fluency) ● Students are learning new learning programs (Amira/IXL) ● Headphone issues with Amira Through Benchmark, Amira, and IXL data, the need for more focused and instructional planning will be critical content areas. A focus on foundational numbers and operations has been recognized, as well as the need for supplemental phonics and phonological awareness resources to help increase student growth. Students will take part in the intervention schedule which includes reading and math interventions as needed and be accountable for an increase in student mastery through their Leader in Me data notebooks.

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	Special Education: ● Teachers communicate regularly with parents and include them as active team members; information is clearly explained and easy to understand. ● Students with disabilities are included with non-disabled peers as much as possible. ● A structured literacy program (K–2) is in place, with adjustments for students with disabilities. ● Case managers monitor attendance, contact families, and build strong relationships. ● General and special education teachers collaborate effectively with strong co-teaching practices. EconomicallyDisadvantaged Children: ● JCPS provides mental health services and connects families with outside resources. ● PLCs analyze data to identify and address achievement gaps.

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.

	● Students receive daily small-group reading and math instruction based on data. ● The Early Intervention Program identifies students needing extra support through screenings. ● MTSS is implemented with ongoing progress monitoring and targeted support. ● JCPS provides 1-to-1 technology for all students. English Learners: ● ESOL staff provide school and community resources for Spanish-speaking families. ● The ESOL teacher collaborates with general education teachers and the district translator. ● Parents are kept informed about student progress, rights, and school information. ● Support is provided for transportation and connecting families to community resources. ● Language barriers are addressed to improve communication with families.

Challenges	Special Education: ● Teachers need more support and strategies for working with specific disabilities (e.g., autism, EBD, dyslexia). ● Communication between the Board of Education and lead PEC teachers needs to be clearer, consistent, and proactive. ● More targeted professional development is needed for PEC teachers.

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.

	Economically Disadvantaged Children: ● Student attendance remains a major issue, especially for at-risk students. ● Many parents lack understanding of the importance of attendance and its impact on learning and social-emotional development. English Learners: ● Language barriers and limited bilingual services reduce parent involvement. ● A full-time interpreter is needed due to the growing ESOL population. ● ESOL enrollment is increasing. ● Speaking skills are an area of concern based on ACCESS data. ● More collaboration time is needed between ESOL and general education teachers.

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	Students are not performing on grade level in math/reading.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Inconsistent training and knowledge for Cox/LETRS Lack of consistent high expectations for student learning. Lack of consistent Tier 1 instruction, implementation, and vocabulary. Lack of understanding of use of intervention time. Collaboration of targeted strategies to support the implementation of Benchmark and GaDOE Learning Plans is needed to improve teacher practice.

Overarching Need # 2

Overarching Need	Students are not performing on grade level in the area of reading.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	● Inconsistent Science of Reading: LeTRS vs Cox Campus training

Overarching Need # 2

Additional Considerations	● Lack of authentic reading assessment ● Lack of student reading opportunities ● Lack balance of leveled readers and decodables ● Inconsistent supplemental materials for phonological awareness & phonics ● Lack of read Alouds in the classroom, which may include mentor texts ● Too much technology time reading vs reading texts ● Lack of explicit vocabulary instruction

Overarching Need # 3

Overarching Need	Students are not demonstrating expected growth in math.
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	● More explicit instruction ● More manipulatives for Learning Plans ● More practice and application time ● Not enough time for certain Learning Plans ● Needs aligned assessments for Learning Plan objectives ● Needs consistent vocabulary from grade level to grade level (Learning Plan vs. IXL)

Overarching Need # 4

Overarching Need	Students with chronic absences struggle academically.
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	-Percentage of students missing 10 days or less (trend data) ● Fy 22- 42.6% ● Fy 23- 44.9% ● Fy 24- 44.1% ● Fy 25- 38.46% ● Fy 26- 41.79%

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 - Students are not performing on grade level in math/reading.

Root Cause # 1

Root Causes to be Addressed	Continuous Professional Development Foster collaborative reflection through PLCs across grade levels. Using classroom observations to make sure there is alignment with the planning process of PLC’s.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team and SGT. The underlined statements below will be the actionable causes that the team will address FY27 through the School Improvement Plan. Initiative: Effective Teacher Led Professional Learning Communities Action Steps: 1. Conduct weekly PLC meetings targeted at refining and aligning standards

Root Cause # 1

Additional Responses	based instructional plans.2. Carry out both scheduled and unscheduled classroom observations, with a focus on the instructional strategies highlighted in weekly PLC meetings. 3. Hold quarterly student data analysis meetings ("data digs") to monitor progress and make necessary adjustments to instructional plans. 4. Provide opportunities to receive Professional Learning in house as well as targeted teacher Professional Learning and conferences.

Overarching Need - Students are not performing on grade level in the area of reading.

Root Cause # 1

Root Causes to be Addressed	Understanding of Science of Reading High Quality Instructional Materials, ELA Reading Standards, assessment alignment, and DOK Grade levels are below in foundational reading skills and fluency Below grade level in writing proficiency
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	**All causes were brainstormed and discussed with the School Leadership Team and SGT. The underlined statements below will be the actionable causes that the team will address FY27 through the School Improvement Plan. Initiative: To increase reading proficiency. Action Steps:1.li dir="ltr"Train all classified and content teachers in the implementation of the supplemental Science of Reading phonics and phonological awareness material(s). li dir="ltr"Planned and unplanned observations on the fidelity of the classroom implementation of the supplemental Science of Reading phonics and phonological awareness resources. li dir="ltr"Continue to Implement the JCPS K-2 Writing Plan

Root Cause # 1

Additional Responses	

Overarching Need - Students are not demonstrating expected growth in math.

Root Cause # 1

Root Causes to be Addressed	Developing Common Assessments aligned to the standards and rigor Implementing Effective PLC Implementing common problem-solving strategies
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	**Allcauses were brainstormed and discussed with the School Leadership Team and SGT. The underlined statements below will be the actionable causes that the team will address FY27 through the School Improvement Plan. Initiative: To increase math proficiency. Action Steps:1.li dir="ltr"Continue to train all certified content teachers on the implementation of GaDOE Learning Plans and the appropriate use of the instructional design with provided materials/manipulatives through weekly PLC's. li dir="ltr"Planned and unplanned observations on the fidelity of the classroom implementation of the Learning Plans. li dir="ltr"To use the district-approved math unit assessments aligned to the GaDOE math learning plans.

Overarching Need - Students with chronic absences struggle academically.

Root Cause # 1

Root Causes to be Addressed	Physical environment Designated time to implement the Leader in Me school-wide Integration with family engagement and increase attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Initiative: Implementation of Leader In Me Program Actions: 1.li dir="ltr"Train all faculty and Staff using Core Training Materials. li dir="ltr"Revise and complete the physical environment requirements of Leader in Me by integrating the visual components of the 7 Habits of Highly Effective People throughout the building. li dir="ltr"Develop and implement data notebooks for both students and staff to support student-led conferences. li dir="ltr"Create a student leadership "Lighthouse Team". li dir="ltr"Track classroom attendance monthly. Recognize class winners at the quarterly Hurricane Habit Huddle and display winners' class names in high traffic areas of school.

School Improvement Plan
2026 - 2027



Jasper County
Jasper County Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Jasper County Primary School
Team Lead	Holly Harvil, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'FUND 400' - Consolidation of Federal funds only

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	Students are not performing on grade level in math/reading.
Root Cause # 1	Continuous Professional Development Foster collaborative reflection through PLCs across grade levels. Using classroom observations to make sure there is alignment with the planning process of PLC's.
Goal	During the 2026-2027 school year, 100% of teachers and instructional staff will actively engage in high-quality Professional Learning Communities (PLC's) focused on standards-based planning, data analysis, and instructional alignment.

Action Step # 1

Action Step	Conduct weekly PLC meetings targeted at refining and aligning standards based instructional plans.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance Sign-in Sheets Agendas Protocol Template Facilitator
Method for Monitoring Effectiveness	Student achievement data, common assessment results, standards-aligned instruction observed during walkthroughs, and evidence of data-driven instructional adjustments.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach, instructional support)

Action Step # 1

Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Carry out both scheduled and unscheduled classroom observations, with a focus on the instructional strategies highlighted in weekly PLC meetings.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk Through Form Walk through Schedule Debrief Notes
Method for Monitoring Effectiveness	Walkthrough trend data, increased implementation of targeted instructional strategies, improved GaLEADS indicators, enhanced student engagement, and improved student achievement outcomes.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach, instructional support)
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step # 3

Action Step	Hold monthly student data analysis meetings (“data digs”) to monitor progress and make necessary adjustments to instructional plans.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance Sign-in Sheets Data Forms Agendas
Method for Monitoring Effectiveness	Student growth data, assessment results, increased proficiency rates, reduced achievement gaps, and evidence of data-driven instructional adjustments.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach, instructional support)
Timeline for Implementation	Monthly

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are not performing on grade level in the area of reading.
Root Cause # 1	Understanding of Science of Reading High Quality Instructional Materials, ELA Reading Standards, assessment alignment, and DOK Grade levels are below in foundational reading skills and fluency Below grade level in writing proficiency
Goal	By the end of the 2026-2027 school year, JCPS will increase the percentage of students reading on grade level based on their reading mastery score (ARM) from 63% to 73% as measured by Amira.

Action Step # 1

Action Step	Train all classified and content teachers in the implementation of the supplemental Science of Reading phonics and phonological awareness material(s).
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas Attendance Sign-in Sheets Classroom Walk-throughs Observation Feedback
Method for Monitoring Effectiveness	Student Diagnostic Results Classroom Assessment Data
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/ instructional support)
Timeline for Implementation	Others : Monthly and 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)?	

Action Step # 2

Action Step	Planned and unplanned observations on the fidelity of the classroom implementation of the supplemental Science of Reading phonics and phonological awareness resources.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through schedule Walk-through form Admininstrative Debrief notes
Method for Monitoring Effectiveness	Targeted walkthrough Data Formative and benchmark assessment results
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/ instructional support)
Timeline for Implementation	Others : Monthly and Quarterly

Action Step # 2

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

Action Step # 3

Action Step	Continue to Implement the JCPS K-2 Writing Plan.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Student Writing Portfolios Writing Data Form
Method for Monitoring Effectiveness	Student Writing Data from formative and summative unit assessments
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach/ instructional support)
Timeline for Implementation	Others : Weekly and monthly

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are not demonstrating expected growth in math.
Root Cause # 1	Developing Common Assessments aligned to the standards and rigor Implementing Effective PLC Implementing common problem-solving strategies
Goal	By the end of the 2026-2027 school year, JCPS will increase the percentage of students scoring on grade level or above on their math mastery score from 84% to 87% as measured by IXL.

Action Step # 1

Action Step	Continue to train all certified content teachers on the implementation of GaDOE Learning Plans and the appropriate use of the instructional design with provided materials/manipulatives through weekly PLC's.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC attendance sign in sheets Agendas PLC Protocol
Method for Monitoring Effectiveness	Formative and benchmark assessment results, common assessment data, student problem-solving performance, and increased proficiency on grade-level mathematics standards.
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach/instructional support)
Timeline for Implementation	Others : Weekly PLCs & Monthly walk-throughs

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)?	

Action Step # 2

Action Step	Planned and unplanned observations on the fidelity of the classroom implementation of the Learning Plans.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-through schedule Walk-through form
Method for Monitoring Effectiveness	Formative and benchmark assessment data, student growth trends, evidence of data-driven instructional adjustments
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support
Timeline for Implementation	Monthly

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

Action Step # 2

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

Action Step # 3

Action Step	To use the district-approved math unit assessments aligned to the GaDOE math learning plans.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation, common formative assessments, assessment calendars, data meeting notes, lesson plan reviews, and progress-monitoring records.
Method for Monitoring Effectiveness	Formative and benchmark assessment data, student growth trends, mastery of priority standards, evidence of data-driven instructional adjustments
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support
Timeline for Implementation	Others : bi-weekly

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students with chronic absences struggle academically.
Root Cause # 1	Physical environment Designated time to implement the Leader in Me school-wide Integration with family engagement and increase attendance
Goal	By May 2027, JCPS will decrease the percentage of students missing 10 or more days from 41.79% to 40.79% through the implementation of the Leader in Me Program, as demonstrated through walkthrough data, meeting agendas, and implementation checklists.

Action Step # 1

Action Step	Train all faculty and Staff using Core Training Materials.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-in sheets, meeting minutes, walk-through data
Method for Monitoring Effectiveness	Staff survey data, walkthrough evidence of implementation, and improvements in school culture and leadership practices.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support, Lighthouse Team
Timeline for Implementation	Others : Monthly and 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)?	

Action Step # 2

Action Step	Revise and complete the physical environment requirements of Leader in Me by integrating the visual components of the 7 Habits of Highly Effective People throughout the building.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough checklists, photo documentation, meeting minutes, and facility progress tracking.
Method for Monitoring Effectiveness	Increased visibility of 7 Habits across the school, walkthrough evidence of implementation, staff/student feedback, use of 7 Habits language, and completion of Leader in Me physical environment
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support, Lighthouse Team
Timeline for Implementation	Others : Beginning of the year and quarterly

Action Step # 2

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

Action Step # 3

Action Step	Develop and implement data notebooks for both students and staff to support student-led conferences.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas, sign-in sheets, meeting minutes, notebook samples, walkthrough data, implementation checklists, and teacher feedback.
Method for Monitoring Effectiveness	Student-led conference quality, student goal-setting evidence, consistent notebook use, increased student ownership of learning, and improved academic achievement data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach/ instructional support, Lighthouse Team
Timeline for Implementation	Others : Weekly & Monthly

Action Step # 3

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

Action Step # 4

Action Step	Create a student leadership “Lighthouse Team”
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Members applications, rosters, meeting agendas/minutes, attendance logs, leadership training records, and documentation of student-led activities.
Method for Monitoring Effectiveness	Student engagement data, survey results, evidence of student leadership in action, improved school culture indicators, and successful completion of student-led initiatives.
Position/Role Responsible	Lighthouse Team, including Instructional Coach and Admin Team
Timeline for Implementation	Quarterly

Action Step # 4

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

Action Step # 5

Action Step	Track classroom attendance monthly. Recognize class winners at the quarterly Hurricane Habit Huddle and display winners' class names in high traffic area of school.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance data, student attendance data tracking
Method for Monitoring Effectiveness	Student engagement data, survey results, improved school culture indicators, and improved attendace data
Position/Role Responsible	Lighthouse Team, including Instructional Coach and Admin Team
Timeline for Implementation	Others : Monthly and quarterly

Action Step # 5

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

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The School Leadership Team met to prepare for FY26. The school team consist of general education teachers, PEC teachers, an intervention teacher, school administration, a paraprofessional, the Instructional Coach, Media Specialist, the ESOL Teacher, STEM Lead, and the School Counselor. The team reviewed current and trend data for attendance, academics, sub populations, and behavior. They completed the CLIP ratings, determined areas of need for attendance, literacy, and mathematics through root causes analysis activities. The School Governance Team met to analyze the data and provide stregths and weaknesses. Each team lead then went back to their teams and completed the same activites noting the stengths and weaknesses in the data collected. The leadership team met again and synthesized the identified strengths and weaknesses. Probable causes were determined through a fishbone analysis and action steps were planned to address these areas of need during the FY26 school year. This leadership team will continue to meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals. Our school plan has direct alignment with our district comprehensive needs assessment district report. The School Governance Team consist of majority parents, community members, teachers, and the Principal. The team meets monthly and the Principal will highlight survey results, shares areas of strength and concerns, and receive feedback on probable causes and potential action steps. Data is presented with attendance and academics to support all probable causes and actions steps. This team will also meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals.

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.	The school provides the following for all students including minority children... 1- Providing mental health services to at risk students and families at JCPS through access to a Mental Health Therapist. JCPS Counselor provides resources for outside agencies as needed. 2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups. 3- Small group reading and math instruction daily (45- minutes each), relevant data is used to flexibly group students and provide targeted interventions. An intervention/acceleration block is also implement for 45-minutes a day. 4- Literacy Instruction using Benchmark Advance 5- Early Intervention Program- Evaluation of all students using a Universal Screener and EIP checklist to determine students who need additional academic support through the Early Intervention Program 6-The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored

	closely through progress monitoring with the implementation of researched based instructional strategies. Adjustments are made to students' plans based on progress. 7- 1-to-1 technology for all students at JCPS 8- Access to highly qualified teachers that are evaluated through the GaLeads process.

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).	MTSS Process is followed to ensure students are served through targeted interventions and progress monitoring when needed. Parent conferences are held at a minimum of two times a year to review promotion requirements and progress throughout the year on each of the requirements. The teacher shares instructional strategies of how the parent can assist with their child's learning at home to work towards standard mastery. ELA Block (1 hours and 10 minutes) -Benchmark Advance (Literacy Program) -Reading Small Groups (Min. of 45 mins.) Teachers meet with students a minimum of 2 times a week. -Amira Reading Diagnostic Math Block (70 minutes) -Math Whole Group Lesson (GA Mathematics Units) --Reflex Math Software -IXL Math Diagnostic Science and Social Studies Block (30 minutes) -STEM/Science Lessons from grade level units implemented 45-minute intervention/acceleration block implemented daily. EIP Services provided for students who qualify in reading and/or math.

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	Amira Reading and IXL Math (Universal Screener- Given three times a year to identify most academically at risk students). Students scoring below the 30th percentile on the assessment(s) will be considered for EIP services using additional data points. EIP Checklists will be completed by teachers to ensure students who qualify for additional early intervention supports receive the appropriate support in reading and math. Students needing additional support will be entered into the MTSS process. As needs are identified interventions will be implemented and progress monitoring will be used to determine progress and make needed adjustments. Behavior data is also monitored through the MTSS Process. Additional Assessments used to triangulated data to ensure all students are appropriately identified for additional support --	
	Amira Reading Diagnostic & IXL Math	Screener; Growth; Individualized

the objective criteria to rank all students.	Diagnostic given 3 times a year	instruction; Used for grouping students
	ACCESS	ESOL students only. Given 1 time a year.
	Common Standard Assessments	Standards mastery; remediation reassessment
	GKIDS 2.0	Kindergarten Only (ELA, Math, Science, SS)
	Do the Math	MTSS (Tier 3 Math grade 1-2)
	Quaver	Music Pre/Post Assessment
	MTSS (Tier Assessments- Progress Monitoring)	Tier 2 and Tier 3 (Progress Monitoring for Reading and Math)

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.	JCPS provides structured transition support for students moving from Jasper County Pre-K to Kindergarten at Jasper County Primary School, and students transitioning from 2nd grade at JCPS to 3rd grade at Washingotn Park Elementary School. The school counselor, 504 coordinator, and MTSS coordinator collaborate with counselors from Jasper County Pre-K, JCPS, and WPES to identify students who may need additional services or supports. The Programs for Exceptional Children department also conducts transition meetings for rising third grade students, including those in inclusion settings and those receiving an adapted curriculum. These meetings provide an additional layer of support for students with disabilities as they transition to new school settings. Parent participation is encouraged but not required.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Our school is committed to reducing the overuse of discipline practices that remove students from the classroom by leveraging theLeader in Meframework.Leader in Meempowers students and staff with a whole-school, evidence-based approach that cultivates leadership, culture, and academic success. This framework supports proactive and restorative practices that benefit all student subgroups especially those historically impacted by exclusionary discipline. Through goal-setting and leadership roles, students across all subgroups are given opportunities to thrive academically and socially. As students experience success and ownership of their actions, incidents of disruptive behavior decrease, and the need for exclusionary discipline diminishes. Ultimately, by building a school culture centered on leadership, mutual respect, and proactive support,Leader in Mehelps all students stay engaged in learning and grow into effective contributors in the classroom and beyond. All staff members are provided with a JCPS Handbook which includes

	the school wide expectations. There is a systematic process in place for handling discipline concerns including proactive steps for addressing behaviors. Teachers are provided a flowchart showing Major vs. Minor Behaviors as well as a common discipline referral form.

ADDITIONAL RESPONSES

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