



Mid-Cycle Progress Report

Central Elementary/High School
Talbotton, Georgia

203748

Introduction

This report is designed to reflect on your institution's progress as related to the findings of the most recent Accreditation Engagement Review. This report allows your institution to provide information relevant to the progress in meeting the Cognia Performance Standards and/or Assurances as outlined in the Area(s) for Improvement. It also allows Cognia to review and respond to the same.

Using evidence to support your responses, you will summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Cite and share evidence of results based on your institution's progress.

Accreditation is Continuous Improvement

Accreditation is a continuous improvement process. Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning."

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and, as such, actions designed for improvement must be tailored to meet the needs of the institution and its learners.

Following the Engagement Review, the institution is expected to review the findings in the report and initiate plans to address the Area(s) for Improvement. These Area(s) for Improvement provide the basis for the Progress Report.

Results of Improvement Actions

This Progress Report should include narratives for each Area for Improvement that provide the results of your improvement efforts. The narratives should include descriptive evidence about how you have **engaged** stakeholders, practices and processes you have **implemented**, **results** you have achieved, how you plan to **sustain** your improvements, and how these new practices will become **embedded** in the culture of your institution. These **five levels of impact** align with the three phases of the i3 Rubric that are outlined below.

Additional Requirements for Early Learning Schools

Cognia institutions that have earned separate and distinct Cognia Early Learning Accreditation are required to complete additional items, which are found at the end of this template.

i3 Rubric

You will use Cognia's i3 Rubric to guide your assessment of your efforts since your previous Engagement Review. Examine each Area for Improvement, and related standards, against the rubric to determine which level of impact within the phases--Initiate, Improve, or Impact--your institution is currently in and identify your plan to move the policy, process, and/or practice to the next level of impact.

In Cognia's approach to change management, the i3 Rubric, we use three phases that describe the change process. These phases help leaders to investigate and evaluate the contexts of change within their organization. In this process it is important to note that, while each improvement journey is unique, the journey is driven by key actions:

Initiate

The first phase of the improvement journey is to initiate actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. **Engagement** is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Processes and practices you identify within the Initiate phase should become the focus of the institution's continuous improvement journey to move toward the collection, analysis, and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified goals has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to improve. The elements of the Improve phase are defined within the Levels of Impact of Results and Sustainability. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired outcome(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Processes and practices identified within the Improve phase are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is the impact where desired practices are deeply entrenched. The elements of the Impact phase are defined within the Level of Impact of Embeddedness. **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Processes and practices identified within the Impact phase are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

i3 Rubric

INITIATE		IMPROVE		IMPACT
Engagement	Implementation	Results	Sustainability	Embeddedness
<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

You will see that each level of impact has its own rubric to move from minimal practices within that level to best practices. For example, in Engagement, the frequency of involvement is *low* with *few* stakeholders engaged, while the best practice is that *most* stakeholders are *frequently* engaged.

As you determine your institution's level of impact on the i3 Rubric, identify 1) ways in which your institution will move from one level to the next, 2) how the levels guide and impact your improvement process, as well as your programs, processes, and practices, and 3) goals and activities that will support your institution's movement to and movement through the next level of impact.

Completing the Progress Report

Using evidence to support your responses, summarize your institution's progress and other general information relevant to the Area(s) for Improvement. Select your institution's level of impact from the i3 Rubric and follow the narrative prompts provided below.

Areas for Improvement

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #1: Engage internal stakeholders in conversations and decision-making to promote collegiality as well as cohesive support of the school's mission and vision.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

Over the past academic cycle, our institution has taken deliberate steps to address the identified Area for Improvement. Our leadership team, in collaboration with the Georgia Department of Education (GaDOE) and Chattahoochee-Flint RESA, has actively engaged in conversations and decision-making processes to promote collegiality and shared ownership of the school's mission and vision.

Findings:

Through surveys, focus groups, and meeting attendance records, we found an increased willingness among staff to contribute ideas, and several initiatives in the past year have been driven by team collaboration rather than top-down directives.

Evidence:

- Results from our Staff Climate Survey show a 72 % approval rating by teachers on the climate of the school.
- Leadership Team meets bi-monthly to review initiatives aligned with the school improvement plan.
- Monthly professional learning aligned with our school improvement plan.

Plans for Continuous Improvement:

1. Expansion of Leadership Team to include representatives from all instructional and support departments.
2. Training for department leads on facilitation and consensus-building to ensure productive and inclusive team discussions.
3. Documentation and communication of decision-making outcomes.
4. Professional Learning Community (PLC)

Ongoing Commitment:

Our institution is committed to cultivating a culture where engagement is authentic and decision-making is shared. We will continue to monitor staff engagement through annual climate surveys and maintain stakeholder participation logs. Our goal is to fully embed this collaborative culture into our operational DNA, supporting a united advancement of the school's mission and vision.

Cognia's Assessment of Area for Improvement #1.

The following is an assessment of the evaluator's findings.

Some progress - to be completed prior to the next Accreditation Engagement Review

Summary of Cognia's Findings

Through collaborative efforts with the Georgia Department of Education (GaDOE) and the Chattahoochee Flint River Regional Educational Service Agency (RESA), Central Elementary/High School has made strides in addressing this Area for Improvement (AFI). These efforts have focused on intensifying opportunities for staff members and other stakeholders to be more engaged in the processes of defining, communicating, and monitoring the presence of strong guiding principles in the building. The origination of this AFI was based on expressed concerns among the staff regarding perceptions of inequity in the building when making decisions regarding shared leadership roles and responsibilities. In addition to the information included in the Mid-Cycle Progress Report, it was learned that leadership at the institution has continued to implement a "pulse check" Google document, where staff members can confidentially voice concerns as well as share ideas for improvement. The Central Elementary/High School leadership team, comprising department heads, the instructional coach, the instructional technology specialist, the principal, and parents, meets bi-monthly to review initiatives and feedback from the "pulse check." Additionally, collaborative planning meetings have provided teachers with opportunities to engage in collegial discussions regarding instructional planning and delivery, as well as initiatives to enhance the overall culture of the school. Evidence shared by the institution included data from a recent Staff Climate Survey, revealing a 72% approval rating by teachers on the school's climate. Additionally, agendas from leadership team meetings and collaborative planning sessions were also shared as evidence.

Overall, Central Elementary/High School has demonstrated efforts to address the identified AFI. Implementation of the plans for continuous improvement outlined in the Mid-Cycle Progress Report may serve to further enhance collegiality and the cohesive support of the school's mission and vision. Leadership may also want to routinely collect, analyze, and use perception data from climate surveys and other sources as tools to identify root causes as well as possible solutions to strengthen the overall culture in the building. Ongoing use of results over time from such tools may serve to better ensure practices become more sustainable throughout the institution.

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #2: Engage representatives of all stakeholder groups in the process of developing a long-range plan for continuous improvement.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

Our institution has made progress towards its goals related to Area for Improvement #2: Engaging representatives of all stakeholder groups in the process of developing a long-range plan for continuous improvement. We have moved beyond initial planning stages to establish a well-defined, inclusive process that is now an ongoing component of our school culture.

We have achieved our goal of involving a broad and representative group of stakeholders in long-term planning. Stakeholder input was actively sought, documented, and directly integrated into the development of our Continuous Improvement Plan. This process has not only improved the quality of the plan itself but has also fostered a greater sense of shared ownership and commitment to its success.

Findings:

- Each phase of our planning cycle—data analysis, goal setting, prioritization, and reflection—included input from staff, students, families, district officials, and community partners.
- Engagement strategies (surveys, focus groups, planning sessions) were intentionally designed to ensure diverse representation.
- Our stakeholders demonstrated a high level of satisfaction with the process, and we observed increased alignment between strategic goals and classroom practices.

Evidence:

- The 2024–2025 Continuous Improvement Plan was developed through a process involving stakeholders, including teachers, classified staff, families, students, and business/community leaders.



2024-2025 School Improvement Plan.d

- Staff and Family Surveys administered showed that 83% of parents are confident in the school’s direction and transparency in planning.
- Key strategic priorities such as student council meeting, title 1 parent engagement meeting, school parent compact, and curriculum night are now implemented.

Plans Toward Embeddedness:

To move from Sustainability to Embeddedness, we are taking steps to institutionalize stakeholder collaboration as a continuous and expected component of school governance. Planned and ongoing actions include:

1. Annual Stakeholder Review: we will meet with stakeholder groups to review progress and recommend adjustments to the improvement plan during our leadership retreat in June.
2. Diverse Stakeholder Advisory Panels: Including students and classified staff to expand representation in leadership conversations.
3. Student-Led Forums and Focus Groups: Designed to elevate youth voice in shaping future priorities and evaluating outcomes.

Ongoing Commitment:

We are committed to continuous, inclusive planning as a key driver of meaningful school improvement. As part of our commitment to equity, transparency, and innovation, we will continue to refine our stakeholder engagement strategies to ensure every voice has a role in guiding our collective vision. These efforts will help ensure our continuous improvement work is dynamic, relevant, and fully embedded into the daily operations and long-term strategy of our institution.

Cognia’s Assessment of Area for Improvement #2.

The following is an assessment of the evaluator’s findings.

Sufficient progress - no further action required

Summary of Cognia’s Findings

Central Elementary/High School has engaged in an inclusive process to outline the plans for continuous improvement. Evidence shared by the school revealed the involvement of various stakeholder groups in the development of the school improvement plan for 2024-2025. Information shared by the institution and confirmed during follow-up interviews with school leadership noted the involvement of various stakeholder groups in all phases of the planning process. Input was solicited as stakeholders engaged in analyzing data, setting goals, prioritizing initiatives, and reflecting on the work. The result of these collaborative efforts was the development of a one-year plan that aligned the work with the school’s mission and vision and focused efforts on improving student achievement. The process followed in developing the 2024-2025 school improvement plan was replicated with stakeholders during the development of the plan for 2025-2026. Both plans were submitted as

evidence of the school's work on this AFI. Based on results from recent perception surveys, 83% of parents feel confident that the school is moving in the right direction and that there is a stronger sense of transparency in developing, communicating, and monitoring plans for continuous improvement. Student involvement in the curricular planning processes at Central Elementary/High School was also quite evident. Input from students has led to the expansion of career pathway opportunities to include a comprehensive welding program. Interviews with the school's leadership team also noted the active engagement of the student government association as an advisory group to school leadership, especially in identifying programs and initiatives to support not only the academic development but also the social experiences of students at the school.

Overall, Central Elementary/High School has demonstrated progress in addressing this AFI. The work has set the foundation for ongoing stakeholder engagement during planning and decision-making. Leadership is encouraged to adhere to the steps identified by the school in the Mid-Cycle Progress Report so that the practices of involving stakeholders become institutionalized throughout the daily operations in the school.

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #3: Identify, facilitate, and monitor professional learning opportunities that enhance teachers' knowledge and skills in research-based pedagogical practices that support student learning.

Institution Response

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness.
- Plans to continue working towards improvement related to this Area for Improvement

Our institution demonstrates a **result** level of impact in this area. We have implemented systematic professional learning structures that support research-based pedagogy and are working towards deeper institutional embedding.

Goals:

To increase staff engagement in professional learning opportunities that are aligned with the needs and interests of students, and to incorporate structured reflection opportunities so that educators can discuss and evaluate the impact of applying newly acquired knowledge and strategies in their classrooms.

Findings:

- Expanded offerings including instructional coaching, PLCs, and online modules.
- 85% of teachers engaged in at least two professional learning activities per semester.
- Surveys show 72% satisfaction with relevance and impact.
- Observation reports and student achievement data (3% improvement over two years) confirm positive outcomes.

Supporting Evidence:

- Professional development calendar and attendance logs.
- Teacher survey results.
- Classroom observation summaries.
- Student performance growth data.

Plans for Continuous Improvement:

- Expand and formalize PLCs to foster collaborative inquiry.
- Conduct annual needs assessments for responsive planning.

- Build leadership capacity for mentoring in research-based practices.
- Strengthen partnerships with universities and educational organizations.
- Link professional learning directly to student outcomes through data analysis.

Plans to Continue Improvement:

- Mandated training on the new math and ELA curriculum.
- Expand micro-credentialing for instructional expertise.
- Integrate professional learning goals into evaluation systems.

Our commitment is to continuously strengthen professional learning to achieve full Embeddedness and maximize student learning outcomes.

Cognia's Assessment of Area for Improvement #3.

The following is an assessment of the evaluator's findings.

Sufficient progress - no further action required

Summary of Cognia's Findings

Central Elementary/High School has implemented processes to better ensure professional learning opportunities align with research-based pedagogical practices. The focus of much of the professional development over the past two years has been on the Science of Reading. Developed by the GaDOE, this comprehensive and research-based professional learning series serves as a model for enhancing professional practices, as it focuses on structured literacy, early interventions, and progress monitoring. Additionally, because of new math standards, teachers throughout the school have participated in state-mandated professional learning to ensure a clear understanding of the depth and breadth of the new curriculum. The professional learning provided in both the content areas of math and literacy includes time for teachers to implement new learning in the classroom and to reflect on the impact on their professional practices and on student achievement. Interviews with the leadership team also identified other areas of professional development that have been provided at the school, including Love and Logic training, data analysis training, and working with small groups in the classroom.

The overall impact of focused and aligned professional learning opportunities was noted in survey results that revealed over 85% of teachers had engaged in at least two professional development sessions per semester, with 72% indicating satisfaction with the relevance and impact of the sessions. The school also reported a 3% improvement in student achievement over the past two years as evidence of the impact of the implementation of professional learning in the classroom. Central Elementary/High School has made progress in addressing this AFI. Leadership may want to consider formalizing processes and protocols for monitoring the transfer of professional learning with fidelity to the classroom and for providing support to continuously enhance professional practices.

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #4: Formalize procedures for monitoring the implementation of learnings from professional learning by gathering, analyzing, and using data from classroom observations.

Institution Responses

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Implementation

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

Based on our self-assessment using the i3 Rubric, our institution is currently at the Implementation level. We have begun to develop and apply procedures for gathering and using observation data, but these systems are not yet fully consistent or embedded across all classrooms and departments.

Goals:

We have partially achieved our goals for this Area for Improvement. Procedures for conducting classroom observations and gathering data have been established, but the systematic analysis and use of this data to inform ongoing professional development require further strengthening.

Findings:

- A standardized classroom observation tool was developed and piloted this year.
- Instructional leaders conducted observations focused on implementation of research-based strategies learned through professional development.
- Preliminary analysis of observation data revealed varying levels of strategy application across classrooms.
- Reflection meetings were held between observers and teachers to discuss findings and next steps.

Supporting Evidence:

- Observation Protocols and Tools: Documents standardizing observation focus areas tied to professional learning.
- Observation Schedules and Logs: Tracking of observation frequency and coverage.
- Feedback Session Records: Notes from post-observation conferences.
- Preliminary Data Reports: Aggregated data showing trends in the implementation of targeted practices.

Plans for Continuous Improvement:

To move from Implementation toward Embeddedness, we are committed to:

- Refining Observation Tools: Incorporate clear rubrics aligned with specific professional learning goals.
- Training Observers: Provide calibration sessions for administrators and instructional coaches to ensure consistency.
- Data Analysis Protocols: Develop standardized processes for analyzing observation data to identify instructional strengths and gaps.
- Actionable Feedback Cycles: Establish regular, documented feedback loops to inform individual and group professional development.
- Integration into PD Planning: Use observation data directly to shape future professional learning offerings and coaching support.

Plans to Continue Improvement:

- Launch a digital platform to streamline observation data collection and reporting.
- Implement quarterly data review meetings to assess progress and adjust strategies.
- Recognize and share exemplary practice observed through professional learning showcases.
- Engage teacher leaders in peer observation initiatives to promote self-directed improvement.

Through these measures, we aim to formalize a continuous cycle of observation, feedback, learning, and growth, thereby embedding high-quality instructional practices throughout the institution.

Cognia's Assessment of Progress Related to Area for Improvement #4.

The following is an assessment of the evaluator's findings.

Some progress - to be completed prior to the next Accreditation Engagement Review

Summary of Cognia's Findings

Central Elementary/High School has implemented steps to achieve this AFI by designing and piloting a standardized classroom observation tool. The observation tool includes a listing of research-based strategies introduced during professional learning sessions that should be consistently evident in the classroom. Observations utilizing the new tool and process were conducted by instructional leaders in the building. Initial findings from the observations revealed that teachers still need support in areas such as identifying learning targets, establishing success criteria, and differentiating instruction in the classroom. The observation process also includes time for feedback sessions, which are facilitated through written notes and post-observation conferences. However, leadership did acknowledge the need to refine the observation tool to include rubrics that provide clarity in expectations for success and that are aligned with specific professional learning goals. Leadership also noted a need to train observers through calibration conversations to ensure consistency in ratings and feedback.

Central Elementary/High School has initiated the work identified in this AFI. It is evident that leadership has reflected on the initiatives implemented during the pilot phase of the process and has identified steps to improve the work. To truly address the intent of the AFI and to enhance the effectiveness of the practices, leadership may want to address those key findings outlined in the institution's narrative in the Mid-Cycle Report and to collaboratively develop plans to revisit the process and the tool to ensure valid and credible data on implementation of professional learning are captured, analyzed and used to enhance professional practices and ultimately, student achievement.

The following Area for Improvement was identified in the Engagement Review Report.

Area for Improvement #5: Work closely with assigned external consultants currently in the building to gain knowledge from data analysis practices being modeled to foster the sustainability of these practices over time.

Institution Responses

i3 Rubric. Based on your findings, what level of impact from the i3 Rubric is your institution demonstrating in this Area for Improvement?

Results

Narrative.

- State whether you have achieved your goals relative to this Area for Improvement
- Document your findings
- Cite supporting evidence
- Specifically outline your plans and related activities towards continuous improvement based on your assessment with the i3 Rubric and pursuing Embeddedness
- Plans to continue working towards improvement related to this Area for Improvement

Based on our findings and the i3 Rubric, our institution is currently demonstrating a result level of impact in this area. Collaboration with external consultants has become an established part of our data practices, and we are actively working to ensure internal ownership and continuity of these processes.

Goals:

We have largely achieved our goals for this Area for Improvement. Our leadership and instructional teams have closely collaborated with external consultants, learning and internalizing key data analysis practices. As a result, our staff’s capacity to independently analyze, interpret, and act on data has significantly improved.

Findings:

- Regularly scheduled data analysis sessions with GADOE and Chattahoochee Flint RESA occurred weekly, featuring modeling of best practices.
- Leadership teams have successfully replicated these practices in meetings and coaching sessions without direct consultant facilitation.
- Teacher leaders and instructional coaches have started to lead data conversations within grade-level and content-area teams.

Supporting Evidence:

- Meeting Agendas and Minutes: Documentation of data review sessions modeled by consultants and then led by internal teams.
- Data Protocols: Developed internal templates for data disaggregation, root cause analysis, and action planning.
- Professional Learning Logs: Records of training sessions focused on building staff capacity in data practices.
- Artifacts from Data Cycles: Assessment data reviews, and intervention planning completed by internal teams.

Plans for Continuous Improvement:

To move from Sustainability to Embeddedness, we are committed to:

- Formalize Internal Training Modules: Develop and implement internal PD sessions on effective data analysis practices.
- Mentorship Structures: Establish a mentorship model where experienced staff support new teachers in data-driven instruction.
- Ongoing Calibration: Schedule quarterly calibration sessions to maintain consistency and fidelity in data practices across teams..

Plans to Continue Improvement:

- Designate “Data Leads” within each grade level/department to champion best practices and ensure ongoing skill development.
- Introduce a continuous improvement cycle tied directly to data analysis outcomes, professional learning, and instructional adjustments.
- Conduct annual audits of data practices to ensure sustainability beyond staff transitions and consultant support.
- Celebrate and share success stories where data-driven decisions have directly impacted student achievement.

By solidifying our internal capacity and leadership around data practices, we will ensure that data-informed decision-making remains a permanent and dynamic part of our institutional culture.

Cognia’s Assessment of Progress Related to Area for Improvement #5.

The following is an assessment of the evaluator’s findings.

Sufficient progress - no further action required

Summary of Cognia’s Findings

Central Elementary/High School has demonstrated progress in achieving this AFI. The presence of the GaDOE has expedited the work of developing data protocols, designing and delivering professional learning, and modeling best practices in instructional leadership. Additionally, leadership and staff members at the school have participated in regularly scheduled sessions with representatives from the Chattahoochee Flint RESA. It was noted that members of the leadership team have successfully replicated practices modeled by external consultants during meetings and coaching sessions with teachers in the building. Instructional coaches and departmental chairs have started taking the lead role during data conversations during grade-level and content-area team meetings.

Leadership has identified strategic steps to foster the role of shared leadership throughout the building to enhance the presence of these practices as the external consultants eventually reduce their visibility and role in the building. Many of these steps focus on the ongoing presence of data as the vehicle for driving continuous improvement. Leadership is encouraged to implement the identified steps as a means of enhancing the sustainability of these practices throughout the school.

Reflections

Successes. Summarize your institution’s successes with continuous improvement.

Our institution has made notable strides in advancing continuous improvement efforts. We successfully expanded and diversified professional learning opportunities aligned with research-based pedagogical practices. Teacher engagement in professional development increased significantly, and there is clear evidence of new strategies being implemented in classrooms, contributing to measurable student growth. Additionally, we strengthened our ability to monitor the application of professional learning through more systematic classroom observations and data analysis. Collaboration with external consultants enhanced staff capacity for data-driven decision-making, leading to the development of sustainable internal practices. Overall, our commitment to continuous improvement has resulted in a stronger culture of collaboration, reflection, and instructional excellence across the school community.

Challenges. What challenges did your institution encounter with the improvement initiatives?

Challenges:

- Ensuring consistent observation and data collection across all classrooms.
- Limited time for deep professional learning and data analysis cycles.
- Managing change and building staff buy-in for new practices.
- Balancing immediate instructional needs with long-term improvement goals.
- Monitoring Intervention Plans
- No true collaborative planning (singleton teacher)

Despite these challenges, our institution remained committed to addressing barriers proactively and refining our processes to support lasting, meaningful improvement.

Additional Requirements for Early Learning Schools

Cognia institutions that have earned separate and distinct Cognia Early Learning Accreditation are required to complete additional items found on the pages below. [Please click here to access the \(three\) additional reporting requirements](#), Cognia [Early Learning Assurances](#), [Required Quality Elements](#), and [Requirements for Safe Environments](#). If you have any questions or concerns, please contact [Cognia Early Learning Services](#).

Institution’s Next Steps

- Submit your completed Progress Report, in **Microsoft Word** only, in the Workspace.
- Upload evidence in the Workspace that you deem relative and supportive of your progress.
- Notify your Cognia Regional Office of your submission in the Workspace.

Institution’s Submission

This report was completed and submitted by:

Name	Mr. Jonathan Taylor
Title	Principal

Date	
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Summary of Cognia’s Review

Pursuant to the Cognia Accreditation and Certification Policies and Procedures, the following recommendation will be reviewed, along with other documentation, by Cognia and the Cognia Global Commission for action. For details related to each status, please see Policy 3.

X	Continued Accredited status with no further actions
	Accredited Under Review status recommended based on an incomplete report and/or insufficient progress

Next Steps

The following tasks should be completed before the next review. Cognia representatives stand ready to help you complete these tasks.

1.	Collect, analyze, and use stakeholder perception data to enhance collegiality and institutional culture.
2.	Revisit and refine protocols for classroom observations to ensure the validity and credibility of processes used to capture, analyze, and use data.
3.	Expand shared leadership in the building by acknowledging, nurturing, and utilizing the instructional leadership knowledge and skills of staff.
4.	Prepare for the Accreditation Engagement Review in 2028-2029.

Dr. Cynthia Anderson
Mid-Cycle Report Reviewer

September 8, 2025
Date

Terri Johnson
Cognia Representative
Title

October 8, 2025
Date

Cognia Early Learning Institutions Only

Early Learning School Assurances

Assurances are compliance and/or accountability statements that institutions are asked to certify adherence.

Assurances	Meets (Y/N)	Notes
1. Cognia Policies and Procedures - The institution has read, understands, and complies with the Cognia Policies and Procedures.		
2. Governmental laws and regulations - The institution complies with all applicable governmental laws or regulations.		
3. Marketing and Communication - The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.		
4. Governing Authority - The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.		
5. Financial Transactions - The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.		
6. Security and Crisis Management Plan - The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.		
7. Training Participation - The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.		
8. Licensed with State Agency - The early learning institution is licensed in good standing with the state or governmental agency responsible for licensing child care centers and early childhood programs. <input type="checkbox"/> Required evidence. The most up to date licensing report is submitted in Workspace along with this report.		

Please identify any unmet Assurance and describe the school's plan to address the expectations in the Assurance.

Assurance	Action Plan

Early Learning Required Quality Elements

The school must consistently and continuously meet the Required Quality Elements to maintain accreditation.

Required Quality Elements	Meets (Y/N)	Notes
7.2- The continuous improvement process is based on analyzed data about young learners' developmental and academic needs, identified early childhood education best practice, and the school's organizational effectiveness.		
12.1- The curriculum is evidence-informed, identifies a developmentally appropriate philosophy, and includes curriculum frameworks aligned with the identified educational philosophy and state or country early learning standards.		
13.1- At least one administrator meets Cognia administrator qualifications.		
16.2 - Educators supervise infants and toddlers (if served) by sight and sound at all times. Preschool age students must be supervised by sight or sound at all times.		
16.5 - Measures are in place to reduce the risk of sudden infant death syndrome (SIDS) for daytime naps and any other times of sleep.		
16.10 - The school has written policies and procedures for criminal background checks, minimum age requirements, and health assessments relevant to staff positions and job descriptions with verification documents on file.		
16.11 - A minimum of 90% of educators are certified in pediatric CPR and first aid.		
16.13 - The school has written policies or procedures that prohibit physical punishment, negative verbal interaction, or threats as a form of discipline.		
26.3 - Leaders work with stakeholders to create a school improvement plan that is informed by child progress monitoring data, classroom observation data, educator professional development needs, program efficacy data, and stakeholder feedback.		

Please identify any required criteria that are not being met and describe what needs to be done to address the criteria's expectations.

Requirements for Safe Environments

The school must consistently and continuously meet the Requirements for Safe Environments to maintain accreditation.

Requirements for Safe Environments	Meets (Y/N)	Notes
Outdoor play spaces are age-appropriate, with separation of space for toddlers and preschool-aged children		
The playground area is protected and secured by a fence		
Outdoor play spaces have appropriate fall cushioning, are well maintained and appear hazard-free		
Indoor spaces are kept safe and appear hazard-free		
The school provides access to natural light in some indoor areas		
Storage space is available for the individual belongings of each child and staff member		
Furnishings are child-sized and accommodate routine care, play, learning, relaxation and comfort		
The facility is family friendly, with posted materials embracing the diversity of families served		
The facility has clear processes for check-in and check-out of children		
Adults are provided comfortable seating to sit, hold and feed infants in infant classrooms		

Please identify any Requirements for Safe Environments that are not being met and describe what needs to be done to address the expectations.

Please identify any licensing or governing body deficiencies that were identified in your most recent licensing report and what was done to meet licensing or governing body's expectations.