



Comprehensive Needs Assessment 2025 - 2026 School Report



Lanier County
Lanier County High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Matthew Weaver
Team Member # 2	Assistant Principal	Tony Long
Team Member # 3	CTAE Director	Ben Culpepper
Team Member # 4	ELA Department Chairperson	Kathryn Bailey
Team Member # 5	Math Department Chairperson	Margo Montgomery
Team Member # 6	Science Department Chairperson	Dusty McLeod
Team Member # 7	Social Studies Department Chairperson	Ben Davis

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Guidance Counselor	April Gano
Team Member # 2	Special Ed Teacher	Mandy Delk
Team Member # 3	Workbased Learning Coordinator	Susan Schools
Team Member # 4	PBIS Coach	Bridget Tomlinson
Team Member # 5	Parent	Maggie Bridges
Team Member # 6	Curriculum and Instruction Coach	Deidre Chadwick
Team Member # 7	Business Representative	Amy Bennett
Team Member # 8	Student	Ezra Brunson
Team Member # 9	Student	Drake Wolford
Team Member # 10	Paraprofessional	Brandi Centobene

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Maggie Bridges
Stakeholder # 2	Parent	Tamara Walton
Stakeholder # 3	Parent	Almonte Simmons
Stakeholder # 4	Parent	Mandy Cook
Stakeholder # 5	Community Partner	Amy Griffin
Stakeholder # 6	Community Partner	Amy Bennett
Stakeholder # 7	Student	Rene Hutto-Hernandez
Stakeholder # 8	Student	Jolly Liu

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?	Stakeholders are invited to participate in quarterly leadership meetings to plan, monitor, and revise the school improvement plan. Throughout the year, stakeholders are also asked to participate in multiple surveys to gather perception data. Stakeholders are also invited to participate in the district level and school level annual stakeholder meetings each spring.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	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	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Georgia Student Health Survey Georgia Parent Survey Georgia School Personnel Survey Special Education Parent Survey Title I Parent Survey Interviews from Stakeholders Meeting</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The shared beliefs and values of all stakeholders play a critical role in shaping the culture at Lanier County High School (LCHS). School personnel regularly administer a variety of surveys to collect meaningful feedback regarding stakeholder perceptions of the school's academic programs, culture, and policies. This feedback is used to inform the development of the school improvement plan, guide policy updates, and shape school procedures.</p> <p>Survey results from students, parents, and staff consistently reflect a favorable perception of the LCHS environment. Both parent and student responses confirm that the majority of students have at least one trusted adult advocate within the school. Students described their relationships with teachers and staff as respectful, helpful, and supportive. Many also indicated they feel safe on campus and view their coursework as appropriately challenging.</p> <p>Parents reported feeling that LCHS provides multiple avenues for them to stay involved in their child's education. They noted consistent and effective communication regarding both academic progress and school events, and shared that they feel their input is valued. In addition, parents affirmed that faculty and staff hold high expectations for all students and utilize a variety of instructional strategies to create engaging learning experiences. However, parents also expressed a strong desire for increased access to advanced academic opportunities as well as expanded CTAE (Career, Technical, and Agricultural Education) course offerings.</p> <p>The faculty and staff climate survey indicated that most staff members describe their colleagues as respectful and supportive. Teachers noted the importance of continued collaboration and expressed a desire for more formal training in the analysis and application of student assessment data. Additionally, staff emphasized the growing need to reduce Edgenuity opportunities.</p> <p>Students also shared a desire for more career-focused preparation and greater exposure to real-world problem-solving opportunities.</p> <p>Stakeholders across all groups highlighted the importance of expanding</p>
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	efforts related to college and career readiness throughout the high school experience.
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Policies and Procedures (grading, attendance, Code of Conduct) School Master Schedule Academic and Behavior Expectations (PBIS Matrix, Student and Teacher Handbooks, GA Code of Ethics) Discipline Data (PowerSchool/SWIS) Parent Involvement Procedures, Policy, and Data (Title I) Extracurricular Events and Participation Club Schedules and Rosters</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>At Lanier County High School (LCHS), our top priority is providing a high-quality learning environment for all students. Achieving this goal requires the active coordination and engagement of all stakeholders—district and school personnel, parents, students, and community representatives. Strategic planning and ongoing collaborative conversations among these groups are essential to maximizing the impact of available funds, services, and resources. Formal procedures are in place to ensure the effective and efficient use of resources. Clear expectations for school personnel and students are outlined in both the student and faculty handbooks. To promote a safe, respectful, and orderly environment, LCHS has implemented a Positive Behavior Intervention and Support (PBIS) framework that emphasizes consistent behavior expectations for all students. These expectations, along with academic standards, are communicated through multiple platforms, including Back to School Nights, the student handbook, orientation sessions, the school website, and parent and family engagement events.</p> <p>The school's master schedule includes common planning time for academic and most CTAE teachers, supporting collaboration and teamwork. In addition, administrators and faculty actively participate in Professional Learning Communities (PLCs) to strengthen instructional practices and promote continuous improvement. PLC and PBIS meetings focus on analyzing academic performance, attendance, and discipline data to guide instructional and behavioral support strategies. To increase academic rigor, LCHS provides opportunities for students to accelerate through honors courses and dual enrollment. The school partners with regional postsecondary institutions to offer both academic and career-technical dual enrollment courses. Many of these are held on the LCHS campus, while students also have access to courses offered directly on college campuses as well as online.</p> <p>A Multi-Tiered System of Supports (MTSS) is in place to assist students who are not meeting grade-level expectations or are at risk of not graduating on time. The Growth Measure assessment, administered to students in grades 9–11, along with course grades and standardized test results, helps identify students in need of support. Identified students receive services through Tier 2 and Tier 3 interventions, Section 504 plans, or Special Education services as appropriate. LCHS plays a vital role in fostering a positive community culture. School-sponsored events frequently serve as unifying activities for local</p>
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	<p>citizens. These include athletic event, band performances, community pep rallies and parades, and family engagement nights. A wide range of student clubs also provide leadership and service opportunities. These include SkillsUSA, FCCLA, FFA, HOSA, Student Council, 4H, and BETA/LEO Club. In addition, eligible students may apply to participate in community-based leadership programs such as Leadership Lanier Youth and Farmers and Merchants Bank Junio Board.</p>
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<p>What achievement data did you use?</p>	<p>End of Course Data End of Pathway Assessments Course Grades (GPA) Lexile Scores Graduation Rate</p>
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<p>What does your achievement data tell you?</p>	<p>Student achievement data at Lanier County High School (LCHS) continues to reflect persistent challenges in foundational academic areas particularly reading and mathematics which in turn impact student performance across all core content areas, including science, social studies, and CTAE. These foundational gaps are most visible in student Lexile levels, where vocabulary development and reading comprehension deficiencies also affect students' writing proficiency. While there have been pockets of growth, academic performance overall remains inconsistent. Since 2019, EOC scores have followed an erratic pattern of gains and declines. This "yo-yo effect" can be attributed, in part, to disruptions from virtual learning and the reduction of the EOC's impact on final course grades (0.01%), which has lessened student investment in the assessment. Notably, in FY24, the Georgia Department of Education did not release official EOC math scores due to the transition to new math standards; those scores are expected in Winter 2024.</p> <p>ELA performance has shown meaningful growth. In 2019, 36% of students scored at the proficient or distinguished level on ELA EOCs. However, that number fell sharply in 2021, when only 16% of American Literature students reached those levels. Encouragingly, by FY24, LCHS saw a significant increase in ELA content mastery from 43 to 63. FY25 proficiency in ELA was 36.15%, indicating progress, though still short of the desired benchmark.</p> <p>Math performance has been more volatile. In 2023, 33% of Algebra I students scored in Levels 3 or 4. FY24 scores assessments indicate a continued performance gap, particularly between white students and all other subgroups, with white students outperforming by approximately 15 percentage points. FY25 math proficiency improved to 47.45%, marking the highest performance among core content areas for that year.</p> <p>Science achievement, particularly in Biology, has shown consistent upward momentum. In 2023, 45% of students scored at the proficient or distinguished level, with content mastery rising from 57 to 64 in FY24. FY25 Biology proficiency landed at 36.21%, indicating some regression, though still a relatively strong area compared to others.</p>
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	<p>In contrast, Social Studies continues to be an area of concern. From 2021 to 2023, student proficiency dropped from 25% to 18%, and FY24 saw another decline in content mastery, falling from 37 to 30. FY25 proficiency in U.S. History was reported at just 22.02%. It's important to note that these figures exclude students enrolled in Dual Enrollment U.S. History courses, whose scores are not reflected in state-reported data.</p> <p>Writing skills have also received targeted attention through Write Score assessments in grades 9–11. Results showed substantial growth over the school year. For example, 9th-grade students increased from an average score of 2.0 to 4.24 (out of 7), while 11th graders improved from 3.73 to 4.37. FY24 Write Score results remained consistent with these gains, suggesting continued growth in writing despite broader literacy challenges.</p> <p>Persistent achievement gaps remain among subgroups, especially Black students and students with disabilities. These students consistently underperform in comparison to white peers, particularly in ELA and math, and are not showing the same levels of year-over-year improvement. Addressing this disparity remains a top priority for LCHS. To provide early academic intervention, all at-risk 9th-grade students—identified by 8th-grade performance data—were enrolled in targeted academic support classes for reading and math. These classes not only aimed to strengthen foundational skills but also supported students in their transition to the rigor and structure of high school coursework.</p> <p>Despite academic challenges, LCHS continues to see strong progress in graduation outcomes. In 2018, the graduation rate was 79.6%, just below the state average. That number climbed steadily, reaching 84.3% in 2019 and 92.1% in 2020. After slight dips to 88% in 2021 and 88.6% in 2023, the FY24 graduation rate rose to 92.4% the highest in school history and well above the state average.</p> <p>It's important to acknowledge the external challenges that impacted student performance during FY24. Severe weather resulted in the loss of 12 instructional days, which disrupted pacing, reduced intervention time, and contributed to gaps in student learning and test readiness. Moving forward, LCHS will continue to use Professional Learning Communities (PLCs) to align instruction and assessment with content standards and Depth of Knowledge (DOK) levels. A continued focus will be placed on subgroup performance, early intervention, and instructional rigor, especially in reading and math, as the school strives to ensure every student has the opportunity to succeed.</p>
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<p>What demographic data did you use?</p>	<p>Enrollment data Attendance Student Subgroups (ethnicity and services) Socio- Economic Status Student and Staff Attendance Mobility rate Grad Rate Parent Involvement Course Enrollment Patterns Discipline Data (referrals, suspensions, etc.)</p>
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	Extracurricular Participation
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<p>What does the demographic data tell you?</p>	<p>Lanier County High School (LCHS) serves a diverse student body where all students are classified as economically disadvantaged. In the 2023–24 school year, LCHS reached its highest historical enrollment, averaging 478 students. The demographic makeup that year included 54% White, 30% Black, 10% Hispanic, and 4% Multi-Racial students. In FY25, enrollment declined slightly to an average of 462 students, with demographic shifts showing 56% White, 27% Black, 11% Hispanic, and 6% Multi-Racial.</p> <p>Chronic absenteeism continues to be an area of concern. While FY25 saw notable improvements in student discipline, attendance trends moved in the opposite direction. The number of students missing more than 10 days increased by 3% compared to FY24. White students continued to represent the subgroup with the highest rate of absenteeism. One contributing factor to this rise was an increase in unexcused absences not tied to disciplinary consequences, suggesting a need to address disengagement and barriers to regular attendance. Despite this increase in absenteeism, LCHS made remarkable progress in student behavior. In FY24, the school recorded 235 Office Discipline Referrals (ODRs), a 73% increase over the prior year. However, targeted behavior interventions and increased use of Positive Behavioral Interventions and Supports (PBIS) during FY25 led to a dramatic reduction in office referrals a 225% decrease from the previous year. This turnaround reflects the effectiveness of school-wide efforts to promote positive behavior and restore instructional time lost to disciplinary actions.</p> <p>Historically, the 9th-grade cohort has generated the highest number of discipline referrals, and FY24 was no exception 9th graders accounted for 48% of total referrals. Additionally, a small group of just 21 students made up 41% of all referrals written that year. FY25 behavior data reflects significant improvement among these students and the broader student body, due in part to stronger Tier 1 and Tier 2 supports. These patterns underscore the interconnectedness of behavior and attendance, and the continued need for proactive strategies that engage students academically, socially, and emotionally. While progress in behavior management is evident, efforts must now shift toward reducing chronic absenteeism and increasing family and community engagement to improve overall student success.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Instructional system data at Lanier County High School (LCHS) reveals key trends that both highlight areas of progress and underscore the ongoing challenges facing the school. Over the past two years, the school has made a concerted effort to strengthen instructional practices through professional learning, collaborative planning, and focused data use. These efforts have begun to show positive results, particularly in ELA and Social Studies, while Math and Science continue to present areas for focused improvement.</p> <p>A consistent theme across multiple data sources including student achievement results, classroom observations, and teacher evaluations is the need for more intentional planning and alignment of instruction to the rigor of state standards. Early in FY24, classroom observation data revealed strong implementation of specific instructional framework components, such as communicating learning targets and student engagement strategies. However, observations also indicated inconsistency in lesson planning and questioning techniques, limiting deeper levels of student understanding.</p> <p>To address these gaps, LCHS implemented targeted professional development focused on lesson planning, assessment alignment, and questioning. Job-embedded support from the Curriculum & Instruction Coach played a vital role, helping to lead professional learning sessions and facilitate conversations around the development of high-quality assessments. These efforts laid the groundwork for a more unified approach to instructional planning, and helped teachers begin aligning their practices more closely to the demands of the standards.</p> <p>PLC structures were enhanced in FY25 with the introduction of weekly, content-specific collaboration sessions focused on assessment development and instructional alignment. These PLCs allowed faculty to analyze student data, examine standards, and co-create assessments that reflected the cognitive rigor expected by the Georgia Department of Education. While the work is ongoing, these structures have fostered a more collaborative and reflective professional culture. The impact of this work is most evident in ELA and Social Studies, both of which saw proficiency gains in FY25. These improvements are encouraging and suggest that the school's instructional strategies are becoming more effective, especially in areas where targeted training and collaborative planning have been prioritized. In contrast, Math saw a slight decline in proficiency, and Science experienced a more</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>pronounced drop. These subjects will require renewed instructional focus and additional supports moving forward.</p> <p>Additionally, instructional effectiveness continues to be hindered by external factors, including student attendance and subgroup achievement gaps. Severe weather in FY24 resulted in the loss of 12 instructional days, significantly affecting pacing and instructional momentum. Meanwhile, Black students and students with disabilities continue to underperform relative to their peers, particularly in ELA and Math. These patterns indicate the need for more differentiated planning and instructional responses to student data, as well as expanded supports for students with the greatest learning needs.</p> <p>TKES evaluation data mirrors the themes found in student performance and classroom observation. Areas such as differentiation, assessment use, and data-driven instruction remain consistent growth areas for the LCHS faculty. The 2025-26 School Improvement Plan responds directly to these needs by outlining action steps to improve instructional planning, increase alignment to standards and rigor, and foster the effective use of student data.</p> <p>In summary, LCHS is making strides in strengthening its instructional system through intentional collaboration, strategic professional learning, and focused data analysis. These efforts are beginning to yield positive results, particularly in literacy and social studies. However, continued attention is needed in math, science, and subgroup performance. As the instructional system evolves, the school remains committed to building a culture of high expectations, continuous improvement, and equity for all learners.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>LCHS has a strong leadership team with representatives from each department, administration, special education, and paraprofessionals. The team works collectively to analyze data, review the implementation and effectiveness of the instructional program and resources to enhance instruction. School administrators promote shared decision-making among the faculty and staff. The school leadership team meetings are open for all faculty to attend, if they so chose. The PBIS team members were asked to attend leadership team meetings for collaboration and planning purposes. This made the implementation of the SIP and PBIS implementation plan more effective.</p> <p>Likewise, building level leaders encourage all faculty and staff to build their professional capacity. Administrators feel it is important to "grow our own" by encouraging staff to pursue additional degrees, certifications, and endorsements.</p> <p>School level administrators and district leaders work together to recruit and retain highly qualified teachers and leaders. A strong teacher induction program is in place to support new teachers and those who may be taking alternative routes to certification.</p> <p>Staff survey data is collected often to gain insight to the professional needs of the staff and other perception data. Current survey data results reflect favorable responses when questioned about the</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>leadership of the school. Most faculty and staff members who took the survey feel supported by administrators and relayed that leaders act with integrity and demonstrate professionalism.</p> <p>The principal and assistant principal have both benefited from attending leadership academies offered by Coastal Plains RESA. This provides opportunities to collaborate with area school leaders.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As Lanier County High School (LCHS) continues its journey of instructional improvement, the professional learning focus for FY26 will shift toward deepening the precision and intentionality of teaching and learning practices across all classrooms. This next phase builds on the progress made over the past two years, during which the school emphasized instructional planning, engagement strategies, and the development of effective questioning techniques.</p> <p>Throughout FY24 and FY25, faculty participated in job-embedded professional learning aligned to the district's Instructional Framework. Teachers focused on structuring lessons within a 90-minute block, clearly articulating learning targets, and implementing strategies to promote student engagement. The Curriculum & Instruction Coach played a central role in providing professional learning on Understanding by Design and guiding conversations around assessment alignment and academic rigor.</p> <p>Initial growth was evident, especially in the area of questioning; however, by the second half of FY25, progress began to level off. Classroom observations and TKES data continued to show variability in how clearly instructional goals were communicated and how consistently students understood what was expected of them.</p> <p>In response, FY26 will mark a strategic shift toward refining the clarity and consistency of instructional delivery. This approach will emphasize strengthening the connection between what is planned, what is taught, and what students ultimately learn. The school's curriculum team has identified this focus as critical to improving both student understanding and academic outcomes particularly in core content areas where performance has stagnated or declined.</p> <p>Professional Learning Communities (PLCs) will continue to meet weekly, with collaborative planning, assessment review, and data analysis structured around this new focus. Instructional coaching cycles and walk-throughs will be aligned to support this shift, ensuring that all teachers are equipped to implement practices that lead to clearer expectations, more targeted instruction, and stronger student outcomes.</p> <p>As LCHS continues to address persistent gaps in performance particularly among students with disabilities and historically underserved subgroups this focus offers an opportunity to bring greater coherence and intentionality to the learning experience. By moving from foundational instructional improvements to more refined, purpose-driven delivery, the school is positioning itself for its next stage of growth.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>During 2024-25 school year, multiple Parent and Family Engagement opportunities were offered at LCHS. Ninth Grade Orientation was held face to face in April of 2025 to prepare for the 2025-26 school year. Understanding Assessments at the High School Level and PowerSchool Parent Portal training was held in August. Literacy Night was a well attended event held in November. This was a collaboration of the Math and ELA departments. In April we completed a STEM based PFE activity. Honors Night and Graduation are also a highlights of the year and are well attended by parents and the community.</p> <p>Parents responded favorably when asked about the safety and security of LCHS, and their knowledge of school expectations. Stakeholders also attended the Title I Stakeholder Meetings at the district and school level in April to give feedback and make recommendations for the school improvement plan.</p> <p>Parents spoke highly of the school's Facebook page. Parents requested multiple means of communication and for information to be disseminated more frequently.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Lanier County High School (LCHS) continues to build on a foundation of strong student-teacher relationships, targeted instructional support, and a school culture rooted in consistency and care. The Georgia Student Health Survey results for FY25 affirm the school's positive climate, with students reporting that they feel safe, respected by teachers, and supported by at least one caring adult in the building. A majority of students also indicated that they look forward to coming to school reflecting a culture that values connection and belonging.</p> <p>Despite these strengths, attendance remains an area of concern. While the school made significant gains between 2021–22 and 2022–23 improving the percentage of students missing fewer than 10% of school days from 70% to 87% attendance challenges have re-emerged. In FY24 and FY25, there was a noticeable increase in students missing 10–19 days of school. While discipline-related removals contributed to this trend in FY24, FY25 saw a 225% reduction in Office Discipline Referrals (ODRs) a direct result of strengthened PBIS implementation and improved classroom management practices. The continued increase in absences despite improved behavior suggests the need to explore other root causes of absenteeism, including health issues, transportation barriers, and disengagement.</p> <p>In response to changing student needs, LCHS has expanded instructional supports. The school has experienced a steady increase in the number of students with disabilities over the past three years, prompting the strategic hiring of additional co-teachers. These co-teachers are assigned to specific content areas, ensuring focused collaboration, consistent instructional planning, and deeper alignment to academic standards. This approach promotes inclusive practices and reinforces the school's commitment to equitable access for all learners.</p> <p>Dual enrollment remains a key element of the school's strategy to</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>prepare students for postsecondary success. Through partnerships with area colleges, students have access to a growing number of academic and career-technical courses. These opportunities are available both on the LCHS campus and at the college level, giving students multiple pathways to earn college credit and build workforce readiness.</p> <p>Now entering its eighth year of full implementation, the PBIS framework continues to shape a positive, predictable environment for students and staff. The shared language around expectations has helped reduce discipline incidents significantly, and the FY25 reduction in ODRs illustrates the strength of this system in promoting accountability and community.</p> <p>Looking ahead, the professional learning focus for FY26 will shift toward improving teacher clarity an instructional priority identified through classroom observation data and TKES trends. While prior efforts successfully addressed lesson structure and questioning techniques, the next step in the school's instructional growth is ensuring that students clearly understand learning goals, success criteria, and how to monitor their own progress. This focus will be supported through weekly PLCs, coaching cycles, and continued instructional walk-throughs.</p> <p>As LCHS moves into FY26, the school remains committed to improving student engagement and attendance, expanding inclusive instructional practices, maintaining a strong and supportive culture, promoting postsecondary readiness, and refining instruction to ensure clarity and consistency in every classroom. These priorities reflect the school's ongoing commitment to equitable access, high expectations, and academic success for all students.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Enrollment at Lanier County High has fluctuated slightly over the past five years, however, this year saw the highest enrollment in LCHS history. The average enrollment was 473 students. All students are considered economically disadvantaged. 54 percent of the population are White, 30% are Black, 4% are Multi-racial and 10% are Hispanic.</p> <p>There were many students with chronic attendance issues. White students tend to have more absences than any other subgroup. In 2022-23, the percentage of students missing fewer than 10 percent of enrolled days increased to 87%. in 2023-34, LCHS saw a 31% increase in the amount of students missing 10-19 days of school. This was attributed to the increase in ODRs.</p> <p>In 2020-2021, the district began consolidation of funds. This allowed for greater flexibility and coordination of funds. The district also received L4GA Grant to improve the literacy efforts across the district. Unfortunately, the L4GA Grant exhausted itself in FY25, so LCHS must seek additional resources beyond those provided by L4GA.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student achievement data at Lanier County High School (LCHS) continues to reflect persistent challenges in foundational academic areas particularly reading and mathematics which in turn impact student performance across all core content areas, including science, social studies, and CTAE. These foundational gaps are most visible in student Lexile levels, where vocabulary development and reading comprehension deficiencies also affect students' writing proficiency. While there have been pockets of growth, academic performance overall remains inconsistent. Since 2019, EOC scores have followed an erratic pattern of gains and declines. This "yo-yo effect" can be attributed, in part, to disruptions from virtual learning and the reduction of the EOC's impact on final course grades (0.01%), which has lessened student investment in the assessment. Notably, in FY24, the Georgia Department of Education did not release official EOC math scores due to the transition to new math standards; those scores are expected in Winter 2024.</p> <p>ELA performance has shown meaningful growth. In 2019, 36% of students scored at the proficient or distinguished level on ELA EOCs. However, that number fell sharply in 2021, when only 16% of American Literature students reached those levels. Encouragingly, by FY24, LCHS saw a significant increase in ELA content mastery from 43 to 63. FY25 proficiency in ELA was 36.15%, indicating progress, though still short of the desired benchmark.</p> <p>Math performance has been more volatile. In 2023, 33% of Algebra I students scored in Levels 3 or 4. While FY24 scores are pending due to the new standards, internal assessments indicate a continued performance gap, particularly between white students and all other subgroups, with white students outperforming by approximately 15 percentage points. FY25 math proficiency improved to 47.45%, marking the highest performance among core content areas for that year.</p> <p>Science achievement, particularly in Biology, has shown consistent upward momentum. In 2023, 45% of students scored at the proficient or distinguished level, with content mastery rising from 57 to 64 in FY24. FY25 Biology proficiency landed at 36.21%, indicating some regression, though still a relatively strong area compared to others. In contrast, Social Studies continues to be an area of concern. From 2021 to 2023, student proficiency dropped from 25% to 18%, and FY24 saw another decline in content mastery, falling from 37 to 30. FY25 proficiency in U.S. History was reported at just 22.02%. It's important to note that these figures exclude students enrolled in Dual Enrollment U.S. History courses, whose scores are not reflected in state-reported data.</p> <p>Writing skills have also received targeted attention through Write Score assessments in grades 9–11. Results showed substantial growth over the school year. For example, 9th-grade students increased from an average score of 2.0 to 4.24 (out of 7), while 11th graders improved from 3.73 to 4.37. FY24 Write Score results remained consistent with these gains, suggesting continued growth in writing despite broader literacy challenges.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Persistent achievement gaps remain among subgroups, especially Black students and students with disabilities. These students consistently underperform in comparison to white peers, particularly in ELA and math, and are not showing the same levels of year-over-year improvement. Addressing this disparity remains a top priority for LCHS. To provide early academic intervention, all at-risk 9th-grade students—identified by 8th-grade performance data were enrolled in targeted academic support classes for reading and math. These classes not only aimed to strengthen foundational skills but also supported students in their transition to the rigor and structure of high school coursework.</p> <p>Despite academic challenges, LCHS continues to see strong progress in graduation outcomes. In 2018, the graduation rate was 79.6%, just below the state average. That number climbed steadily, reaching 84.3% in 2019 and 92.1% in 2020. After slight dips to 88% in 2021 and 88.6% in 2023, the FY24 graduation rate rose to 92.4% the highest in school history and well above the state average.</p> <p>It's important to acknowledge the external challenges that impacted student performance during FY24. Severe weather resulted in the loss of 12 instructional days, which disrupted pacing, reduced intervention time, and contributed to gaps in student learning and test readiness. Moving forward, LCHS will continue to use Professional Learning Communities (PLCs) to align instruction and assessment with content standards and Depth of Knowledge (DOK) levels. A continued focus will be placed on subgroup performance, early intervention, and instructional rigor, especially in reading and math, as the school strives to ensure every student has the opportunity to succeed.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>EL learners have had consistent attendance and have maintained a high pass rate of classes.</p> <p>Students with disabilities had made gains on the EOC in Science and ELA. The course pass rate of SWD has continued to increase. We know the SWDs will be a subgroup in all EOCs moving forward.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Challenges	High turnover rate of Special Education teachers is a challenge for LCHS. Our SWD population is increasing and teachers have been added to serve as co-teachers, but we are also having to retrain new hires yearly. FY25 saw a stabilization in staffing, so we are hoping to see consistency in instruction provide achievement gains for our students.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Improve Stakeholder Involvement and Communication
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.

Root Cause # 1

Root Causes to be Addressed	Inconsistency in providing coherent instructional strategies across all classes.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent expectations for instructional planning and data review.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Staff Turnover
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of student ownership and personal accountability towards their education. (Attendance and academic performance.)
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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	High percentage of students entering high school who read below grade level expected Lexile range.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Improve Stakeholder Involvement and Communication

Root Cause # 1

Root Causes to be Addressed	Inconsistent two-way communication with stakeholders.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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School Improvement Plan 2025 - 2026



Lanier County
Lanier County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lanier County
School Name	Lanier County High School
Team Lead	Matthew Weaver
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.
Root Cause # 1	High percentage of students entering high school who read below grade level expected Lexile range.
Root Cause # 2	Inconsistency in providing coherent instructional strategies across all classes.
Root Cause # 3	Inconsistent expectations for instructional planning and data review.
Root Cause # 4	Lack of student ownership and personal accountability towards their education. (Attendance and academic performance.)
Root Cause # 5	Staff Turnover
Goal	By the end of FY26, LCHS Shall improve proficiency on the Georgia Milestones Assessment by 5% of the baseline created in FY25.

Action Step # 1

Action Step	Provide professional learning to improve Tier 1 instruction for all students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observation Data Planning and Instructional Documents PL Sign-In Sheets PL Feedback Surveys Course Pass Rate
Method for Monitoring Effectiveness	Improved EOC performance Improve Proficiency for Non-EOC Courses Increase in Course Pass Rate
Position/Role Responsible	Professional Learning Director Principal Instructional Coaches Teachers
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Provide coherent instruction and assessments aligned with Georgia standards to increase the achievement of all students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Observational Data Planning and Curriculum Documents (assessments, plans, pacing guides) Student Survey Data PL Sign-in Sheets
Method for Monitoring Effectiveness	Improved EOC performance Improve Proficiency for Non-EOC Courses Increase in course pass rate
Position/Role Responsible	Principal Instructional Lead Teachers Teachers
Timeline for Implementation	Monthly

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

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

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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Stakeholder Involvement and Communication
Root Cause # 1	Inconsistent two-way communication with stakeholders.
Goal	By the end of FY26, LCHS will increase school-to-home communication touchpoints by 20% compared to the baseline created in FY25.

Action Step # 1

Action Step	Develop and implement a department communication plan in which each teacher will be required to share at least one parent update monthly.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Contact Log Remind Log School Messenger Log
Method for Monitoring Effectiveness	Increase stakeholder engagement. Increase Event Attendance. Increase Student Achievement
Position/Role Responsible	Administrators Department Heads
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
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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
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Action Step # 2

Action Step	Collaborate with students and develop a “Bulldog Broadcast” featuring events, academic updates, and student/teacher highlights for the purpose of increasing authenticity and reach on social media and in-person events.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Messenger Log Social Media Posts
Method for Monitoring Effectiveness	Increase stakeholder engagement. Increase Event Attendance. Increase Student Achievement
Position/Role Responsible	Administrators PBIS Team Department Heads Athletic Coaches
Timeline for Implementation	Monthly

Action Step # 2

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>LCHS solicited feedback from all stakeholders. Feedback was used from the latest administration of the Georgia School Personnel Survey and a local survey regarding effective leadership, coherent instruction, supportive learning environment, family and community engagement, professional capacity, and professional learning needs. Parents and students also completed multiple surveys to gather perception data of the school's effectiveness.</p> <p>Teachers, students, parents and paraprofessionals also served on the school improvement team and monitored progress on the 2024-25 school plan during the year.</p> <p>Stakeholders (teachers, students, paraprofessionals, community partners, district personnel and board members) met multiple times at the district and school level to provide feedback when completing needs assessment, identification of trends, strengths, weaknesses and goals for 2025-26 school year.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at Lanier County High School are certified, or are enrolled in the appropriate program of study, in order to effectively teach the content areas where assigned. Students are equitably enrolled in classes at the high school level. Often, there is only one or two teachers who teach the content courses.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Lanier County High School's Schoolwide Title I Program utilizes research-based strategies to address reading and math deficiencies. All teachers receive ongoing professional learning and support from the Curriculum and Instruction Coach. Afterschool tutoring in reading and math is provided Tuesday-Thursday for all students.</p> <p>ELA teachers utilize story mapping, the connection between self and text, and a positive learning environment. The teachers also use mixed-media, including Lexile-appropriate novels, short stories, films, art and news articles to form a mixed-methods approach to increase reading comprehension. The data collection methods for determining the program's effectiveness include Growth Measure and Write Score screenings, weekly individual student grade conferences (progress monitoring), and item analyses on summative assessments. The teachers use daily formative assessments such as classroom observations of student work and discussions, writing assignments, small group and whole group activities, and computer assignments to frequently monitor student progress. Each student is made aware of their Lexile level, what it means, and where they need to be to when it comes to grade-level proficiency. Students set goals at the beginning of the semester, and after their benchmark screenings, they have an</p>

	<p>individual conference with their teacher to discuss their progression toward their set goal.</p> <p>To address those who are working below grade level in reading, students are scheduled in an intervention class where small group instruction and computer-based interventions are provided. Students are also encouraged to attend afterschool tutoring that is offered to all students.</p> <p>In Math, students are rank ordered using previous course grades and standardized test data. Based on the rank order, students are scheduled in year-long Algebra I and Geometry classes to allow additional time to master the content standards for these courses. In addition, students are assigned to a math intervention class where small group instruction and computer-based interventions are provided. Students are also encouraged to attend afterschool tutoring that is offered to all students.</p> <p>Currently, there are no institutions for neglected or delinquent children in the school district.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable: LCHS is a Schoolwide Title I School.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>LCHS offers multiple opportunities for students and parents to make a smooth transition from middle school to high school, as well as transitioning to college, military, or the workforce following graduation. Parents and students are invited to attend Ninth Grade Orientation. During this event, teachers, administrators, and the guidance counselor provide parents with information about each department, grading policies, graduation requirements, the importance of building a strong GPA, End of Course assessments, dual enrollment opportunities, and the other school level information. Teachers, administrators and the guidance counselor walk through the registration process step by step with students and parents during the orientation. Before school begins, parents and students are invited to Back to School Night where students receive their schedules and have the opportunity to meet their teachers. Much of the same information given at orientation is reviewed again. Additionally, all students are assigned to an academic advisor who provides ongoing support to ensure a smooth transition to high school. For Juniors and Seniors approaching the end of their high school careers, the guidance counselor arranges multiple visits from surrounding post-secondary institutions. We schedule on-site SAT administration twice each year so students do not have to travel to take the SAT. Recruiters also visit throughout the year to meet with students who are interested in joining the military. Each spring, an on-site College Application Day is offered where area colleges or career technical schools assist with the registration process and waive the application fees. A representative from FAFSA comes to campus to assist parents with completing federal financial aid applications. Our school sponsors an annual Career Fair which has a wide variety of vendors from the surrounding area including colleges, military recruiters, and representatives from businesses. All students in grades 8-12 attend the career fair. We also take students to events held at Wiregrass Technical College and Valdosta State University to participate in similar events so students can gain first hand exposure to opportunities available on each of these campuses. Local businesses play a huge role in transitioning our students to college, career or military. Our Work Based Learning program is highly sought by</p>
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	<p>students because of the valuable skills gained through on the job training. There are approximately 50 employers who sponsor high school students for employment or internship. We average 90 students per semester in the Work Based Learning Program.</p> <p>Community partners, such as GA PrintCo and Affinity, allow our students to tour their facility and apply for jobs or job shadowing opportunities. The local Chamber of Commerce sponsors mock interviews so Seniors have the experience of participating in the application and interview process prior to graduating.</p> <p>LCHS has also partnered with the local Chamber of Commerce and bank to promote participation in civic organizations such as Leadership Lanier Youth and the Farmers and Merchants Bank Junior Board.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Lanier County High School is a PBIS school. We have school wide expectations that are taught and supported by an incentive program. We have a consistent progressive discipline plan as part of our school's code of conduct. Classroom teachers have clear classroom management plans and specific expectations that are communicated through the classroom matrix. There are multiple steps that must be exhausted before a student is removed from class or suspended from school.</p> <p>Teachers and administrators review policies and procedures as a means of prevention to alleviate situations that have the potential to spark discipline problems. A great deal of time is invested in building relationships with students. Athletics, clubs, and other extra-curricular events are held to promote a positive climate for students and parents.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The school improvement plan encompasses a clear plan for increasing student achievement, as well as building a safe and positive culture for all students. A collective group of stakeholders, who are a true representation of our population, participated in the development of this plan. Through the process used to develop this plan, we were able to review a wide range of data and determine root causes for weaknesses. The actions steps and timelines are aggressive, yet realistic for what we plan to achieve.</p> <p>Lanier County High is also accredited by the Georgia Accreditation Council and Cognia. Accreditation through GAC was renewed during the 2021-22 school year. LCHS underwent the Cognia Accreditation Review in March, 2023, and will be on a six year cycle for renewal. These accrediting agencies support our ongoing quest to improve teaching and learning for all students.</p>
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