



Comprehensive Needs Assessment 2026 - 2027 School Report



Trion City
Trion Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Beth Pelham
Team Member # 2	Assistant Principal/Committee Member	Christian Brock
Team Member # 3	Committee Member/Family Engagement Coordinator	Heather Stewart
Team Member # 4	Committee Member	Christy Brown
Team Member # 5	Committee Member	Llaneli Perez
Team Member # 6	Committee Member	Amanda Burke
Team Member # 7	Committee Member	Haley Smith

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Committee Member	Kayla Willingham
Team Member # 2	Committee Member	Amy Stivers
Team Member # 3	Committee Member	Kirsten Brown
Team Member # 4	Committee Member	Cheryl Lanham
Team Member # 5	Committee Member	Trish Wofford
Team Member # 6	Committee Member	Carolina Wright
Team Member # 7	Committee Member	Jessica Aycock
Team Member # 8	Committee Member	Cheryl Lanham
Team Member # 9	Committee Member	Kristi Whitaker
Team Member # 10	Committee Member	Tina Lee

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Megan Mills
Stakeholder # 2	Parent	Jennifer Patterson
Stakeholder # 3	Local Business	Chris Holcomb - Walmart
Stakeholder # 4	Board Member	Randy Henderson
Stakeholder # 5	Chattooga County Literacy	Rose Kohler
Stakeholder # 6	Board Member	Laura Chesley
Stakeholder # 7	Community Member	Heather Staton
Stakeholder # 8	Community Member	Angie Thomas

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 will provide feedback through surveys, Title One Meetings, and Family Engagement Meetings.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	TES School Improvement CNA Student Health Surveys School Leadership Team Feedback Title 1 Stakeholder Meetings Federal Program Needs Assessment Family Engagement Survey
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?")	Perception Data Analysis The perception data indicates that Trion Elementary School and Trion City Schools maintain strong stakeholder support, positive family engagement, and a safe, welcoming learning environment. Survey results reflect high levels of confidence in school leadership, communication practices, and student support systems. The data also identifies opportunities to strengthen communication regarding district processes and increase family engagement in student learning and volunteer initiatives. Identified StrengthsTCS Stakeholder Survey Data (Districtwide) 1.Strong Governance and Stakeholder Alignment Stakeholders reported high levels of confidence in district governance and decision-making processes. Stakeholder engagement received an 81.8% Exemplary rating and a 17.0% Operational rating, while policy alignment received an 80.7% Exemplary rating and a 19.3% Operational rating. These results indicate strong alignment between district leadership, governance practices, and stakeholder expectations. 2.Safe Learning Environment and Student Support Systems Survey respondents rated facilities, safety processes, and student support services highly. Facilities received a 79.5% Exemplary rating and a 20.5% Operational rating, while support services received a 78.4% Exemplary rating and a 21.6% Operational rating. These results demonstrate stakeholder confidence in the district's commitment to student safety and well-being. TES Parent Involvement Survey Data 1.Welcoming and Safe School Environment Parent survey results indicate that families view Trion Elementary as a safe and welcoming place for students. Eighty-five percent (85.5%) of parents strongly agreed that the school provides a clean and safe learning environment. 2.Effective School-Family Communication Communication between the school and families is a significant strength. Nearly all parents (98.2%) strongly agreed that they receive

	regular reports regarding their child's academic progress, and 89.1% agreed that the school provides assistance in understanding standardized assessments and classroom benchmark data. 3. Parent Involvement in Educational Decision-Making Parents reported feeling included in decisions regarding their children's education, with 87.3% agreeing that the school actively involves families in the educational decision-making process. Identified Areas of Concern TCS Stakeholder Survey Data (Districtwide) 1. Budget Process Transparency and Resource Communication Resource Management Standard 2.2 received one of the lowest average scores (2.68 out of 3) and included 3.4% Emerging responses. These results suggest an opportunity to improve communication regarding budget development, resource allocation, and the equitable distribution of district resources. 2. Systems Supporting Staff Effectiveness Leader, Teacher, and Staff Effectiveness Standard 2.3 received the highest percentage of Emerging responses (5.7%) and one of the lowest average ratings (2.68 out of 3). This finding indicates a need to strengthen and communicate systems that support professional growth, including coaching, feedback, and continuous improvement processes. TES Parent Involvement Survey Data 1. Family Support for Student Achievement and Volunteer Engagement While parent responses were generally positive, opportunities exist to increase family support and engagement. Only 72.7% of parents agreed that teachers provide the knowledge and resources necessary to help their child succeed academically, and 3.6% disagreed with this statement. Additionally, only 61.5% of parents agreed that volunteers receive adequate guidance, materials, and support to effectively utilize their skills and talents. These results suggest a need to strengthen parent learning opportunities and improve volunteer onboarding and communication processes. Overall, the perception data reflects a school culture characterized by strong stakeholder trust, effective communication, and a commitment to student safety and support. Continued efforts to enhance transparency, strengthen professional support systems, and expand family engagement opportunities will further improve stakeholder confidence and student success.
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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)	• Student Health Survey • STEAM projects and participation • School Counselor Reports • Title 1 Stakeholder Meetings • Federal Program Needs Assessment • Data Dig Parent Survey Process data is collected and analyzed from multiple sources, including the Student Health Survey, STEAM project participation data, School Counselor reports, Title I Stakeholder Meetings, the Federal Programs Needs Assessment, and the Data Dig Parent Survey.
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	A School Improvement Plan (SIP) Comprehensive Needs Assessment (CNA) survey was distributed to all staff members through a Google Form to gather additional input and perspectives. The leadership team met to review and analyze data related to the school's Instructional System, Effective Leadership, Professional Capacity, Family and Community Engagement, and Supportive Learning Environment. Team members provided feedback and identified strengths, areas for growth, and potential action steps within each domain. Our Family Engagement Coordinator, Mrs. Heather Stewart, shared the results of the Family Engagement Survey with both faculty and stakeholders during the annual TES Stakeholder Meeting. Feedback from families is used to guide family engagement activities and strengthen school-home partnerships. Student perception surveys are administered and analyzed by the STEAM Lab teacher to gather student feedback regarding school climate, engagement, and learning experiences. School Counselor services and student support interactions are documented and monitored throughout the school year using a data-tracking spreadsheet maintained by Mrs. Brown. This data is reviewed to identify trends and determine areas where additional student support may be needed. Behavior data is reviewed monthly by the administrative and leadership teams. The team analyzes patterns and trends, identifies areas of concern, and develops targeted strategies and interventions to address student behavior and improve the overall school climate.
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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?")	IDENTIFIED STRENGTHS The 2025–2026 Student Climate Survey indicates that Trion Elementary School provides a positive, supportive, and safe learning environment for students. Survey results reflect strong instructional practices, positive relationships between students and staff, and a school climate where students generally feel safe and valued. The data also identifies several opportunities for continued growth related to student connectedness, bullying perceptions, and student well-being. ●Strong instructional practices and clear expectations:Students reported that teachers consistently provide clear directions and examples for learning. Eighty-two percent of students indicated that teachers check to make sure they know what to do in class almost every day, while 85% reported that teachers show examples of expected work almost every day. ●Positive student-staff relationships:Students overwhelmingly perceive adults as caring and respectful. Ninety-two percent of students reported that most or all adults show they care about students, and 89% reported that most or all adults show respect toward students. ●Safe learning environment:Students reported feeling safe throughout the school. Ninety-four percent of students indicated they feel very safe or extremely safe in classrooms, 88% feel very safe or extremely safe in hallways, and 87% feel very safe or extremely safe in the lunchroom. ●Strong emergency preparedness:Students demonstrated confidence in school safety procedures. Ninety-five percent reported knowing emergency procedures very well or extremely well, and 92% reported knowing intruder response procedures very well or extremely well.
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	●Pride in the school environment: Students expressed a strong sense of pride in their school. Ninety-two percent reported being very proud or extremely proud of the way the school looks, while 90% indicated that classrooms are very or extremely organized. <u>IDENTIFIED AREAS OF CONCERN</u> ● Need to strengthen student support connections: While students generally view adults positively, only 69% reported feeling comfortable going to most or all adults for help. This suggests an opportunity to increase trusted adult relationships and ensure every student has a meaningful connection with school personnel. ● Bullying perceptions and intervention awareness: Although 67% of students reported never being bullied and 50% indicated bullying is not a problem, approximately one-third of students reported experiencing bullying at least once during the school year. Additionally, 26% of students viewed bullying as somewhat, very much, or an extreme problem, indicating a need for continued prevention efforts and student education regarding reporting and intervention. ● Student emotional well-being: Survey responses reveal concerns related to anxiety and emotional health. Sixty-one percent of students reported feeling worried at least once during the year, with 23% reporting feeling worried weekly or almost daily. Additionally, 54% reported feeling very sad at least once during the year. These findings suggest a continued need for social-emotional learning opportunities, counseling support, and proactive wellness initiatives. Overall, the survey data demonstrates that Trion Elementary School has established a strong foundation of effective teaching, positive relationships, and school safety. Continued efforts to strengthen student-adult connections, address bullying concerns, and support student emotional well-being will further enhance the school's positive climate and culture.
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What achievement data did you use?	Achievement data sources include: ● Georgia Milestones Assessment ● MAP Assessment (3 times per year) ● CCRPI ● Attendance Reports ● GKIDS ● Phonics inventory ● Report card grades ● Classroom formative/summative assessments *See document in Additional Files
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What does your achievement data tell you?	Achievement data demonstrates that Trion Elementary School continues to maintain strong academic performance while showing significant growth in mathematics achievement and continued success in closing achievement gaps among student subgroups. Georgia Milestones data indicates that the percentage of students performing at the Developing Learner level or above has remained consistently high across both English Language Arts (ELA) and Mathematics over multiple years. Most notably, mathematics achievement has shown
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substantial improvement, increasing from 54.7% Proficient or Above in 2018 to 74.9% in 2025 and 75.1% in 2026. ELA performance has remained stable, with approximately 84–90% of students performing at the Developing Learner level or above, although proficiency rates have fluctuated and remain an area for continued focus. MAP assessment data further supports these findings, demonstrating strong student achievement and growth, particularly in mathematics, where growth projections increased from 56% of students meeting projected growth in 2024 to 79% in 2026. Reading and ELA growth have remained steady, with approximately two-thirds of students meeting growth targets.

Trion Elementary School's CCRPI results reflect performance well above state averages across multiple indicators. In 2025, Trion Elementary exceeded state performance in Content Mastery (88.1 vs. 68.0), Readiness (93.9 vs. 84.1), Closing the Gaps (100 vs. 75), and Progress (100 vs. 86.1). Closing the Gaps data demonstrates exceptional success in supporting all student groups, including Hispanic students, English Learners, Economically Disadvantaged students, and Students with Disabilities. In 2025, every subgroup met or exceeded its ELA and Mathematics targets, and the school earned a Closing the Gaps score of 100.

Demographic achievement data reveals meaningful gains among traditionally underperforming student groups. Students with Disabilities demonstrated significant improvement in mathematics, increasing from 23.1% Proficient or Above in 2022 to 57.7% in 2025. English Learners also showed notable success, with 100% performing at the Developing Learner level or above in Mathematics in 2025 and 96.2% in 2026. Additionally, the percentage of students performing at the Beginning Learner level has decreased substantially. In Mathematics, Level 1 performance declined from 9.15% in 2022 to just 1.83% in 2026. ELA Level 1 performance also improved from 16.4% in 2024 to 9.6% in 2025, indicating that fewer students are performing significantly below grade-level expectations.

Attendance data presents a mixed picture. While the percentage of students with more than ten absences has improved from 39.7% in 2021 to 31% in 2025, nearly one-third of students continue to miss more than ten days of school annually. Given the strong relationship between attendance and academic achievement, reducing chronic absenteeism remains an important opportunity for improvement.

Overall, the achievement data suggests that Trion Elementary School is a high-performing school with strong academic outcomes, particularly in mathematics, effective systems for supporting student growth, and a demonstrated ability to close achievement gaps among diverse student populations. Future improvement efforts should focus on increasing ELA proficiency rates, sustaining growth among all student groups, and improving student attendance to ensure continued academic success.

*See document in Additional Files

What demographic data did you use?	We collected demographic data gleaned from NWGA RESA Data Warehouse, CCRPI reports, and our student information system, Powerschool. *See document in Additional Files
What does the demographic data tell you?	Demographic Data Summary An analysis of demographic achievement data from 2022 through 2026 demonstrates that Trion Elementary School has made significant progress in improving outcomes for historically underperforming student groups, particularly in Mathematics. While achievement gaps remain in some areas, the data reflects a strong commitment to equity and the successful implementation of targeted interventions for Students with Disabilities (SWD), English Learners (EL), and Economically Disadvantaged (ED) students. Students with Disabilities have demonstrated substantial growth over the past several years. In Mathematics, the percentage of SWD students performing at the Developing Learner level or above increased from 69.3% in 2022 to 84.6% in 2025 and remained strong at 84% in 2026. Proficiency rates more than doubled during this period, increasing from 23.1% in 2022 to 57.7% in 2025. While ELA performance remains an area of need, SWD students improved from 20% Proficient or Above in 2023 to 23.1% in 2025. Additionally, the percentage of SWD students represented among ELA Level 1 students decreased from 34.7% in 2024 to 23.08% in 2025, indicating that fewer students with disabilities are performing significantly below grade-level expectations. English Learners have also demonstrated encouraging growth, particularly in Mathematics. In 2025, 100% of EL students scored at the Developing Learner level or above in Mathematics, with 50% achieving proficiency. In 2026, 96.2% continued to perform at the Developing Learner level or above, with 46.2% reaching proficiency. Closing the Gaps data further supports these gains, showing EL students exceeding state targets in both ELA and Mathematics in 2025. Although EL students continue to be represented among students performing at Level 1 in ELA, their representation has declined from 46.15% in 2022 to 32.14% in 2025, reflecting positive movement in literacy achievement. CCRPI Closing the Gaps data indicates strong performance among all major demographic groups. In 2025, Hispanic students, White students, Economically Disadvantaged students, English Learners, and Students with Disabilities all met or exceeded their state-established targets in both ELA and Mathematics. Particularly noteworthy were the gains made by Hispanic students in Mathematics, where performance increased from 75.46 in 2023 to 92.87 in 2025, significantly exceeding state targets. Economically Disadvantaged students and Students with Disabilities also demonstrated strong growth in Mathematics, surpassing their targets by substantial margins. The data also reflects meaningful reductions in the percentage of students performing at the Beginning Learner level. In Mathematics, the overall Level 1 rate decreased from 9.15% in 2022 to just 1.83% in 2026. Among those five students performing at Level 1 in Mathematics in 2026, only one was an English Learner, while four were Students

	with Disabilities. These findings suggest that while the overall number of struggling students has declined significantly, Students with Disabilities remain a subgroup requiring continued academic support and intervention. Overall, the demographic data demonstrates that Trion Elementary School has been highly effective in closing achievement gaps and increasing achievement among student subgroups, particularly in Mathematics. The school's consistent success in meeting CCRPI Closing the Gaps targets and reducing the number of students performing at the Beginning Learner level reflects strong instructional practices and targeted support systems. Moving forward, continued emphasis on literacy achievement, particularly for Students with Disabilities and English Learners, will be essential to ensuring equitable outcomes and sustained academic growth for all students.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Coherent Instruction: Strengths and Challenges Strengths A consistent strength identified is the strong alignment of instruction to Georgia Department of Education standards across all grade levels. Teachers utilize state-approved resources, pacing guides, and curriculum frameworks to ensure standards-based instruction and equitable learning opportunities for all students. Classroom observations and instructional planning indicate implementation of effective instructional strategies, including vocabulary development, flexible grouping, small-group instruction, differentiated learning experiences, and intentional connections to prior knowledge. The school's commitment to data-driven instruction is another significant strength. Teachers regularly analyze MAP assessment results, Georgia Milestones data, and classroom performance data to identify student needs and adjust instruction accordingly. This ongoing review of student performance data supports targeted intervention, enrichment opportunities, and flexible grouping practices that promote academic growth for all learners. Recent achievement trends, particularly the substantial gains in mathematics proficiency and the reduction in students performing at the Beginning Learner level, suggest that these instructional practices are positively impacting student outcomes. TES also demonstrates a strong culture of student goal setting and progress monitoring through its Data Dig process. Conducted in the fall, winter, and spring, Data Digs provide opportunities for students, teachers, and families to collaboratively review academic performance, establish SMART goals, and monitor progress throughout the year. Student achievement data is communicated through MAP reports, progress reports, data notebooks, and PowerSchool, ensuring that families remain informed and engaged in the learning process. Technology integration further strengthens the instructional system. Students engage with personalized learning platforms such as Reading Eggs, Mathseeds, MyPath, and Progress Learning which provide differentiated instruction, immediate feedback, and opportunities for individualized practice. These tools support both intervention and enrichment while allowing teachers to monitor student progress in real time. In addition to academic supports, TES maintains a positive and supportive learning environment through schoolwide character education initiatives and a structured discipline framework. Character
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Strengths and Challenges Based on Trends and Patterns

	Education Pep Rallies, student recognition programs, and proactive behavior supports contribute to a positive school culture that promotes student engagement, responsibility, and academic success. Challenges While the instructional system at TES demonstrates many strengths, analysis of achievement, perception, and process data identified several opportunities for continued growth. One area of focus is the consistent implementation of learning targets and success criteria during daily instruction. Although learning objectives are evident in classrooms, greater consistency in explicitly communicating, referencing, and monitoring learning targets throughout lessons will help students better understand the purpose of their learning and increase engagement with instructional goals. A second challenge is strengthening student ownership of learning. While students actively participate in goal setting during Data Digs, there is an opportunity to deepen student involvement in monitoring their own progress on a more frequent basis. Increasing opportunities for students to track achievement data, reflect on learning, and identify next steps will promote greater accountability, motivation, and self-efficacy. Achievement data also suggests a need to continue strengthening literacy instruction, particularly for Students with Disabilities and English Learners. Although subgroup performance has improved significantly and the school has successfully closed many achievement gaps, ELA proficiency rates have remained relatively stable over time and continue to lag behind mathematics performance. Continued professional learning focused on evidence-based literacy practices, differentiated instruction, and targeted interventions will be essential to improving reading achievement for all students. Moving forward, TES will focus on strengthening instructional coherence through the consistent use of learning targets and success criteria, increasing student agency in the learning process, and implementing targeted literacy supports to ensure continued academic growth and success for all learners.
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Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths At Trion Elementary School, effective leadership is characterized by a strong culture of collaboration, communication, and continuous improvement. School leaders maintain high expectations for both staff and students while fostering a shared commitment to academic excellence and positive school culture. Leadership practices are grounded in transparency and shared decision-making, ensuring that teachers, staff, families, and stakeholders have opportunities to provide input into school improvement efforts. A consistent strength identified through perception and process data is the effectiveness of communication systems. Administrators regularly communicate professional expectations, instructional priorities, and school improvement goals through leadership team meetings, Professional Learning Communities (PLCs), and individual coaching conversations. These structures provide opportunities for collaboration,
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Strengths and Challenges Based on Trends and Patterns

	data analysis, problem-solving, and professional dialogue focused on improving student outcomes. School leaders actively uses multiple sources of data, including Georgia Milestones results, MAP assessments, attendance data, behavior data, stakeholder surveys, and classroom observations, to guide decision-making and prioritize school improvement initiatives. This data-driven approach has contributed to strong academic performance, significant gains in mathematics achievement, and continued success in closing achievement gaps among student subgroups. Family and community engagement also emerged as a leadership strength. Parent survey results indicate high levels of satisfaction with school communication and opportunities for involvement. Families receive timely updates through multiple communication platforms, including One Call messages, Class Dojo, social media, the school website, newsletters, and personal phone calls. Additionally, Data Digs, parent-teacher conferences, family engagement events, and stakeholder meetings provide meaningful opportunities for two-way communication and collaboration around student success. Stakeholder perception data further supports the effectiveness of school and district leadership. Governance and stakeholder engagement received some of the highest ratings in district surveys, reflecting strong confidence in leadership, decision-making processes, and the alignment of school and district goals. The collaborative culture established by school leaders has helped create a positive learning environment where staff members feel valued and supported. Challenges While leadership systems at TES are strong, data analysis identified several opportunities for continued growth. One area of focus is strengthening staff understanding of district and school improvement processes, particularly related to resource allocation and budget transparency. Stakeholder survey results indicated that communication regarding budgeting processes and resource distribution remains an area where additional clarity and stakeholder engagement could be beneficial. Another challenge involves continuing to strengthen systems that support teacher and staff effectiveness. Although collaborative structures such as PLCs and instructional support systems are in place, survey data suggests an opportunity to enhance coaching, feedback, and professional learning processes to ensure that all staff members receive the support necessary to maximize their effectiveness and professional growth. Finally, as the school continues to demonstrate strong academic outcomes, leaders recognize the importance of increasing teacher leadership opportunities and expanding distributed leadership practices. Providing additional opportunities for teachers to lead professional learning, participate in decision-making processes, and contribute to school improvement initiatives will strengthen organizational capacity and support long-term sustainability. Moving forward, TES leadership will continue to build on its strengths in communication, collaboration, and data-driven decision-making while
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Strengths and Challenges Based on Trends and Patterns

	focusing on increasing transparency, strengthening professional support systems, and expanding leadership opportunities for staff members across the organization.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths Analysis of professional capacity data indicates that Trion Elementary School has established a strong culture of collaboration, continuous learning, and shared responsibility for student success. Professional Learning Communities (PLCs) serve as the foundation for ongoing professional growth and instructional improvement. Grade-level teams meet regularly to analyze student performance data, identify learning needs, monitor interventions, and develop instructional plans that are responsive to student achievement trends. This collaborative process promotes instructional consistency and ensures that decisions are grounded in evidence-based practices. A significant focus area during the 2025–2026 school year was building teacher capacity around the implementation of Georgia's updated English Language Arts standards and the Science of Reading. Professional learning opportunities were intentionally designed to strengthen teachers' understanding of evidence-based literacy practices, curriculum alignment, and instructional strategies that support reading achievement across all grade levels. As a result, teachers have demonstrated increased confidence in implementing structured literacy practices and utilizing instructional resources aligned to state expectations. TES staff members consistently engage in data-driven decision-making through the analysis of MAP assessments, Georgia Milestones results, formative assessments, and MTSS data. PLC teams use these data sources to identify students requiring additional support or enrichment and to monitor the effectiveness of interventions. This systematic approach has contributed to strong student growth outcomes, particularly in mathematics, and has supported the school's continued success in closing achievement gaps among student subgroups. Professional growth is further supported through the Teacher Keys Effectiveness System (TKES), which provides opportunities for goal setting, reflection, feedback, and continuous improvement. Professional learning goals are aligned with school improvement priorities and instructional best practices, and progress is reviewed through conferences, observations, and coaching conversations throughout the year. This process promotes accountability while encouraging educators to refine their instructional practices. Another notable strength is the collaborative culture among staff members. Teachers regularly share instructional strategies, resources, and student data, creating a professional environment focused on collective efficacy and continuous improvement. The willingness of staff members to collaborate and support one another contributes positively to both teacher effectiveness and student achievement. Challenges While TES has established strong systems for professional learning and collaboration, data and staff feedback identified several opportunities for continued growth. One area of focus is expanding

Strengths and Challenges Based on Trends and Patterns

	professional learning opportunities to better meet the diverse needs and experience levels of educators. Staff members expressed a desire for a wider variety of professional learning formats that provide greater personalization, choice, and opportunities for active engagement. Additionally, as the school continues to focus on improving literacy outcomes, ongoing professional learning will be needed to deepen teachers' understanding and implementation of evidence-based literacy practices aligned to the Science of Reading and Georgia's ELA standards. Continued support in differentiation, intervention design, and instructional strategies for Students with Disabilities and English Learners will help ensure that all students achieve high levels of success. Another area for growth is the development of teacher leadership capacity. Providing additional opportunities for teachers to facilitate professional learning, lead collaborative teams, mentor colleagues, and participate in school improvement initiatives will strengthen the overall professional capacity of the organization and support long-term sustainability. Focus Area for 2026–2027 Based on staff feedback and identified needs, TES will focus on diversifying professional learning opportunities during the 2026–2027 school year. Professional development will incorporate multiple delivery models, including instructional coaching, peer observations, collaborative learning walks, mentoring partnerships, and teacher-led learning sessions. These varied approaches will provide educators with more personalized opportunities to develop their skills, strengthen instructional practices, and ultimately improve student outcomes.
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Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths Trion Elementary School is committed to fostering meaningful partnerships with families and the community to support student success. Analysis of perception and process data indicates that family engagement is a significant strength of the school. Parent survey results reveal high levels of satisfaction with school communication and access to information regarding student progress. Families consistently report feeling informed, valued, and included in their child's educational experience. One of the school's most successful family engagement initiatives is the Data Dig process, which is conducted three times annually. During these events, teachers, students, and families collaboratively review academic data, discuss student strengths and areas for growth, establish SMART goals, and monitor progress in reading and mathematics. Families are also provided with hands-on activities, instructional resources, and strategies they can use at home to support learning. The Data Dig process promotes transparency, strengthens school-home partnerships, and empowers families to play an active role in their child's academic achievement. Given its positive impact, Data Digs will remain a cornerstone of TES's family engagement efforts during the 2026–2027 school year. TES also provides numerous opportunities for family and community
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Strengths and Challenges Based on Trends and Patterns

	involvement through a variety of school-sponsored events and activities. Events such as TES Orientation, Grandparents Night, the Daddy-Daughter Dance, Mother-Son Event, Field Day, the Pre-K Carnival, family literacy and math nights, and grade-level celebrations help build positive relationships among students, families, staff, and community members. These events foster a strong sense of belonging and reinforce the school's commitment to creating a welcoming and inclusive environment. Communication with families is another notable strength. TES utilizes multiple communication platforms, including One Call messages, Class Dojo, social media, newsletters, the school website, parent conferences, and personal phone calls, ensuring that families receive timely information and have multiple avenues to communicate with school personnel. Challenges While family engagement remains a strength, data analysis identified opportunities to further strengthen partnerships and support systems for students and families. Attendance data indicates that a significant percentage of students continue to miss more than ten days of school annually, suggesting a need for additional outreach and support to address barriers to regular attendance. Strengthening connections between families and available community resources may help address challenges related to transportation, health, housing, mental health, and other factors that can impact student attendance and academic success. Additionally, parent survey data suggests an opportunity to increase family support related to student achievement and volunteer engagement. Expanding opportunities for parents to learn instructional strategies, understand academic expectations, and actively support learning at home will further strengthen the school-home partnership and contribute to improved student outcomes. Focus Area for 2026–2027 During the 2026–2027 school year, TES will focus on strengthening connections between families and community agencies through increased collaboration with the district's newly established social worker position. This partnership will enhance the school's ability to connect families with local resources and support services that address academic, social, emotional, behavioral, and physical needs. Particular attention will be given to identifying and addressing attendance barriers, supporting family well-being, and ensuring that all students have access to the resources necessary for success. By strengthening these community partnerships, TES will continue to build a comprehensive support system that promotes student achievement and family engagement.
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Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	At Trion Elementary School, we are committed to fostering a positive, inclusive, and nurturing learning environment where every student feels valued, respected, and empowered to reach their full potential. Our school-wide behavior framework, P.A.W.S. (Positive Attitude, Accept Responsibility, Work Hard, Serve Others), serves as the cornerstone of our culture — promoting respect, responsibility, and kindness in every corner of our school. Behavior expectation matrices are clearly displayed in all classrooms and the cafeteria to ensure consistency, clarity, and shared ownership of our community standards. Students are recognized for positive behavior through the P.A.W.S. chart system, earning special privileges and meaningful incentives for meeting or exceeding expectations. PAWSitive Office Referrals offer another powerful avenue for celebrating students who go above and beyond in demonstrating outstanding character and behavior. Recognized students are invited to the office, receive a small reward, and have their photo taken with an administrator — a moment of pride that is shared publicly on our school's Facebook page, reinforcing the value of respectful and responsible citizenship. Character development is woven throughout the school experience through character education lessons, classroom guidance, and school-wide pep rallies that nurture positive mindsets and support student mental health. Each month, our school counselor introduces a new character trait through books, videos, engaging lessons, and vibrant visual displays. Teachers nominate one student per class who best exemplifies the featured trait, and at the end of each quarter, these students are honored at a school-wide pep rally — receiving a certificate, spinning the prize wheel, and participating in fun activities alongside administrators and the Extremes Team. These celebrations strengthen our sense of community, reinforce behavioral expectations, and inspire students to lead with character every day. Academic achievement is equally celebrated through the Bulldog High Fives initiative. When students meet their individual SMART goals in reading or math, the principal personally recognizes them with a certificate, a popsicle, and a featured photo on the school's Facebook page and website. This program builds intrinsic motivation and encourages students to take genuine pride in their academic growth and accomplishments. This year, TES also launched a new Perfect Attendance Recognition program to celebrate students who demonstrate consistent commitment to being present and engaged in their learning. Each quarter, students who achieve perfect attendance receive a brag tag to proudly display on their backpack — a visible symbol of their dedication. Additionally, these students are entered into special prize drawings, adding an element of excitement and further motivating students to prioritize attendance throughout the year. Focus Area for 2026–2027 As we continue to cultivate a supportive, student-centered environment, a key priority for the upcoming school year is deepening our commitment to teaching kindness, empathy, and respect for all. By
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Strengths and Challenges Based on Trends and Patterns

	intentionally integrating more opportunities for student self-reflection, goal tracking, and ownership of learning, we aim to further develop students' independence, motivation, and confidence — both academically and behaviorally. A significant milestone for 2026–2027 is that our school counselor will be fully dedicated to TES, no longer split between our school and the middle school. This means students will have greater access to counseling support, guidance, and the social-emotional learning experiences that are so vital to their growth and well-being. In addition, we are excited to welcome a district social worker— a newly created position — who will work in close collaboration with our counselor to provide a stronger, more comprehensive support network for students and families. Together, they will be instrumental in identifying needs, connecting families with resources, and further strengthening the mental health and emotional wellness of our entire school community. Our goal is to empower every student to not only meet expectations, but to truly understand and embrace the values that make our TES community strong.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Over the past four years, TES has maintained a relatively stable demographic profile, though several noteworthy trends have emerged that will inform our planning for student, teacher, and leader needs. Our student population has remained predominantly white, hovering consistently between 74–76% across all four years. The Hispanic/Latino population has shown a slight decline, moving from 20% in 2022–2023 to 18% in both 2024–2025 and 2025–2026, while our multi-racial population has remained small but relatively steady, ranging from 4–5%. While overall demographic shifts have been modest, the continued presence of a diverse student population reinforces the importance of culturally responsive teaching practices and equitable access to high-quality instruction for all learners. Students with Disabilities and 504 Plans The percentage of Students with Disabilities (SWD) has fluctuated slightly over the four-year period, ranging from 7.9% to 9%, with the most recent year reflecting 8%. Notably, the percentage of students identified under 504 plans has shown a consistent upward trend — rising from 2.4% in 2022–2023 to 4% in 2025–2026. This steady increase suggests a growing number of students requiring targeted accommodations and support, highlighting the need for continued professional development for teachers in differentiated instruction, co-teaching models, and the implementation of effective accommodations across all classrooms. Economic Indicators — Free and Reduced Lunch Perhaps the most significant financial trend observed is the sharp rise and subsequent shift in the percentage of students qualifying for free and reduced lunch (FRL). Eligibility climbed dramatically from 55% in 2022–2023 to a peak of 67.4% in 2023–2024 — a 12-percentage-point increase in a single year — before gradually declining to 63.17% in 2024–2025 and 60.63% in 2025–2026. Despite the recent decrease, the FRL rate remains considerably higher than it was three years ago, indicating that a
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Strengths and Challenges Based on Trends and Patterns

	significant portion of our student population comes from economically disadvantaged households. This trend has critical implications for resource allocation, Title I funding considerations, and the planning of wraparound supports for students and families. Higher rates of economic disadvantage are often correlated with increased academic, social-emotional, and attendance-related needs, underscoring the importance of our counselor, incoming social worker, and intervention programs in addressing barriers to learning. <u>2022-2023:</u> ● 20% of our student population is Hispanic/Latino ● 4% of our student population is multi-racial ● 74% of our student population is white ● 8.2% of our student population are SWD ● 2.4% of our student population are 504 students ● 55% of our student population qualifies for free and reduced lunch <u>2023-2024:</u> ● 18.8% of our student population is Hispanic/Latino ● 4.8% multi-racial ● 75% of our student population is white ● 7.9% of our student population are SWD ● 3.2% of our student population are 504 students ● 67.4% of our student population qualifies for free and reduced lunch <u>2024-2025:</u> ● 18% of our student population is Hispanic/Latino ● 4% multi-racial ● 75% of our student population is white ● 9% of our student population are SWD ● 3.46% of our student population are 504 students ● 63.17% of our student population qualifies for free and reduced lunch <u>2025-2026:</u> ● 18% of our student population is Hispanic/Latino ● 5% multi-racial ● 76% of our student population is white ● 8% of our student population are SWD ● 4% of our student population are 504 students ● 60.63% of our student population qualifies for free and reduced lunch
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Strengths and Challenges Based on Trends and Patterns

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?	A review of our school's College and Career Ready Performance Index (CCRPI) data over time reveals a strong and encouraging overall performance trajectory, with TES consistently outperforming state averages across nearly every measured indicator. However, a closer look at the data also surfaces areas of growth, fluctuation, and opportunity that will be important in identifying student, teacher, and leader needs moving forward. Overall CCRPI Performance (2018–2019) Prior to the pandemic, TES earned composite CCRPI scores of 92.5 in 2018 and 86.7 in 2019, both significantly above the state averages of 76.6 and 78.8 respectively. While there was a slight decline between those two years, TES maintained a strong performance gap above the state — establishing a solid foundation of academic excellence heading into what would become a period of significant disruption. Content Mastery Content Mastery scores reflect the percentage of students demonstrating grade-level proficiency on state assessments. TES's scores in this area have shown consistent and impressive growth — rising from 76.9 in 2022 to 83.7 in 2023, holding steady at 83.8 in 2024, and climbing further to 88.1 in 2025. Across all four years, TES has outpaced the state average by a significant margin, with the gap widening over time — from approximately 14 points in 2022 to more than 20 points in 2025. This upward trend reflects the effectiveness of instructional practices and curriculum alignment at TES, while also affirming the need to continue building teacher capacity in delivering high-quality, standards-aligned instruction. Readiness The Readiness indicator, which measures students' preparedness for the next level of learning, has remained consistently strong at TES. Scores have climbed steadily from 77.1 in 2022 to 93.9 in 2025, outperforming the state average each year by a notable margin. The consistent growth in this area suggests that students at TES are not only mastering content, but are increasingly well-prepared for future academic challenges — a positive reflection of the school's focus on foundational skills, intervention supports, and a culture of high expectations. Closing Gaps The Closing Gaps indicator — which measures equity in achievement across student subgroups — tells a more complex story and represents the most significant area of fluctuation in TES's data. After earning a perfect score of 100 in 2023 (compared to the state's 66.7), TES's Closing Gaps score dropped sharply to 55 in 2024, falling well below the state average of 100. This significant dip signals that achievement disparities among subgroups widened considerably in that year. Encouragingly, TES rebounded strongly to 100 in 2025, surpassing the state average of 75. While the recovery is commendable, the volatility in this indicator underscores the need for sustained, intentional focus on equity-driven instruction, targeted interventions, and disaggregated data analysis to ensure consistent progress for all student subgroups. Progress The Progress indicator measures the academic growth students demonstrate over time, regardless of their proficiency level. TES has shown steady and impressive improvement in this area,
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Strengths and Challenges Based on Trends and Patterns

	growing from 90.8 in 2023 to 93.2 in 2024, and reaching a perfect score of 100 in 2025 — 13.9 points above the state average. This is a particularly meaningful indicator, as it reflects growth for all students, including those who may not yet be proficient. Achieving a perfect Progress score suggests that teachers are effectively meeting students where they are and moving them forward — a testament to strong instructional practices and the use of data to drive personalized learning. CCRPI Data 2018: TES - 92.5, State - 76.6 2019: TES - 86.7, State - 78.8 2022: Content Mastery: TES - 76.9, State - 63.0 Readiness: TES - 77.1, State - 71.8 2023: Content Master: TES - 83.7, State - 64.7 Readiness: TES - 91.9, State - 82.3 Closing Gaps: TES - 100, State - 66.7 Progress: TES - 90.8, State - 85.8 2024: Content Master: TES - 83.8, State - 67.8 Readiness: TES - 91.4, State - 83.2 Closing Gaps: TES - 55, State - 100 Progress: TES - 93.2, State - 86.2 2025: Content Master: TES - 88.1, State - 68 Readiness: TES - 93.9, State - 84 Closing Gaps: TES - 100, State - 75 Progress: TES - 100, State - 86.1 *See document in Additional Files Section
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	TES demonstrates a strong, data-driven approach to identifying and addressing the diverse needs of students served under IDEA, including students with disabilities (SWD), economically disadvantaged students, and English learners. Student needs are identified through a comprehensive battery of assessments, including MAP (Measures of Academic Progress), Georgia Milestones, and a variety of informal assessments, ensuring that instructional decisions are grounded in multiple data points rather than a single measure.
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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.

	Once needs are identified, TES responds with targeted, research-based instructional supports, including small group instruction, differentiated teaching strategies, and evidence-based interventions tailored to individual learners. This multi-layered approach reflects a strong commitment to meeting students where they are and providing the scaffolding necessary for meaningful academic growth. To further extend and reinforce learning, web-based programs including Foundations A-Z, Reading Eggs, Mathseeds, Exact Path, and Progress Learning are utilized. These tools provide personalized, adaptive practice opportunities that complement classroom instruction, support skill remediation, and allow teachers to monitor progress in real time — ensuring that interventions remain responsive and aligned to each student's evolving needs. Students receiving services under IDEA benefit from a structured and supportive learning environment in which their individual goals are clearly defined and consistently addressed. The combination of small group instruction, differentiated strategies, and adaptive technology ensures that SWD, economically disadvantaged students, and English learners have equitable access to high-quality instruction and are not left to navigate academic challenges without targeted support. Teachers and support staff benefit from having clear data systems and a variety of instructional tools at their disposal, enabling them to make informed, timely decisions about student placement, pacing, and intervention intensity. The use of multiple assessment measures also supports ongoing professional conversations around student progress, fostering a collaborative, team-oriented approach to serving the school's most vulnerable learners. Taken together, these strengths reflect a school culture that prioritizes equity, individualization, and academic growth for every student — values that are clearly evident in TES's strong and improving CCRPI performance data, particularly in the areas of Content Mastery and Progress.
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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.

Challenges	Despite our school's many strengths in serving students with disabilities, English Language Learners, and economically disadvantaged students, several persistent challenges continue to impact the full and consistent implementation of programs designed to support these subgroups. A primary challenge lies in ensuring adequate resources — including qualified personnel, targeted instructional materials, and evidence-based interventions — to comprehensively meet the needs of all identified students, particularly those who are most academically and behaviorally at risk. As the number of students requiring specialized supports continues to grow, as evidenced by the steady rise in 504 identifications and fluctuating SWD percentages reflected in our demographic data, the demand on existing staff and resources becomes increasingly pronounced. Sustaining high-quality, individualized programming at scale requires ongoing attention to staffing, materials acquisition, and the strategic allocation of available funding. Accurately identifying the most effective strategies, accommodations, and interventions for students with disabilities also remains an area of ongoing development. While staff members work diligently to individualize supports and align services to IEP goals, the complexity and diversity of student needs requires continuous refinement of practices, deeper collaboration among general education and special education teachers, and sustained investment in professional learning. Ensuring that accommodations are implemented with fidelity across all classrooms — not just in specialized settings — is a critical area for continued growth. For English Language Learners and their families, language barriers continue to present a significant challenge in building the strong home-school partnerships that are essential to student success. Effectively communicating academic goals, progress, and learning expectations to families who may have limited English proficiency requires intentional effort, accessible communication tools, and reliable interpreter support. Without consistent and meaningful family engagement, ELL students may lack the reinforcement and advocacy at home that can make a substantial difference in their academic trajectories. Economically disadvantaged students face compounding challenges that extend beyond the classroom — including limited access to resources, technology, and enrichment opportunities outside of school — all of which can widen existing achievement gaps if not proactively addressed. The sustained elevation of our free and reduced lunch rate, which remains above 60%, underscores the ongoing need for wraparound supports that address the whole child, not just academic
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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.

	performance in isolation. To address these challenges, TES actively collaborates with families, utilizes interpreter services, and partners with district-level student support teams. The addition of a full-time school counselor and a new district social worker in 2026–2027 will further strengthen the school's capacity to identify needs early, connect families with community resources, and provide the comprehensive support network that our most at-risk students and families deserve.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	TES recognizes a critical and timely need to systematically strengthen its early literacy program. While TES has demonstrated consistent growth in Content Mastery and overall CCRPI performance, ensuring that every student — particularly those who are economically disadvantaged, identified as SWD, or English Language Learners — develops a strong literacy foundation in the earliest grades is essential to sustaining and accelerating that growth. Early literacy proficiency is the single greatest predictor of long-term academic success, and meeting Georgia's new literacy mandates requires a coordinated, school-wide response that is intentional, well-resourced, and grounded in the science of reading.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.
How severe is the need?	High
Is the need trending better or worse over time?	Worse

Overarching Need # 2

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 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - TES recognizes a critical and timely need to systematically strengthen its early literacy program. While TES has demonstrated consistent growth in Content Mastery and overall CCRPI performance, ensuring that every student — particularly those who are economically disadvantaged, identified as SWD, or English Language Learners — develops a strong literacy foundation in the earliest grades is essential to sustaining and accelerating that growth. Early literacy proficiency is the single greatest predictor of long-term academic success, and meeting Georgia's new literacy mandates requires a coordinated, school-wide response that is intentional, well-resourced, and grounded in the science of reading.

Root Cause # 1

Root Causes to be Addressed	-Even when strong curriculum and intervention resources are available, the quality of literacy instruction ultimately depends on the knowledge, confidence, and skill of the classroom teacher. A critical root cause of early literacy challenges at TES is the need for deeper, more individualized professional learning in structured literacy practices. Variability in instructional delivery — even within the same grade level — can result in unequal literacy experiences for students, making it difficult to ensure that every child receives the high-quality, standards-aligned instruction they need in the critical window of PreK through 3rd grade. This root cause directly underscores the urgency of hiring a dedicated Literacy Coach and establishing a Literacy Task Force to build collective teacher capacity, ensure implementation fidelity, and create a shared vision for early literacy excellence across the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.

Root Cause # 1

Root Causes to be Addressed	- The COVID-19 pandemic fundamentally altered family perceptions of school attendance. Extended periods of remote learning, frequent quarantines, and school closures normalized keeping children home for minor illnesses, mild symptoms, or non-emergency situations. For many families, the threshold for what constitutes a valid reason to miss school shifted significantly during this period and has not fully reset to pre-pandemic expectations. As a result, absences that may have once been avoided are now treated as routine, contributing to a steady decline in perfect attendance and an increase in chronic absenteeism school-wide. - TES's demographic data reflects that over 60% of students qualify for free and reduced lunch, indicating a significant portion of the school community faces economic hardship. Economically disadvantaged families often encounter practical barriers to consistent attendance that are outside of their direct control, including unreliable transportation, unstable housing or frequent moves, lack of access to healthcare leading to untreated chronic health conditions, caregiving responsibilities placed on older children, and parents working non-traditional hours or multiple jobs that make consistent morning routines difficult to maintain. These systemic barriers require solutions that extend beyond school-based reminders and instead involve genuine wraparound support and community partnerships.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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School Improvement Plan 2026 - 2027



Trion City
Trion Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Trion City
School Name	Trion Elementary School
Team Lead	Beth Pelham
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☒	Other (if selected, please describe below)Free and reduced rate was calculated based on 2025-2026 free/reduced meal application.

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	TES recognizes a critical and timely need to systematically strengthen its early literacy program. While TES has demonstrated consistent growth in Content Mastery and overall CCRPI performance, ensuring that every student — particularly those who are economically disadvantaged, identified as SWD, or English Language Learners — develops a strong literacy foundation in the earliest grades is essential to sustaining and accelerating that growth. Early literacy proficiency is the single greatest predictor of long-term academic success, and meeting Georgia's new literacy mandates requires a coordinated, school-wide response that is intentional, well-resourced, and grounded in the science of reading.
Root Cause # 1	-Even when strong curriculum and intervention resources are available, the quality of literacy instruction ultimately depends on the knowledge, confidence, and skill of the classroom teacher. A critical root cause of early literacy challenges at TES is the need for deeper, more individualized professional learning in structured literacy practices. Variability in instructional delivery — even within the same grade level — can result in unequal literacy experiences for students, making it difficult to ensure that every child receives the high-quality, standards-aligned instruction they need in the critical window of PreK through 3rd grade. This root cause directly underscores the urgency of hiring a dedicated Literacy Coach and establishing a Literacy Task Force to build collective teacher capacity, ensure implementation fidelity, and create a shared vision for early literacy excellence across the school.
Goal	TES will strengthen early literacy outcomes for all students in grades K–3 by increasing the percentage of K–3 students meeting their projected growth targets on the MAP Reading Assessment from 65.7% to 68.7%, as measured by winter-to-spring assessment data during the 2026–2027 school year.

Action Step # 1

Action Step	Hire and utilize a Literacy Coach to provide job-embedded professional learning, modeling, coaching cycles, and instructional support for teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 1

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	- Staff participation during PL and coaching sessions - Coaching Sign-in Sheets and Agendas - Resource and Instructional Supports Documents
Method for Monitoring Effectiveness	TKES Lesson Plans Professional growth and knowledge implemented into daily classroom practices
Position/Role Responsible	school admin, literacy coach, teachers, curriculum director
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.
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Action Step # 2

Action Step	Continued implementation of the science of reading teaching strategies and resources into daily classroom instruction with fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedules Grade book monitoring Lesson plan monitoring
Method for Monitoring Effectiveness	TKES MAP Growth Percentage Implementation with fidelity by all teachers
Position/Role Responsible	Regular Ed teachers ESOL teachers SPED teachers

Action Step # 2

Position/Role Responsible	school admin
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.
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Action Step # 3

Action Step	Continue providing targeted reading support through small group instruction, inclusion, and resource settings by certified student support teachers to enhance instructional services for English Language Learners, Early Intervention Program (EIP) students, and students with disabilities.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	schedules, grade book monitoring, MAP assessment data
Method for Monitoring Effectiveness	Lesson Plans TKES Effective instructional practices consistently utilized by teachers
Position/Role Responsible	ESOL teachers, Special ed teachers, regular education teachers school admin paraprofessionals
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.
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Action Step # 4

Action Step	Conduct regular data reviews to monitor student growth and adjust instruction and interventions accordingly.
Funding Sources	Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	- Sign In Sheets - Data Analysis Presentations - MTSS Documents
Method for Monitoring Effectiveness	- Pre and Post Assessment Data - Differentiated reading instruction based on individual learning needs and achievement data
Position/Role Responsible	Literacy Coach, Teachers, Support Staff, Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.
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Action Step # 5

Action Step	Data Digs - During our three Data Digs (fall, winter, spring), we will share current reading data and teach instructional strategies to families in an effort to support instruction in the home setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	- Communicate and prioritize meeting dates - Incentives for attendance - Teacher support and meeting preparation
Method for Monitoring Effectiveness	- Participation: Sign-in Sheets - Current academic data shared - Skills and activities taught to families directly related to power standards - Family attendance and participation at home - Parent Survey
Position/Role Responsible	Teachers, Family Engagement Coordinator, Administrators, Families
Timeline for Implementation	Others : Three times per year

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)?	No partnership required.
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Action Step # 6

Action Step	An approved dyslexia screener will be conducted three times per year, kindergarten through third grade, to identify and target students with characteristics of dyslexia.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 6

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	- Scheduling - Staff Training
Method for Monitoring Effectiveness	- Dyslexia Screener Student Reports - Reviewing data promptly - Action plans developed to meet students' individual learning needs
Position/Role Responsible	Teachers, Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Increase the effective use of differentiated web-based literacy programs and intervention resources to provide targeted support and enrichment based on individual student needs. (Lexia, Reading Eggs, Exact Path, Espark, Foundations A-Z, etc.)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 7

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	- MAP data - Data usage reports from educational programs
Method for Monitoring Effectiveness	- Academic data growth reports
Position/Role Responsible	Teachers, Administration
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.
Root Cause # 1	- The COVID-19 pandemic fundamentally altered family perceptions of school attendance. Extended periods of remote learning, frequent quarantines, and school closures normalized keeping children home for minor illnesses, mild symptoms, or non-emergency situations. For many families, the threshold for what constitutes a valid reason to miss school shifted significantly during this period and has not fully reset to pre-pandemic expectations. As a result, absences that may have once been avoided are now treated as routine, contributing to a steady decline in perfect attendance and an increase in chronic absenteeism school-wide. - TES's demographic data reflects that over 60% of students qualify for free and reduced lunch, indicating a significant portion of the school community faces economic hardship. Economically disadvantaged families often encounter practical barriers to consistent attendance that are outside of their direct control, including unreliable transportation, unstable housing or frequent moves, lack of access to healthcare leading to untreated chronic health conditions, caregiving responsibilities placed on older children, and parents working non-traditional hours or multiple jobs that make consistent morning routines difficult to maintain. These systemic barriers require solutions that extend beyond school-based reminders and instead involve genuine wraparound support and community partnerships.
Goal	TES will decrease the percentage of students with 10 or more absences from 29.6% to 26.6% by the end of the 2026–2027 school year through targeted attendance monitoring, family engagement, early intervention strategies, and recognition of improved student attendance.

Action Step # 1

Action Step # 1

Action Step	Acknowledge students with perfect attendance each quarter through recognition on school social media platforms and student-led announcements. Celebrate their achievement with certificates and quarterly prize giveaways to promote and reinforce consistent attendance.
Funding Sources	N/A
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	Announcements on Bulldog Beat Social Media Posts
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Family Engagement Coordinator Teachers
Timeline for Implementation	Quarterly

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

Action Step	Apply established attendance protocols with fidelity, including engaging families in collaborative meetings to identify and address factors contributing to chronic absenteeism.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 2

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Truancy Letters Truancy Meeting Documentation
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Administrative Assistant Resource Officer
Timeline for Implementation	Weekly

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

Action Step	Highlight and celebrate perfect attendance by displaying grade-level attendance percentages on hallway bulletin boards to promote awareness and encourage student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monthly Updated Bulletin Board
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Administrative Assistant Family Engagement Coordinator
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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3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Members of the school leadership team collaborated to discuss the Comprehensive Needs Assessment (CNA) school report. Additional feedback was gathered through Title I stakeholder opportunities and events to ensure input from a variety of perspectives. The completed reports and stakeholder feedback were submitted to the administration team, where the results were compiled, analyzed, and reviewed to develop a comprehensive understanding of the school's strengths, needs, and priorities.
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.	TES strives to hire highly qualified teachers for their current teaching field. Under the direction of our curriculum director, we have a strong mentor program. We make every effort to support and retain new teachers. For the 2026-2027 school year, we will employ two first year teachers. Approximately 61% of our students at Trion Elementary School qualify for free and reduced lunch and live in a low economic environment. All ED students are distributed equally among classes.
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).	TES employs paraprofessionals to provide assistance to students in high need areas. Paraprofessionals are assigned to classrooms with students who benefit from smaller group or individual interaction. Paraprofessionals work closely with teachers to provide necessary instruction to students who are academically performing below grade level expectation, including special needs and ELLs. Paraprofessionals also assist in targeted after school tutoring programs such as Foundations A-Z. Teachers utilize research based instructional strategies and resources that include small group instruction, flexible groupings, formative assessments, and project based learning. We have professional learning communities in order for teachers to collaborate and make informed instructional decisions.
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	Teachers, in collaboration with leadership, identify at risk students through diagnostic and formative assessment data (MAP, Milestones) and teacher observation. These students receive additional support (tutoring, small group instruction, differentiated instruction) and progress is monitored through the MTSS process.

rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	TES continues to provide a rigorous pre-school program (4 classes) and provide interventions to ensure a smoother transition from preschool to an elementary learning setting. Parents have multiple opportunities to receive transition support and continued services as they progress through grade levels. Ex. Data Digs, TES Orientations, Parent Conferences, Meet the Teacher Night
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6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	TES works with the high school to provide opportunities for students in CTAE programs such as Early Childhood Education and opportunities to work with young students as part of their practicums.
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7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Trion Elementary School recognizes, rewards, and celebrates students exhibiting appropriate behavior expectations. Administration utilize the resource book Don't Suspend Me by Jessica Djabrayan Hannigan and John E. Hannigan as an alternative discipline toolkit. Administrators also utilize behavior resources from Amie Dean, the Behavior Queen. Removing students from class for disciplinary reasons are reserved for last resort measures.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Trion Elementary School's School Improvement Plan will be available to the LEA, parents, and the public, and the information contained in the plan will be provided in a language and format that is understandable in print and electronic versions. TES annually evaluates the school wide plan, using data from the State's assessments, other student performance data, and perception data to determine if the program has been effective in addressing problem areas and, in turn, increasing student achievement, particularly
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ADDITIONAL RESPONSES

	for the lowest achieving students.
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