Comprehensive Needs Assessment
2026 - 2027 School Report



Crawford County
Crawford County Elementary

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Linda Locket
Team Member # 2	Assistant Principal	April Carroll
Team Member # 3	Academic Coach	Melessa Hollis
Team Member # 4	3rd Grade Team Leader	Kayla York
Team Member # 5	3rd Grade Teacher	Esther Wright
Team Member # 6	4th Grade Teacher	Laura Ryles
Team Member # 7	4th Grade Team Leader	Marcy Kalman

Additional Leadership Team

	Position/Role	Name
Team Member # 1	5th Grade Teacher	Sean Jaskula
Team Member # 2	School Counselor	Trevor Jesko
Team Member # 3	Special Educator/Team Lead	Melinda Hortman
Team Member # 4	Media Specialist	LaTonya Colbert
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Jeni Meadows
Stakeholder # 2	Business/ Community Partner	Captain Corey King
Stakeholder # 3	Parent	Lindsey Sigmon
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
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?	A leadership team composed of faculty and staff, parents, and business partners was formed to provide meaningful input throughout the CNA process. The team met with stakeholders to review the purpose and steps of the CNA, identify root causes, and determine areas in need of improvement. The committee was organized into teams to examine each section of the CNA, analyze the data supporting each standard, identify trends, determine overarching needs, and establish root causes. Throughout the process, stakeholders were given multiple opportunities to provide feedback through in-person meetings, Google Meet or Zoom sessions, surveys, emails, communication platforms and phone calls.

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]	Climate Surveys, Parent Surveys from Title I Family Engagement Nights, and PL Surveys

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?")	Faculty Perception Overall, the faculty had a positive perception with all standards rated exemplary based data collected during the CNA process. Coherent Instructional Strategies(rating three themes :) Curriculum (2 standards), Instruction (9 standards), and Assessments (3 standards). ● Curriculum Standard 1 (systematic and collaborative planning)-75.85%, Curriculum Standard 2 (curriculum aligns with standards and promotes rigor)-63.6%, Instruction Standard 1 (supportive learning environment)-72.7%, Instruction Standard 2 (academically challenging)-69.7%, Instruction Standard 3 (clear learning targets)-81.8%, Instruction Standard 4 (research based instructional practices)-72.7%, Instruction Standard 5 (differentiation)-69.7%, Instruction Standard 6 (technology)-72.7%, Instruction Standard 7 (student feedback)-66.7%, Instruction Standard 8 (students monitor their own progress)-66.7%, Instruction Standard 9 (data-driven instruction)-66.7%, Assessment Standard 1 (assessments align with curriculum standards)-75.8%, Assessment Standard 3 (common assessments)-63.6% and Assessment Standard 4 (analyze assessments to adjust instruction)-72.7% were rated exemplary. ● Curriculum Standard 1 (systematic and collaborative planning) had the highest exemplary rating of 75.8%. Teachers will continue to have collaborative planning one day per week to discuss instruction and analyze data. ● Instructional Standard 3 (clear learning targets) received the highest exemplary rating of 81.8%. Teachers believe that we establish and communicate clear learning targets and success criteria that are aligned to the curriculum. ● Instruction Standard 1 (supportive learning environment), Instruction Standard 2 (academically challenging), Instruction Standard 4 (research based instructional practices), Instruction Standard 5 (differentiation), Instruction Standard 6 (technology), Instruction Standard 7 (student feedback), Instruction Standard 8 (students

	monitor their own progress), and Instruction Standard 9 (data-driven instruction) were rated exemplary. To continue to improve these ratings, we will implement more in-house professional learning that focuses on researched based instructional strategies, technology to enhance learning, and data-driven interventions. CCES teachers will also incorporate the use of rubrics, checklist, and exemplars during classroom instruction. Teachers will be provided training that covers information over the new math and English Language Arts standards. ●Assessment Standards1 (aligned assessments) received an exemplary rating. Teacher believe common assessments align with standards to monitor student progress. Assessment Standards (3-5) also received exemplary ratings. During planning, teachers collaboratively analyze data to identify their small groups and use various forms of formative and summative assessments (exit tickets, think-pair-share, graphic organizers, peer feedback, jigsaw, Kahoot, unit tests etc.,) during instruction to better meet the needs of students. Grading practices are an accurate indication of student progress. We will implement more data digs and reading/math screeners to better adjust instruction during the 2025-2026 school year. Effective Leadership Effective Leadership includes thirteen standards, all of which were rated exemplary by teachers, with each standard scoring at least 54%. The highest-rated areas were Standard 1 (building and sustaining relationships) at 77.1%, Standard 8 (ongoing support) at 74.3%, Standard 3 (ensuring effective implementation) at 68.6%, and Standard 2 (initiating and managing change) at 65.7%. These results reflect a strong commitment by the administrative team to fostering a positive school climate and culture. Administrators consistently participate in grade-level meetings, 504 meetings, IEP meetings, and parent conferences to support teachers, students, and families in making decisions that impact student achievement. One identified area for growth is the need for more consistent monitoring and use of data to further improve student outcomes. Leadership capacity has been strengthened by rotating grade-level leaders and leadership team members every two years and by including a diverse group of stakeholders on the leadership team. Planning and Organization standards were also rated highly, with less than 25% of responses falling in the operational category. Standard 1 (shared vision and mission) and Standard 3 (monitoring implementation of the School Improvement Plan) were each rated 71.4% exemplary, while Standard 2 (data-driven, consensus-oriented processes) was rated 62.9% exemplary. These ratings indicate that the school maintains a clear, shared vision among stakeholders. Progress toward goals is consistently monitored through the School Improvement Plan (SIP), including a mid-year review in which action steps are evaluated and adjusted as needed. This process involves the leadership team and multiple stakeholders. Standard 4 (monitoring resource availability) was rated 74.3% exemplary, reflecting the strategic use of Title I funds to ensure that both students and teachers have the necessary resources to support learning and engagement. Standard 5 (rules, policies, and schedules) was rated 57.1% exemplary. The school prioritizes schedules that best support student learning, maintains consistent rules and procedures

	across the building, and follows PBIS protocols. Moving forward, adjustments will be made to increase instructional time by an additional five minutes. Professional Capacity Professional Capacityencompasses six professional learning standards. Standards 1–3 and 5–6 were rated exemplary.Standard 2(promoting a culture of collaboration among administrators and staff) received the highest rating at 61.3%.The school encourages teachers to engage in professional learning opportunities that enhance instructional strategies and teaching practices. Surveys are conducted to identify teacher needs, aligning withStandard 1(aligning professional learning with staff needs), which was rated 54.8%. Standard 4(use of varied professional learning designs) was rated 51.6% operational, as wasStandard 6(monitoring and evaluating the impact of professional learning). Teachers and staff who participate in professional learning are required to maintain a professional learning log and develop a plan to share key insights with colleagues. Surveys are conducted regularly to gather feedback on professional learning, and student data is reviewed to evaluate its impact on student progress or regression. Supportive Learning Environment School Culture data collected during the CNA process, showed that 2 out of 3 areas rated were exemplary. Data analysis revealed the following; ● Standard 1 (develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment) was ranked the highest with a rating of 61.5%. ● Standard 2 (establishes a culture of trust and respect) was rated 61.5%. Although rated exemplary, there is room for improvement to ensure that every stakeholder has positive interactions and feel respect at the school. ● Standard 3 (establishes a culture that supports the college and career readiness of students) was given a rating of 42.3%, exemplary. In commitment to parent comments on previous surveys, we introduced students to various careers by hosting a career week. We increased exposure, this year, by hosting a two career days with the first asking students to bring their parents to school. Parents exposed students to their career with presentations and hands-on activities. We will continue to host two career days during the 2026-2027 school year. To continue to increase this rating, CCES plans expose students to the career clusters and pathways and career exploration presented by the Georgia Department of Education. Family and Community Engagement-Parent Perception Perception data from the Family & Community Engagement survey, completed by parents, indicated that 5 out of the 6 standards were rated as exemplary. Additional Title I parent surveys provided deeper insight into family and community engagement at the school. An analysis of the data revealed the following: ● Standard 1 (creating a welcoming environment), Standard 3 (building relationships), Standard 4 (communicating academic expectations), and Standard 5 (developing families' capacity to support

	learning) were all rated as exemplary. ● Standard 2 (establishing structures that promote clear and open communication) was rated 80% exemplary and 20% operational. Supporting data from Title I parent surveys indicated that the transition to a new online communication platform was not fully successful, as many families experienced difficulty using the platform. ● The school continues to promote parent engagement through posters, flyers, social media, Apptegy, ClassDojo, and parent contact logs; however, parents reported that communication through parent contact logs decreased over time. ● Standard 6 (connecting families with community agencies and resources) was rated 40% exemplary and 60% operational. Due to limited resources within the county, the school has strengthened communication with the school social worker to better connect families with available services that may not otherwise be known. ● Parent survey data indicated that families were pleased with the shift to hosting family engagement events on Thursdays. ● Parents also expressed enjoyment of Career Days, which are now held in both the fall and spring. They suggested adding afternoon opportunities to accommodate those who are unable to volunteer during morning hours. Data collected from the Spring Forum provides additional parent perceptions. The data collected is as follows: ● Most parents feel that the 1% of funds set aside for parent engagement is used appropriately but would like for more grade level specific content information be sent home, i.e., syllabi. ● Many respondents feel that the school is doing a great job in helping their child be successful but some would like more information for online help, want textbooks, and more updates on student grades. As a part of the syllabi, we will provide information on online links that will be beneficial for students. ● All parents feel that communication is exceptional and that we connect with them in timely manner. We will continue to use Apptegy as our communication platform. ● Some would like events held on the weekend so that more parents can participate. ● Parents feel that their voice is heard by administration but would like to set up meetings immediately with teachers as needed. ● Parents would like to see more classroom involvement, home projects or assignments to help engage parents on what is being done at school; however, some feel that CCES provide several opportunities for parents to be involved at school. ● Parents would like more help with new teaching practices as some are not able to help their students, especially, with math. ● We will adopt virtual meetings for the next school year.

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)	Standards-based Classroom, Collaborative planning, Professional learning community, mentor/mentee program, family engagement, and PBIS student incentives

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?”)	Standards-based Classroom Instruction ● fully operational with 22 out of 22 teachers using beginning, middle, and end demonstrating instructional practice ● evidenced by administrator walkthroughs ● lesson plans are written to include standards-based instruction; turned in to admin. weekly ● 100% of teachers display both learning targets and success criteria Collaborative Planning ● fully operational with 22 out of 22 teachers (100%) attend grade level collaborative planning meetings held every Thursday ● focus is on student data and instructional changes ● attended by an administrator or academic coach Mentor/Mentee Program ● currently has 4 mentees and 4 mentors; 50% of teachers are in their 1st year, 25% of teachers are in either their 2nd or 3rd year ● 3 will be dismissed after the 2025-2026 school year ● lead by the academic coach ● meet once monthly and conduct observations to expose new teachers to instructional strategies to help them with engaging students for success. ● 100% of teachers offered that the time spent with mentor teacher is enhancing their skills in co-teaching, lesson planning and development, and classroom routines and protocols. ● 100% teachers explained that observations from mentors provide clear and appropriate feedback. ● 100% of teachers will return to the school and district for FY27 Professional Learning Community ● 100% of teachers participate and attend in-person professional learning weekly, held on Wednesdays. ● 100% of teachers receive a coaching cycle based on classroom observation and feedback sessions provides support in the areas of instructional strategies, co-teaching, modeling, increasing student engagement, and classroom management. Family and Community Engagement ● 2 family workshops offered to parents that provided workshops on reading and math strategies and help with Georgia Milestones. Forty-three families attended the first event and 27 families attended the second event. ● 100% of attendees report that the workshops help them provide help

	with their student but needed additional support in math. ● Thanksgiving luncheon provided parents with helpful at-home tips for student success and online links to help with math. Overall, there were 260 parents/guardians in attendance PBIS Student Incentives ● Events held once monthly; with various themes that students help to develop ● Students receiving a behavioral referral received behavioral lessons; to date 8 behavioral lessons have been taught. ● Students receiving a behavioral referral was held within 4% of 300 students. Attendance Data/Incentives ● 6% of students had 20 or more days missed. These students have been placed on an attendance contract. ● 14% of students has missed 0 days of school. These students will attend a special day at a local facility. ● 52% of students has missed between 0-5 days and will receive a special prize. ● 52% of students participates in an incentive with the principal quarterly.

What achievement data did you use?	FY25 CCRPI; GMAS Data; STAR Reading and Math

What does your achievement data tell you?	<u>2025 CCRPI DATA</u> ● CCES received an overall school score of 44.3 and decrease of 5 points from 49.3 in 2024. ● Readiness Data in the area of beyond the core, 98.10, student attendance 86.10, and at or above grade level reading at 55.92 with an overall rating of 80, up 1.4 from 78.6 from 2024. ● Content mastery scored 39.4 down from the previous year with ELA gaining the most points at 40.63 and science at 37.03. ● Progress was down at 45.7 point with math acquiring only 35.27 points. ● Closing the gaps was significantly low at only 3.3 points. All groups received a red flag for meeting improvement targets except for black students in math who received a yellow flag meaning students made progress but did not meet the target. Our goal for FY27 is to increase the number of student groups meeting the improvement targets and increase content mastery scores. <u>Georgia Milestones Data FY25</u> ● Math, for grades 3-5, showed and increase in the number of developing students. ● 3rd grade math showed an increase in proficient students from 17.5 to 19.6. ● Both 3rd grade ELA and 5th grade Science showed a decrease in developing students.

	● ELA has seen some gain in developing and proficient students in grades 3 and 4, while 5th grade showed gains in distinguished learners from 2.9 to 3.3. ● Both math and science for grades 4 and 5 showed a decrease in both proficient and distinguished students. STAR Data Static Report for STATE measures <u>Reading WTR to SPRG:</u> ● 3rd grade showed and increase of 7 learners in proficient and distinguished from 26 to 33; a decrease in developing and beginning learners from 59 to 53 (-6). ● 4th grade showed an increase of 14 learners in proficient and distinguished from 31 to 41; a decrease in developing and beginning learners from 75 to 64 (-11). ● 5th grade showed an increase of 10 learners in proficient from 31 to 41; a decrease in developing and beginning learners from 73 to 65 (-8). <u>Math WTR to SPRG:</u> ● 3rd grade showed and increase of 4 learners in proficient and distinguished from 15 to 1933; a decrease in developing and beginning learners from 70 to 67 (-3). ● 4th grade showed an increase of 4 learners in proficient and distinguished from 19 to 23; a very small decrease in developing and beginning learners from 76 to 75 (-1). ● 5th grade showed an increase of 2 learners in proficient from 14 to 16; a continuum of developing and beginning learners with the same rate of 92

What demographic data did you use?	Gender, ethnicity, foster/homeless, free/reduced meals, gifted education, SWD, teacher retention rate, mobility rate

What does the demographic data tell you?	Demographic Data ● 302 students enrolled; 92 (3rd Graders), 100 (4th graders), 111 (5th graders) ● 48% (146) male, 52% (156) female ● 65%% of the 302 students enrolled are white and 35% minority ● Minority student population is composed of 23% (African American), 7% (Hispanic), 4% (two or more races), and .06% (Asian) ● 17.1% of the population is identified as students with disabilities. ● 11% of the population are students with a 504. ● CCES has 1 students identified as foster students ● CCES has 1 students identified as homeless or migrant students ● Our student mobility rate is currently 23% in 2025-2026 ● 100% of students receive free meals ● 6% (20 of 302 students) receive services in gifted education Teacher/Staff Retention Rate

	● CCES has a total of 50 faculty and staff members; 31 certified and 6 paraprofessionals on staff for the 2025-2026 school term ● 100% of classified staff will be returning for the 2026-2027 school year ● Retention rate for the school is 100% Discipline Data● 80 referrals were entered into Infinite Campus ● Students assigned to ISS/OSS based on referrals 59/8; 13 received a conference with administrators or the counselor Student Mobility Rate ● The student mobility rate is 22.8%. Twenty-three students withdrew and 46 students enrolled during the 2025-2026 school year.

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?	The school demonstrates coherent instruction through: Strengths: ●The school has implemented collaborative planning that has provide time for teachers to review data on grade level students, make adjustments in instruction, and communicate with parents as a team. ●The implementation of content planning has increased opportunities for teachers to have in-depth discussions on aligning standards vertically. ●All teachers are using the standards-based instructional protocol ensuring to have a beginning, work session, and summarization to collect data to adjust instruction as needed. ●Data is being used to make more data-driven decisions to impact student achievement via school data meetings and district data meetings While instructional coherence is evident, there continues to be challenges. Challenges: ●Preparations for non-traditional students takes more time to provide consistent instruction across grade levels. ●Not having a district curriculum established for Science, Social Studies, and Math. ●Teachers need more help with differentiation, even though their is a common definition, many teachers do not know how to differentiate. ●Coherence in instruction may be hindered if teachers do not follow protocols in which more observations are needed.

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: ● There are shared goals, mission, vision and a sense of purpose. ● Continue to build and sustain relationships amongst faculty, staff, students, and families. ● Initiate change to improve student learning. ● Builds leadership capacity by makes changes to grade level leaders and leadership team members. ● Promotes trust, respect, and collaboration amongst staff. ● Supports a safe and inclusive environment for staff, students, and families by sustaining a positive culture. ● Beginning to understand the types of data needed to make decisions and initiate change. ● Seeks professional development to improve leadership ability. ● GaLEADS evaluation program has helped to increase coaching cycles and administrator's presence in the classroom. Weaknesses: ●Managing multiple responsibilities limits time in classrooms. ●Knowing how to divide up responsibilities to decrease burnout. ●Providing consistent monitoring of implemented initiatives to ensure compliance.

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: ● Teachers regularly participate in professional communities to plan instruction and analyze data. ● The academic coach consistently deliver sessions for PLCS. ● Data meetings occur for the district quarterly and weekly at school. ● Teacher retention is at 100%. Challenges: ● Although PLCs occur regularly to plan instruction; additional focus is needed on identify specific data to guide changes for student improvement. With a wealth of data, some contradict one another. ● Additional opportunities for differentiated PLCs should be conducted by individuals with expertise in those areas. ● Additional time is needed to analyze sets of data thoroughly that cannot be done during the one hour of planning provided to the teachers.

Strengths and Challenges Based on Trends and Patterns

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: ● The school has consistently created an environment that is welcoming and provides opportunities for parents to engage with the school community; ● There is consistent communication with parents on a daily or sometimes weekly basis via green folders or online platform; ● Parents are provided a virtual and phone option for parent conferences, MTSS meetings, and IEP meetings. ● Administrators contact parents as needed and provide school information via Class Dojo, email, website, flyers, call outs, social media, and parent communication folders that are sent home on a daily basis. Challenges: ● Parental participation continues to improve; however, identifying times for meetings continues to be a challenge; ● Providing materials and resources for parents to help students with their school work. ● Allowing student to have more of a voice in their educational plan.

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: ● Most students feel safe, respected, and supported by staff. ● There are clear expectations for student behavior based on the school PBIS motto to SOAR. ● Students receive support for both their emotional and behavioral needs with the implementation of a district initiative. ● Protocols are in place for discipline referrals to eliminate biases toward student behaviors. ● Teachers receive additional support for their well-being and mental health. <u>Challenges:</u> ● Teachers are not well-equipped to deal with the social-emotional learning of students. ● Need for stronger intervention and intervention strategies to combat bullying and peer conflict issues. ● Behavior management strategies may differ between grade levels and classroom.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: ● A diverse student body provides opportunities for cultural awareness and inclusive practices. ● Increasing student enrollment supports programs and staffing stability. ● Programs are available for ELL, SWD, and ED students. ● Local partnerships and community involvement has increased to support school initiatives. ● Federal and state funding are used to support interventions, staffing, and resources to increase academic achievement. Challenges: ● Attendance continues to be a challenge as 20 students (6%) have chronic absenteeism. ● Increasing and maintaining consistent academic growth. ● Limited funding for staffing in beyond the core areas to provide variations for students to participate in outside of core classes.

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?	The analysis of multiple data sources, including CCRPI, Georgia Milestones, and STAR assessments, reveal several important trends and patterns. ● Overall, student achievement declined as reflected in the CCRPI score, which decreased from 49.3 to 44.3. ● Readiness component remains a relative strength (80.0), supported by high performance in Beyond the Core (98.10) and slight improvement from the previous year, concerns remain with student attendance (86.10) and only 55.92% of students reading at or above grade level. ● Content Mastery (39.4) and Progress (45.7) indicate significant areas for improvement. Although ELA showed the most growth within Content Mastery, math performance remains a critical concern, with particularly low progress scores (35.27). Science performance also declined, especially in upper grades. These trends are reinforced by Georgia Milestones data, which show decreases in proficient and distinguished learners in grades 4 and 5 for both math and science, along with an increase in developing learners in math across grades 3–5. ● Achievement gaps remain a major concern, as evidenced by the Closing the Gaps score of 3.3. ● Most student subgroups did not meet improvement targets, receiving red flags, with minimal progress noted. This highlights the need for targeted support for specific student groups and more effective intervention strategies. ● STAR data shows some positive movement, particularly in reading, where all grade levels (3–5) demonstrated increases in proficient and distinguished learners and decreases in developing and beginning students from winter to spring. ● Math growth was minimal across all grade levels, with only slight

Strengths and Challenges Based on Trends and Patterns

	increases in proficiency and a persistent high percentage of students remaining in the developing and beginning categories, especially in grade 5.

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	● Individualized support plans have clearly defined goals and accommodations. ● Students have access to resource rooms and co-teaching that provide tailored academic support. ● Data is collected to track student growth, identify met goals, and to provide interventions and support. ● Students receive interventions in areas of need to include reading, math, and language arts.

Challenges	● The number of students entering the Program for Exceptional Children has increased. ● Two para-professionals services all students. ● PEC students often perform below grade-level peers in reading, math, and science, contributing to overall content mastery and CCRPI challenges. ● Students may struggle with self-confidence, behavior, or attendance, impacting learning progress.

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	There is a need to improve overall math achievement by strengthening foundational skills, increasing problem-solving abilities, and ensuring consistent, standards-aligned instruction across all grade levels.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	There is a need to accelerate the growth of reading achievement by strengthening foundational literacy skills and increasing the rate of student progress across all grade levels.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	There is a need to increase student engagement and achievement in science by expanding opportunities for inquiry-based learning, critical thinking, and problem-solving.
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	

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 - There is a need to improve overall math achievement by strengthening foundational skills, increasing problem-solving abilities, and ensuring consistent, standards-aligned instruction across all grade levels.

Root Cause # 1

Root Causes to be Addressed	1. Lack of curriculum to guide instruction focused on standard-aligned instruction across classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	2. Inconsistent collaboration amongst instructional expertsd to plan standards-based lessons and share effective 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

Root Cause # 2

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	3. Lack of targeted training on fostering student self-monitoring 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

Additional Responses	

Overarching Need - There is a need to accelerate the growth of reading achievement by strengthening foundational literacy skills and increasing the rate of student progress across all grade levels.

Root Cause # 1

Root Causes to be Addressed	Teachers are at varying levels of understanding and fidelity when delivering the new reading curriculum, leading to uneven instruction across classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	2. Students lack strong phonics and decoding skills, which impacts fluency and comprehension.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - There is a need to increase student engagement and achievement in science by expanding opportunities for inquiry-based learning, critical thinking, and problem-solving.

Root Cause # 1

Root Causes to be Addressed	Science instruction is often focused on rote learning or textbook-based activities rather than hands-on, student-centered investigations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students are not consistently exposed to tasks that require critical thinking, analysis, and real-world application of scientific concepts.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

School Improvement Plan
2026 - 2027



Crawford County
Crawford County Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Crawford County
School Name	Crawford County Elementary
Team Lead	Linda Locket, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve overall math achievement by strengthening foundational skills, increasing problem-solving abilities, and ensuring consistent, standards-aligned instruction across all grade levels.
Root Cause # 1	1. Lack of curriculum to guide instruction focused on standard-aligned instruction across classrooms.
Root Cause # 2	2. Inconsistent collaboration amongst instructional expertsd to plan standards-based lessons and share effective strategies.
Root Cause # 3	3. Lack of targeted training on fostering student self-monitoring strategies
Goal	Increase the percentage of students in grades 3–5 performing at proficient or distinguished in math by 3% or higher, from 16.3% to 19.14% (3rd grade), 23.9% to 26.9% (4th grade), and 25.2% to 28.2% (5th grade), as evidenced by 2027 Spring Georgia Milestones Math assessment data.

Action Step # 1

Action Step	Strengthen Tier I instruction by providing professional development for the implementation of the new math curriculum.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Reviews Observations Walk Through Data Coaching Feedback Documentation Video Evidence
Method for Monitoring Effectiveness	STAR Growth Reports Pre/Post Test results WalkThrough Trend Data Student Work Analysis/Sample
Position/Role Responsible	Principal Assistant Principal

Action Step # 1

Position/Role Responsible	Academic Coach
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)?	MGRESA

Action Step # 2

Action Step	Facilitate monthly data meetings to review student performance and use identified learning gaps to inform and adjust instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data Meetings Agenda Sign-in Sheet Data Meeting Reports Lesson Plans/Unit Plans
Method for Monitoring Effectiveness	Student Growth Data Gap Reduction Analysis Student work samples Walkthrough Data Trends
Position/Role Responsible	Principal Assistant Principal Academic Coach
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)?	N/A

Action Step # 3

Action Step	Incorporate daily bell ringers, spiral review, focused on foundational skills needed to be successful in math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Observations Walk Throughs Lesson Plans
Method for Monitoring Effectiveness	Student Work Analysis Formative Assessment Data Growth Trends based on STAR Math Data
Position/Role Responsible	Principal Assistant Principal Academic Coach
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)?	N/A

Action Step # 4

Action Step	Implement coaching cycles, including collaboration with external coaches (math specialists), along with collaborative planning, classroom observation, and targeted feedback to strengthen instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Coaching Cycle Documentation Observation Data Teacher Reflection/Feedback Walkthrough Trends
Method for Monitoring Effectiveness	Pre/Post data assessment Fidelity Checks STAR Data GMAS Data
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Quarterly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to accelerate the growth of reading achievement by strengthening foundational literacy skills and increasing the rate of student progress across all grade levels.
Root Cause # 1	Teachers are at varying levels of understanding and fidelity when delivering the new reading curriculum, leading to uneven instruction across classrooms.
Root Cause # 2	2. Students lack strong phonics and decoding skills, which impacts fluency and comprehension.
Goal	SMART Goal# 2Increase the percentage of students in grades 3–5 performing at proficient or distinguished in reading by 3% or higher from 16.3% to 19.14% (3rd grade), 23.9% to 26.9% (4th grade), and 25.

Action Step # 1

Action Step	Implement professional learning to help reading teachers plan and ensure consistent, daily implementation of the new reading curriculum with fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations Walk Throughs Data Collection Lesson Plans Fidelity Checklist Student's work sample
Method for Monitoring Effectiveness	STAR Assessment data student work analysis student growth trend analysis
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Conduct quarterly analyses of ELA assessment data to track student growth and deliver targeted remediation and enrichment, with the goal of boosting student achievement as measured by the adopted online assessment tool.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Data meeting agenda and notes Lesson Plan Review Walkthrough Observations PLC evidence/documentation
Method for Monitoring Effectiveness	Universal Screener (STAR) Assessment Data Unit Post Test Data Instructional Groupings Report Learning Continuum
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	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)?	N/A

Action Step # 3

Action Step	Facilitate monthly collaborative and vertical planning sessions for Reading teachers to adjust lesson plans for alignment with the New Georgia ELA Frameworks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Observations Walk Throughs
Method for Monitoring Effectiveness	STAR Assessment Data Pre/post Test data analysis
Position/Role Responsible	Principal Assistant Principal Academic Coach
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)?	N/A

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)?	N/A

Action Step # 4

Action Step	Implement Studies Weekly resources within science and social studies instruction to strengthen student's reading comprehension skills across content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom Walkthroughs Lesson Plan Review Analyze Student work samples
Method for Monitoring Effectiveness	Formative Assessments Analyze Student work samples STAR Benchmark Assessment
Position/Role Responsible	Principal Assistant Principal Academic Coach
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to increase student engagement and achievement in science by expanding opportunities for inquiry-based learning, critical thinking, and problem-solving.
Root Cause # 1	Science instruction is often focused on rote learning or textbook-based activities rather than hands-on, student-centered investigations.
Root Cause # 2	Students are not consistently exposed to tasks that require critical thinking, analysis, and real-world application of scientific concepts.
Goal	SMART GOAL #3: Increase the percentage of students in grade 5 performing at proficient or distinguished in science by 3% or higher, from 20.9% to 23.9%, as evidenced by 2027 Spring Georgia Milestones Science assessment data.

Action Step # 1

Action Step	Plan, implement and require regular student-led investigations, experiments, and problem-solving tasks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations Walk Throughs Lesson Plans Coaching Cycles
Method for Monitoring Effectiveness	Studdent Work Analysis Rubric Evaluations Teacher Reflection GMAS Science Data
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Provide professional learning to help teachers increase student engagement by providing opportunites for students to ask questions, make predictions, and justify answers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations Walk Throughs Lesson Plans
Method for Monitoring Effectiveness	Formative Assessment Data Online Assessment Data Skill Checker Data
Position/Role Responsible	Principal Assistant Principal Academic Coach
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)?	N/A

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)?	N/A

Action Step # 3

Action Step	Plan and implement a year-long digital spiral review to reinforce previously taught science concepts and support long-term student retention and understanding.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Spiral Review Completion Log Platform Data Reports Lesson plan review Walkthrough observation
Method for Monitoring Effectiveness	Student Achievement Growth Data Formative Assessment Trends Student Work Sample Walkthrough data trend
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step # 4

Action Step	Integrate Studies Weekly Science resources into daily science instruction to strengthen students' understanding of key scientific concepts and disciplinary literacy skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan review Walkthrough observation
Method for Monitoring Effectiveness	Student Achievement Growth Data Formative Assessment Trends Student Work Sample Walkthrough data trend
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Weekly

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

Action Step # 4

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-wide plan was developed with input from a diverse group of stakeholders, including teachers, paraprofessionals, the academic coach, parents, community members, the media specialist, the school nurse, the Program for Exceptional Children team lead, and school administrators. Stakeholders were engaged through in-person meetings, virtual meetings, and email communication. The leadership team reviewed the results of the Comprehensive Needs Assessment (CNA) and collaboratively determined ratings for each standard. The group finalized and validated CNA data, then analyzed school performance data to identify strengths, instructional challenges, and underlying root causes. The principal worked in collaboration with the leadership team to develop the School Improvement Plan. Team members reviewed multiple sources of school data to identify priority needs and establish targeted improvement initiatives aligned to student achievement and instructional effectiveness.

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.	Crawford County Elementary School will ensure that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers through ongoing monitoring, equitable staffing practices, and targeted support systems. The school's mentor/mentee program will continue to support novice teachers for up to four years. Each beginning teacher is assigned a mentor who also serves as a teacher support coach. All teachers are provided opportunities to observe effective instructional practices, receive model lessons from the Academic Coach, and participate in coaching cycles facilitated by teacher support coaches and administrators. Teacher assignments are reviewed and analyzed using student achievement data throughout the scheduling process to ensure equitable access to high-quality instruction for all students. Hiring and placement decisions are guided by teacher effectiveness, certification status, content-area qualifications, and demonstrated instructional effectiveness to ensure all students receive a consistent, high-quality educational experience. Professional Development Plans are collaboratively developed by the principal or designee for teachers identified as needing ongoing support for continuous improvement. The academic coach will provide targeted assistance to teachers in areas of identified need, including instructional practices, classroom management, and lesson planning. Data will serve as the foundation for all instructional decisions, ensuring that supports and interventions are aligned to student learning needs and teacher growth areas. Ongoing analysis of student performance and classroom observation data will guide professional learning, coaching, and decision-making to improve outcomes for all students.

	The school's goal is to ensure that all students, including those from low-income and minority backgrounds, are taught by highly qualified, certified teachers who are fully prepared to meet their educational needs. The Parent's Right-to-Know information is included in each school's student handbook. Parents will be notified promptly if a teacher is identified as out-of-field or not highly qualified. In such cases, the principal will issue a written notification to parents/guardians of students in any class taught for 20 or more consecutive days by a teacher who does not meet district professional qualification standards. The principal will also notify the Title II-A Coordinator of the date these notifications are distributed. In addition, the principal will ensure that out-of-field teachers are supported through structured conversion plan meetings to monitor progress toward meeting certification requirements.

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).	CCES Title I instructional program is designed to improve academic achievement for all students with a targeted focus on closing achievement gaps for the most at-rick learners. Instruction is provided in English language arts, math, science and social studies. The ELA program forcuses on comprehension with additional focus on foundational skills of phonemic awareness, phonics, fluency and vocabulary. Mathematics instruction focuses on conceptual understanding and real-world application. Science instruction is designed to increase student achievement through engagement via hands-on learning and project-based learning. Social studies instruction focuses on content knowledge, historical thinking skills and literacy integration through reading and writing across content areas. Instructional strategies used to support at-risk students include differentiated instruction, small-group targeted instruction, flexible grouping, scaffolding, explicit direct instruction, and the use of formative assessment data to guide instruction. Teachers implement data-driven practices to identify student needs, provide immediate feedback, and adjust instruction accordingly. Tiered interventions are provided through a multi-tiered system of supports (MTSS), including additional time and support for students who are not yet meeting grade-level expectations. The school also integrates technology-based instruction, spiral review activities, and structured academic vocabulary development to reinforce learning across all subject areas. Professional development and instructional coaching cycles are used to ensure consistent implementation of effective instructional practices across classrooms. If applicable, services for students residing in local institutions for neglected or delinquent children are coordinated to ensure continuity of instruction, alignment with grade-level standards, and access to the same core instructional program provided to all students. These students receive appropriate academic supports and interventions based on individual needs to promote ongoing progress toward grade-level proficiency. Overall, the Title I program is designed to ensure equitable access to

	high-quality instruction and to accelerate academic growth for all students, particularly those who are most at risk of not meeting state performance standards.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Crawford County Elementary School identifies eligible students most in need of services through a collaborative, data-driven process involving teachers, parents, administrators, and pupil services personnel (as applicable). The school uses multiple sources of objective academic data to ensure equitable and accurate identification of students requiring additional academic support. We will purchase research-based technology programs to enhance student achievement and engagement. These programs, including universal screeners, provide meaningful data that is used to inform and drive instructional decision-making. Teachers, paraprofessionals, students, and parents have access to assessment data and receive valuable feedback regarding what students are learning and how they are progressing. Intervention resources are used during a targeted intervention block as well as small-group instruction to support individualized learning needs. To improve tier 1 instruction, professional development and ongoing support are provided to instructional staff to strengthen curriculum knowledge and promote the use of evidence-based instructional practices. Instructional strategies include flexible small-group instruction, computer-assisted learning, use of leveled texts, student conferencing, gradual release model, timely feedback, and teacher clarity. Professional Learning Communities (PLCs) meet weekly to review student data, allowing for flexible regrouping, continuous student progress monitoring, and planned differentiation. The Academic Coach collaborates with teachers and paraprofessionals to communicate progress toward school and district improvement goals. In addition, the Academic Coach and administrators (as needed) provide on-site professional learning through modeling, coaching, and instructional support. The Family Engagement Facilitator supports parents in actively participating in their child's academic progress and improving school attendance. Family engagement events are hosted to provide parents with strategies to support learning at home and to emphasize the importance of consistent attendance. Parents are also provided with informational resources, including flyers on homework support, testing strategies, and other school-to-home communication tools.

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.	Incoming third-grade students and their parents will have the opportunity to meet third-grade teachers and tour the school prior to Open House. Transition packets, along with the third-grade supply list, will be provided to all incoming students to support a smooth and successful transition to the new grade level.

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.	Crawford County Elementary School (CCES) will continue to implement the Positive Behavioral Interventions and Supports (PBIS) framework during the 2024–2025 school year. PBIS is an evidence-based, data-driven system designed to reduce disciplinary incidents, improve school safety, and strengthen overall school climate. This framework promotes consistency for both staff and students by explicitly teaching behavioral expectations across all school settings. The PBIS team will continue to provide monthly incentives to reinforce positive character traits and appropriate student behaviors. Relationship-building strategies and counseling services will also be maintained to support student well-being and reduce disciplinary concerns. Students who meet monthly PBIS expectations will participate in end-of-month celebrations recognizing positive behavior and achievement. In addition, teachers will continue to deliver monthly PBIS lessons as a school-wide expectation to reinforce behavioral standards and support a positive learning environment. Additionally, students not meeting behavioral expectation will work through Social and Emotional Learing and counseling with the school counselor or outside organizations.

ADDITIONAL RESPONSES

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